

Star Early Literacy Skill	Star Early Literacy Sub-Domain	Learning Beyond Paper Standard & Progress Monitoring Skill Alignment
Alphabetic Principle	Alphabetic Knowledge Recognize lowercase letters Recognize uppercase letters Match lowercase with uppercase letters Match uppercase with lowercase letters Distinguish numbers from letters	Demonstrates increasing knowledge of the alphabet a. Recognizes and names some uppercase and lowercase letters of the alphabet with adult support Use writing for a variety of purposes Writes some letters of the alphabet and some numbers
	Alphabetic Sequence Identify the letter that comes next Identify the letter that comes before	Demonstrates increasing knowledge of the alphabet Recognizes and names some uppercase and lowercase letters of the alphabet with adult support
	Letter Sounds Recognize sounds of lowercase letters Recognize sounds of uppercase letters	Demonstrates increasing knowledge of the alphabet. Begins to associate letters with their letter sounds with adult support
Concept of Word	Print Concepts: Word Length Identify longest word Identify shortest word	Demonstrates awareness of print concepts Recognizes and reads environmental print
	Print Concepts: Word Borders Identify number of words (2–3)	Demonstrates awareness of print concepts Recognizes and reads environmental print
	Print Concepts: Letters and Words Differentiate words from letters Differentiate letters from words	Demonstrates awareness of print concepts Recognizes and reads environmental print
Visual Discrimination	Letters Differentiate lowercase letters Differentiate uppercase letters Differentiate lowercase letters in mixed set Differentiate uppercase letters in mixed set	Demonstrates increasing knowledge of the alphabet a. Recognizes and names some uppercase and lowercase letters of the alphabet with adult support
	Identification and Word Matching Identify words that are different Match words that are the same Identify words that are different from a prompt	Demonstrates awareness of print concepts Recognizes and reads environmental print
Phonemic Awareness	Rhyming and Word Families Match sounds within word families (named pictures) Match sounds within word families (unnamed pictures)	Develops phonological awareness (discriminates the sounds of language) Differentiates sounds that are the

Identify rhyming words (named pictures) Identify nonrhyming words (named pictures)	same and sounds that are different
Blending Word Parts Blend onsets and rimes Blend 2-syllable words Blend 3-syllable words	Develops phonological awareness (discriminates the sounds of language) Identifies and manipulates natural breaks in spoken words
Blending Phonemes Blend phonemes in (VC) or (CVC) words Blend phonemes in single-syllable words	Develops phonological awareness (discriminates the sounds of language) Differentiates sounds that are the same and sounds that are different
Initial and Final Phonemes Determine which word (picture) has an initial phoneme different from a prompt Determine which word (picture) has a different initial phoneme Match initial phoneme to a prompt (pictures) Recognize same final sounds (pictures) Determine which word (picture) has a final phoneme different from a prompt Determine which word (picture) has a different final phoneme	Develops phonological awareness (discriminates the sounds of language) Differentiates sounds that are the same and sounds that are different
Consonant Blends (PA) Match consonant blend sounds (pictures)	Develops phonological awareness (discriminates the sounds of language) Differentiates sounds that are the same and sounds that are different
Medial Phoneme Discrimination Identify short vowel sounds (pictures) Identify and match medial sounds (pictures) Distinguish short vowel sounds (pictures) Match long vowel sounds (pictures) Distinguish long vowel sounds (pictures)	N/A for PRE-K
Phoneme Segmentation Segment syllables in multisyllable words Segment phonemes in single-syllable words	Develops phonological awareness (discriminates the sounds of language) Identifies and manipulates natural breaks in spoken words
Phoneme Isolation/Manipulation Substitute initial consonant (named pictures) Substitute initial consonant (unnamed pictures) Determine missing phoneme, initial or final Substitute initial consonant in a prompt (pictures) Substitute final consonant sound in a prompt (unnamed pictures) Substitute final consonant (named pictures) Substitute final consonant sound (unnamed)	N/A for PRE-K

