Scope and Sequence
Ignite by Hatch™ and
The Code is the Key Grade 1 by Hatch™

Strengthening the Foundations of Early Literacy Development

This document outlines the progression of skills, concepts, and learning objectives integrated into Ignite™ and The Code is the Key Grade 1™ 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

The Code is the Key Grade 1 by Hatch™ Scope & Sequence

Lesson Book

The Code is the Key Grade 1 Lesson Book provides structured and systematic literacy instruction targeting key foundational skills for learning to read and write. The book contains 150 engaging lessons that teach children to recognize, manipulate, write, and read every sound of the English language. It also includes additional daily routines, activities for learning centers, and practice activities. Each sound has three lessons that follow a consistent format. The first lesson follows a routine that children will be familiar with from kindergarten, then the next two lessons extend knowledge of the diversity of the alphabetic code and further develop phonemic awareness skills. The lesson formats are as follows:

- **Lesson 1** asks children to pronounce the sound (Say it), identify the position of the sound in words (Hear it), generate words that contain the sound (Find it), and identify the letters and letter patterns used to write the sound in those words (Write it).
- **Lesson 2** helps students to develop their phonemic awareness skills (blending, segmenting, and manipulating sounds) and identify different graphemes that represent the focus sound. Using the Sound Poem, children find words with the focus sound, play with the sounds in these words, then identify the graphemes for the focus sound in these words.
- **Lesson 3** transfers phonemic awareness skills and grapheme knowledge to writing and making words. Children learn to use the Sounds and Spellings Cards and the Elkonin box technique to segment and write words sound by sound. They also learn to segment words into sounds, match them to the graphemes on the Code Cards, then make words by sequencing the sounds and graphemes–all before blending the sounds together to pronounce the words.

Sounds are taught in groups according to their pronunciation in the sequence shown the following table. Lessons begin with sounds that are written most simply and reliably (plosives and short vowel sounds) and progress to sounds that can be written in different ways and with more complex spelling patterns. In Grade 1, the sounds that are pronounced in similar ways (but one is voiced and one is unvoiced [e.g., /p/ and /b/, /k/ and /g/, /s/ and /z/]) are taught consecutively to support children in discriminating between these similar sounds.

Lesson Type	Teaching Focus
Plosives or stops	/p/, /b/, /k/, /g/, /t/, /d/
Short vowel sounds	/a/, /e/, /i/, /o/, /u/, /oo/
Mixed sounds (continuous and stop)	/ch/, /j/
Long vowel sounds	/ā/, / ē/, / ī/, /ō/, /ū/, /ōō/
Nasal sounds	/m/, /n/, /ng/
Continuous sounds (fricatives)	/h/, /f/, /v/, /sh/, /zh/, /<u>th</u>/, /th/, /s/, /z/
Continuous sounds (approximants)	/l/, /r/, /y/, /w/
Other vowel sounds	/oy/, /ow/, /aw/, /er/, /or/, /ar/, /ear/, /air/
Two sounds commonly heard consecutively	/k//w/ (spelled "qu"), /k//s/ (spelled "x")

Suffixes	Adding "ing," "ed," "er," and "est" for form suffixes
Plurals	Adding "s" and "es" to form plural words
The role of the final "e"	Recognizing "e" on the end of words and identifying its purpose
Contractions	Recognizing, writing, and expanding contractions made with the letter "i" (uppercase) I and "not"

Practice Book

The Code is the Key Grade 1 Practice Book contains activities for additional student practice.

Lesson Type	Practice Activities
Sounds: /p/, /b/, /k/, /g/, /t/, /d/, /a/, /e/, /i/, /o/, /u/, /oo/, /ch/, /j/, /ā/, /ē/, /ī/, /ō/, /ū/, /ōō/, /m/, /n/, /ng/, /h/, /f/, /v/, /sh/, /zh/, /th/, /<u>th</u>/, /s/, /z/, /l/, /r/, /y/, /w/, /oy/, /ow/, /aw/, /er/, /or/, /ar/, /ear/, /air/, /k//w/, /k//s/	Cloze activity – Filling in the letters for the graphemes that represent the focus sound to create words and then reading the words made, finding and underlining words in sentences that contain the focus sound and then circling the graphemes for that sound, writing words containing graphemes that represent the focus sound, and writing words sound by sound into Elkonin boxes
The role of the final "e"	Cloze activity – Writing "e" on the end of words and then reading the words made, finding and underlining words that end in "e" in sentences and then circling the graphemes that the "e" belongs to, writing words that end in "e," (Cloze activity) filling in the letters for long-vowel split-digraph patterns to create words and then reading the words made, finding and underlining words in sentences that have long-vowel split-digraph patterns and then circling the graphemes for this pattern, and writing words that have long-vowel split-digraph patterns
Suffixes "ing," "ed," "er," and "est"	Finding "ing" and "ed" suffixes on the end of words in a short text, sorting "ed" endings according to their pronunciation (/t/, /d/, or /i//d/), making comparative and superlative words by adding "er" and "est," and identifying the superlative words in short sentences
Plural words made with "s" and "es"	Identifying and underlining plural words in short sentences and circling the "s" or "es" suffix, sorting plural endings according to their pronunciation (/s/, /z/, or /i//z/), and making plural words by adding "s" or "es"

Contractions	Placing the apostrophe in contraction words made with the letter "i" (uppercase) or "not" in the correct position and forming contractions for words made with I and those that are not

Additional Materials

The Code is the Key Grade 1 includes additional materials to support teachers and provide multimodal learning for children.

Resource	Description and Purpose
Elevate & Evaluate	This professional development book helps teachers enhance their expertise by providing research-based best practices, reliable assessment tools, and guidance for interpreting student results effectively.
Code Cards	Code Cards include 150 cards illustrating phoneme-grapheme relationships.
Sound Poems	These are large-format cards that provide engaging poems that focus on each of the 44 sounds of the English language, plus consecutive sounds /k//w/ ("qu") and /k//s/ ("x"). Children learn to read the poems, and the teacher-led activities on the back of each card help children develop knowledge about language. They learn to find the focus sound in different positions in words, clap syllables and identify the vowel sounds inside syllables, find the graphemes that represent the focus sound in words in the poem, understand and use knowledge of words and word structures (adjectives, verbs, nouns, prepositions, pronouns, synonyms and antonyms, tenses, contractions, question words, and punctuation), and finally, create and then proofread their own verse for the poem.
Sounds and Spellings Cards	These are individual student cards (plus a wall chart) that provide children with a tool for finding different graphemes to represent the sounds of the English language.
Class Sound Dictionary	This is a large-format book for recording the words children generate for each sound and identifying the graphemes used to write them.