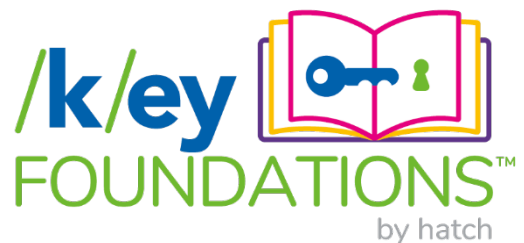# Scope and Sequence
Ignite by Hatch™ and Key Foundations by Hatch™

Strengthening the Foundations of Early Literacy Development

This document outlines the progression of skills, concepts, and learning objectives integrated into Ignite™ and Key Foundations™ to support educators and administrators in delivering explicit and systematic literacy supports.

Ignite™ Literacy and Language & Communication Development Scope and Sequence

Literacy Framework

Ignite's literacy framework includes the following strands, subdomains, and skills.

Listening Comprehension Strand

Subdomain	Level	Skill Descriptor
Key Ideas and Details	1	Listens to fictional texts with simple details and story elements
Key Ideas and Details	2	Listens to nonfiction texts with simple structures and elements
Key Ideas and Details	3	Identifies the main character(s) in a story
Key Ideas and Details	4	Recalls key details from a story
Key Ideas and Details	5	Recalls the order of events in a story
Key Ideas and Details	6	Recalls several facts from expository text
Key Ideas and Details	7	Makes text-to-text connections
Key Ideas and Details	8	Draws a picture to summarize text and labels key details
Key Ideas and Details	9	Identifies the main topic of a text
Key Ideas and Details	10	Retells a story, demonstrating an understanding of the central message or lesson
Key Ideas and Details	11	Identifies settings and major events in a story using key details
Key Ideas and Details	12	Describes how two individuals, events, or pieces of information in a text are connected

Phonics Strand

Subdomain	Level	Skill Descriptor
Alphabet Knowledge	2	Listens to alphabet chants and songs
Alphabet Knowledge	3	Recognizes 10 uppercase letters
Alphabet Knowledge	4	Recognizes 18 uppercase and 15 lowercase letters
Alphabet Knowledge	5	Recognizes 26 uppercase and 20 lowercase letters
Alphabet Knowledge	6	Identifies all 26 uppercase and lowercase letters
Alphabet Knowledge	7	Rapidly identifies all 26 uppercase and lowercase letters
Decoding	6	Decodes CVC words with short vowel sounds
Decoding	7	Decodes CCVC words with consonant diagraphs
Decoding	8	Decodes CVCe words with long vowel sounds
Decoding	9	Determines the number of syllables in a printed word
Decoding	10	Decodes two-syllable words that follow basic patterns
Decoding	11	Reads words with inflectional endings
Decoding	12	Reads grade-appropriate irregularly spelled words
Letter–Sound Correspondence	3	Identifies less than 10 letters based on their sounds
Letter–Sound Correspondence	4	Identifies 10 uppercase letters based on their sounds

Letter–Sound Correspondence	5	Identifies 15 uppercase and 10 lowercase letters based on their sounds
Letter–Sound Correspondence	6	Identifies all uppercase and 20 lowercase letters based on their sounds
Letter–Sound Correspondence	7	Identifies all 26 uppercase and lowercase letters based on their sounds
Letter–Sound Correspondence	8	Identifies vowels based on long vowel sounds