	<p>pictures) Substitute vowel sounds (pictures)</p>	
Structural Analysis	<p>Words with Affixes Use knowledge of common affixes to decode words</p>	N/A-for PRE-K
	<p>Syllabification Use knowledge of syllable patterns to decode words Decode multisyllable words</p>	N/A-for PRE-K
	<p>Compound Words Identify compound words (named words) Identify words that are not compounds (named words) Identify compound words (unnamed words) Identify words that are not compounds (unnamed words) Identify correctly formed compounds</p>	<p>Develops phonological awareness (discriminates the sounds of language) c. Identifies and manipulates natural breaks in spoken words</p>
Vocabulary	<p>Word Facility Match words to pictures Read high-frequency words by sight Identify new meanings for common multi-meaning words Determine categorical relationships Understand position words Read grade-level sight words Understand multi-meaning words</p>	<p>Explores, recognizes, and describes spatial relationships between objects Demonstrates an understanding of directionality, order, and position of people and/or objects by using appropriate directional language to indicate where things are located in the learning environment"</p>
	<p>Synonyms Identify synonyms of grade-appropriate words Match words with their synonyms (words) Identify synonym of a grade-appropriate word in a contextual sentence Match words with their synonyms in paragraph context (assisted) Match words with their synonyms in paragraph context (unassisted)</p>	<p>Acquires vocabulary introduced in conversations, activities, stories, and/or books Understands the meaning of increasingly more complex words across multiple topic areas</p>
	<p>Antonyms Identify antonyms of words Identify antonyms of words in context (assisted) Identify antonyms of words in context (unassisted)</p>	<p>Acquires vocabulary introduced in conversations, activities, stories, and/or books Understands the meaning of increasingly more complex words across multiple topic areas</p>
Sentence-Level Comprehension	<p>Comprehension at the Sentence Level Listen and identify word in context Read and identify word in context</p>	<p>Listens for a variety of purposes and demonstrates comprehension Responds to interpretive and evaluative questions with adult support</p>
Paragraph-Level Comprehension	<p>Comprehension of Paragraphs Identify the main topic of a text</p>	<p>Listens for a variety of purposes and demonstrates</p>

	<p>Listen to text and answer literal who, what questions</p> <p>Listen to text and answer where, when, why questions</p> <p>Read text and answer literal who, what questions</p> <p>Read text and answer where, when, why questions</p>	<p>comprehension</p> <p>Responds to interpretive and evaluative questions with adult support</p> <p>Builds and expands comprehension through conversations</p> <p>Uses pictures to predict the main idea of a story prior to reading the story</p> <p>Retells familiar stories.</p> <p>Answers questions about a story</p> <p>Makes story connections (story to story, story to real-life events, story to personal events)</p>
Early Numeracy	<p>Number Naming and Number Identification</p> <p>Recognize numbers 0–20</p>	<p>Organizes, represents, and builds knowledge of quantity and number</p> <p>Subitizes up to 5 objects</p> <p>Begins to match number symbols 0-20 to object sets with adult support</p>
	<p>Number Object Correspondence</p> <p>Count 1–20</p> <p>Recognize ordinal numbers 1st–10th</p> <p>Compare sets of up to 5 objects</p> <p>Identify the number of 10s in 10, 20, 30, 40, 50, 60, 70, 80, 90</p>	<p>Organizes, represents, and builds knowledge of quantity and number</p> <p>Counts in a sequence beyond 20</p> <p>Manipulates, compares, and describes relationships using quantity and number</p> <p>Identifies objects sets or picture sets as equal, more/greater than, and less than</p>
	<p>Sequence Completion</p> <p>Complete a picture pattern</p> <p>Complete a sequence of numbers between 0 and 10 in ascending order</p>	<p>Sorts, orders, classifies, and creates patterns</p> <p>Identifies, duplicates, and extends increasingly more complex patterns</p> <p>Creates own patterns</p> <p>Independently seriates objects (up to 6) and defines the criteria used to determine the order</p>
	<p>Composing and Decomposing</p> <p>Add 1 to a set</p> <p>Subtract 1 from a set</p> <p>Add numbers with a sum up to 10 (pictures)</p> <p>Subtract numbers with a minuend up to 10 (pictures)</p>	<p>Manipulates, compares, and describes relationships using quantity and number</p> <p>Adds to/combines and takes away from/separates object sets or picture sets</p>
	<p>Measurement</p> <p>Compare sizes, weights, and volumes</p>	<p>Explores and communicates about distance, weight, length, height, and time"</p> <p>Compares objects using size, weight or speed (time)</p>

		Uses a variety of standard and non-standard tools to measure and compare distances, weights, lengths, and heights
Standard/Progress Monitoring Skill	Listens for a variety of purposes and demonstrates comprehension" Follows multi-step directions	
Additional Notes 1:	<p>"This standard/progress monitoring skill will support the child in responding to instructions ""To correctly respond to a question, the student must have no more than one incorrect key press or off-target click (not including the Listen button) and must select the target object within five seconds after the audio instructions are through playing. When software detects that the student is having difficulty using the mouse or keyboard, the student will be instructed to ask the teacher for help."" *</p> <p>*Taken from The Division of Early Learning/VPK/Florida's Assessment of Student Thinking (FAST) Using Star Early Literacy/Resources/Administration Resources/Star Early Literacy Technical Manual"</p>	
Standard/Progress Monitoring Skill	Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks Identifies some advanced technologies (technologies that require power and perform complex tasks) and demonstrates and/or describes their functions with adult support	
Additional Notes 2:	<p>"Prepares child for utilizing technology required when completing the Star Early Literacy assessment as it is a ""computer-adaptive assessment instrument designed to measure the early literacy skills of beginning readers.""*</p> <p>*Taken from The Division of Early Learning/VPK/Florida's Assessment of Student Thinking (FAST) Using Star Early Literacy/Resources/Administration Resources/Star Early Literacy Technical Manual"</p>	