Phonological Awareness Strand

Subdomain	Level	Skill Descriptor
Alliteration	1	Listens to songs and chants that have repeating initial sounds
Alliteration	2	Recognizes when groups of words begin with the same onset
Alliteration	3	Distinguishes if two words start with the same onset
Alliteration	4	Isolates the onset in words
Alliteration	5	Sorts words by onset
Alliteration	6	Sorts words with initial diagraphs by onset
Blending	1	Combines two words to make a compound word
Blending	2	Adds a missing word to form a compound word
Blending	3	Combines syllables to form words
Blending	4	Blends onsets and rimes to make one-syllable words
Blending	5	Blends phonemes to form simple words
Blending	6	Blends phonemes to form simple words quickly
Blending	7	Blends phonemes to form a one-syllable word with consonant digraphs
Blending	8	Blends phonemes to form one-syllable words with consonant blends
Rhyming	1	Listens to a variety of rhymes (songs, chants, etc.)
Rhyming	2	Determines if two words rhyme
Rhyming	3	Matches rhyming words
Rhyming	4	Determines which word does not rhyme
Rhyming	5	Sorts words by rhyme
Rhyming	6	Fills in rhyming words
Segmenting	1	Identifies separate words within a sentence
Segmenting	2	Segments compound words into two words
Segmenting	3	Deletes a word from a compound word
Segmenting	4	Segments words into syllables
Segmenting	5	Explores segmenting simple words into individual phonemes
Segmenting	6	Isolates final sounds in CVC words
Segmenting	7	Isolates medial vowel sounds in CVC words (short vowels only)
Segmenting	8	Identifies consonants that are combined to form a consonant blend

Phoneme Manipulation	6A	Adds an initial phoneme to a given word to create a new word
Phoneme Manipulation	6B	Adds a final phoneme to a given word to create a new word
Phoneme Manipulation	6C	Adds a medial phoneme to a word to create a new word
Phoneme Manipulation	7A	Deletes an initial phoneme from a given word to create a new word
Phoneme Manipulation	7B	Deletes a final phoneme from a given word to create a new word
Phoneme Manipulation	7C	Deletes a medial phoneme from a word to create a new word
Phoneme Manipulation	8A	Substitutes an initial phoneme in a given word to create a new word
Phoneme Manipulation	8B	Substitutes a final phoneme in a given word to create a new word
Phoneme Manipulation	8C	Substitutes a medial phoneme in a given word to create a new word

Reading Strand

Subdomain	Level	Skill Descriptor
Comprehension - Fiction	5	Interacts during a read-aloud with call and response or movements
Comprehension - Fiction	6	Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
Comprehension - Fiction	7	Recalls the order of events after reading a text
Comprehension - Fiction	8	Makes simple predictions and inferences about a text
Comprehension - Nonfiction	6	Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
Comprehension - Nonfiction	7	Demonstrates an understanding of content-specific vocabulary used in a text
Comprehension - Nonfiction	8	Recalls the order of procedures after reading a procedural text
Concepts of Print	1	Identifies appropriate book orientation
Concepts of Print	2	Distinguishes print from pictures
Concepts of Print	3	Demonstrates an understanding of print directionality
Concepts of Print	4	Identifies book parts and features
Concepts of Print	5	Distinguishes letters from words
Concepts of Print	6	Distinguishes between uppercase and lowercase letters
Concepts of Print	7	Tracks written text along with spoken text
Concepts of Print	8	Identifies features of nonfiction texts
High-Frequency Words	6	Identifies the following sight words: *the, can, is, a, I, see, on, he, she, at*
High-Frequency Words	7	Identifies the following sight words: *to, in, you, it, was, that, his, and, for, are*

High-Frequency Words	8	Identifies the following sight words: *of*, *with*, *they*, *be*, *this*, *have*, *from*, *we*, *look*, *my*
Integration of Knowledge and Ideas	6	Describes the relationship between illustrations and a story
Integration of Knowledge and Ideas	7	Compares and contrasts the experiences of characters in a story
Integration of Knowledge and Ideas	8	Describes the characters, setting, or events in a story using illustrations and/or details
Integration of Knowledge and Ideas	9	Describes the characters, setting, or events using illustrations and details in a story
Integration of Knowledge and Ideas	10	Describes the key ideas of a text using illustrations and text details
Integration of Knowledge and Ideas	11	Identifies the reasons an author gives to support points in a text
Integration of Knowledge and Ideas	12	Identifies similarities and differences between two texts on the same topic
Craft and Structure	6	Answers questions about words in a text
Craft and Structure	7	Recognizes common types of texts
Craft and Structure	8	Names the author and illustrator of a text and defines the role of each
Craft and Structure	9	Identifies words or phrases in poems or stories that indicate feelings or appeal to the senses
Craft and Structure	10	Identifies who is telling the story at different points in a text
Craft and Structure	11	Identifies whether information has been provided by pictures or illustrations or by the words in a text
Craft and Structure	12	Uses various text features (e.g., headings, glossaries, tables of contents) to locate key facts or information in a text

Writing Strand

Subdomain	Level	Skill Descriptor
Writing Development	1	Makes scribble marks
Writing Development	2	Draws pictures to convey meaning
Writing Development	3	Writes shape-like symbols
Writing Development	4	Writes letter strings
Writing Development	5	Writes letter strings with spaces
Writing Development	6	Labels a picture with at least the initial sound
Writing Development	7	Uses invented or phonetic spelling
Writing Development	8	Uses capital letters at the beginning of a sentence and ending punctuation

Language & Communication Development Framework

Ignite's Language & Communication Development framework includes the following subdomains and skills.

Subdomain	Level	Skill Descriptor
Receptive Language	1	Shows an understanding of basic words
Receptive Language	2	Responds to "what" questions
Receptive Language	3	Responds to "where" questions
Receptive Language	4	Demonstrates an understanding of complex and compound sentences
Receptive Language	5	Responds to "how" questions
Listening and Understanding	1	Responds to one-step requests or questions
Listening and Understanding	2	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Listening and Understanding	3	Follows two-step, oral directions that relate to familiar activity or situation
Listening and Understanding	4	Carries out two-step requests that involve a new or unfamiliar activity or situation
Listening and Understanding	5	Carries out multistep requests that relate to familiar activities or situations
Listening and Understanding	6	Attends to multiple details in directions
Listening and Understanding	7	Carries out multistep directions with multiple details
Listening and Understanding	8	Carries out multistep directions with multiple details that involve a new or an unfamiliar activity or situation
Academic Vocabulary	4	Applies an understanding of cross-curricular, prekindergarten-level Tier 2 words
Academic Vocabulary	5	Applies an understanding of some cross-curricular, kindergarten-level Tier 2 words
Academic Vocabulary	6	Applies an understanding of more cross-curricular, kindergarten-level Tier 2 words
Academic Vocabulary	7	Applies an understanding of a range of cross-curricular, kindergarten-level Tier 2 words
Academic Vocabulary	8	Applies an understanding of some cross-curricular, first-grade-level Tier 2 words
Vocabulary	1	Understands color words
Vocabulary	2	Sorts words into categories
Vocabulary	3	Demonstrates an understanding of comparative adjectives
Vocabulary	4	Demonstrates an understanding of common antonyms
Vocabulary	5	Demonstrates an understanding of cross-curricular words
Vocabulary	6	Demonstrates an understanding of basic multiple-meaning words

Vocabulary	7	Makes connections between shades of verbs and adjectives
Vocabulary	8A	Uses sentence-level context as a clue to the meaning of a word or phrase
Vocabulary	8B	Identifies real-life connections between words and their uses
Vocabulary	9	Sorts words into categories in order to understand the concepts the categories represent
Vocabulary	10	Use frequently occurring prefixes as a clue to the meaning of a word
Vocabulary	11	Use frequently occurring suffixes as a clue to the meaning of a word
Vocabulary	12	Identifies frequently occurring root words and their inflectional forms
Conventions of Language	3	Demonstrates an understanding of regular plural nouns
Conventions of Language	4	Demonstrates an understanding of simple past, progressive present, and simple future verb tenses
Conventions of Language	5	Demonstrates an understanding of question words (*who*, *what*, *where*, *when*, *why*, *how*)
Conventions of Language	6	Demonstrates an understanding of prepositions within sentences
Conventions of Language	7	Demonstrates an understanding of irregular plural nouns
Conventions of Language	8	Demonstrates an understanding of matching verbs to singular and plural nouns in basic sentences

Key Foundations by Hatch™ Scope and Sequence

Lesson Book

The Key Foundations Lesson Book provides scaffolded phonics and word study instruction with 114 lessons. For each letter, teachers lead children through a Sound Hunt, a Letter Hunt, a Word Game, and a Sound Game. These lessons can be taught in any order or sequence and folded into a classroom's existing literacy curriculum.

Lesson Type	Activities
Sound Hunt	Children practice finding sounds in names and then finding those same sounds in words. For example, in the lesson that focuses on the letter F, children practice finding the /f/ sound in names (e.g., So-/f/-ia or /f/-rancis), then they work on finding the /f/ sound in other words (e.g., /f/-rog or /f/-ox).
Letter Hunt	Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters. For example, the teacher helps children understand how the sound /f/ links to the letter F. The teacher writes down names and words that include the /f/ sound to model how the sound links to the letters used to write it, then they encourage children to practice writing or printing the letter F (uppercase and lowercase).
Word Games	Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating. Using Picture Cards, children play a guessing game where they use four language clues to guess a word that begins with the /f/ sound. For example, the teacher will say "I'm thinking of a word that starts with /f/, that's part of the body, that's joined to your leg, that you can put a sock on, and that you can put a shoe on." Next, children practice categorizing other picture cards (e.g., finding all the cards that show parts of the body).
Sound Games	Children practice segmenting syllables and recognizing and producing rhymes. Using words that start with the target sound, children practice clapping syllables, rhyming, and demonstrating other phonics skills, like blending, segmenting, sorting by sound, discriminating sounds, deleting syllables, isolating sounds.

Game Book

The Key Foundations Game Book provides targeted support for oral language development and phonological and phonemic awareness skills with 45 small-group games. Children use the Picture Cards and Cue Cards to build language and sound analysis skills. The games are sequenced according to how children learn and develop these skills and should be played in order, beginning with Game 1.

Oral Language Games

Competency	Game Numbers	Activities
Vocabulary and background knowledge	1–4	Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of adjectives and using them to describe different living or nonliving things.
Describing	5–8	Children practice describing things in different ways: animals (where they live, what covers their bodies, what they eat, etc.), everyday things (their size, what they are made from, how they are used, what makes them work, etc.), and food (color, shape, size, etc.).
Comparing	9–12	Children practice describing and comparing living and nonliving things (by size, shape, use, color, etc.) that have similar and different qualities and generating a variety of words to describe and compare what is the same and what is different in a group of cards.
Categorizing	13–16	Children practice comparing and grouping living and nonliving things according to shared qualities. They also find things that don't fit in the group because these things don't share a particular quality.

Sound Games

Competency	Game Numbers	Activities
Syllables	17–20	Children practice sorting picture cards by the number of syllables, matching pairs of words with the same number of syllables, finding one word from a set of three words that has a different number of syllables, and breaking words into syllables and then pronouncing the word made by deleting the last syllable.
Rhyming	21–24	Children practice matching pairs of Picture Cards that have words that rhyme, finding one word in a set of three that does not rhyme, completing a sentence with a rhyming word, and generating groups of rhyming words.
Blending	25–28	Children practice blending sound chunks (onset and rime) and individual sounds to pronounce words. They then use the words they have made to generate rhyming words and to sort words by their initial sound.
Segmenting	29–32	Children practice segmenting words into individual sounds, matching words that have the same number of sounds, finding the word in a group that has a different number of sounds, and sorting words into groups according to the number of sounds they contain.

Initial sounds	33–36	Children practice identifying, discriminating, and deleting initial sounds in words. They match initial sounds, identify and discriminate between similar initial sounds, delete the initial sound and pronounce the word that remains, and swap the initial sound for another sound and then pronounce the word that is made.
Final sounds	37–40	Children practice identifying, discriminating, and deleting final sounds in words. They match final sounds, identify and discriminate between similar final sounds, delete the final sound and pronounce the word that remains, and swap the final sound for another sound and then pronounce the word that is made.
Long and short vowel sounds	41–45	Children practice identifying and matching the long and short vowel sounds in words.