**Language and Literacy: Phonics and Letter Recognition Learning Progression**

| **Domain: Language and Literacy** |
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| **Strand: Reading** |
| **Learning Progression: Phonics and Letter Recognition** |
| **Operational Definition: Demonstrates an understanding of letter recognition skills and letter-sound correspondence** |

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Uppercase Letters** | Names and identifies a few uppercase letters, often beginning with the first letter in own name. | Names and identifies some (at least 5) uppercase letters. | Names and identifies many (at least 10) uppercase letters. | Names and identifies most (at least 20) uppercase letters. | Names and identifies all uppercase letters. |
| **Lowercase**  **Letters** |  | Names and identifies a few lowercase letters. | Names and identifies some (at least 5) lowercase letters. | Names and identifies many (at least 10) lowercase letters. | Names and identifies all lowercase letters. |
| **Letters-Sounds** |  |  | Identifies and produces the sound for a few letters. | Identifies and produces the most frequent sound for some (at least 5) consonants. | Identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels. |

**Uppercase Letters**

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| **Directions** | **Rubric** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they name and identify uppercase letters.  For each child, pay attention to the following details as you observe:   * what prompts the child to name and identify uppercase letters * which uppercase letter(s) the child names and identifies * whether or not the child names and identifies the uppercase letter(s) correctly   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child names and identifies a few uppercase letters, often beginning with the first letter in own name. | **Jinin—**Jinin looked at her nametag (printed in uppercase letters), pointed to the first letter, and said, “J.” Then she pointed to the last letter and said, “N . . . Jinin.” |
| **2** | Child names and identifies some (at least 5) uppercase letters. | **Leanne—**Leanne was looking at an alphabet book and attempting to read it to her friend Abby. She pointed to an assortment of letters, in random order, and correctly named and identified *X*, *O*, *S*, *Z*, *P*, *L*, and *A* (there were others that she named incorrectly). |
| **3** | Child names and identifies many (at least 10) uppercase letters. | **Patrick—**When shown a page with all the uppercase letters in mixed-up order on a grid, Patrick named and identified 15 of 26 letters correctly. For the others, he said, “I don’t know.” |
| **4** | Child names and identifies most (at least 20) uppercase letters. | **Kevin—**Kevin played a game in which he had to name and identify uppercase letters using a mixed-up deck of flash cards. He named and identified all but *Q*, *K*, and *W* correctly. |
| **5** | Child names and identifies all uppercase letters. | **Tori—**Tori participated in a “pointer challenge” where a student held a long pointer and moved it in random order across a display of all of the uppercase letters. She named and identified all of the letters correctly. |

**Lowercase Letters**

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| **Directions** | **Rubric** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they name and identify lowercase letters.  For each child, pay attention to the following details as you observe:   * what prompts the child to name and identify lowercase letters * which lowercase letter(s) the child names and identifies * whether or not the child names and identifies the lowercase letter(s) correctly   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **2** | Child names and identifies a few lowercase letters. | **Cory—**When a friend pointed to the letters *r*, *y*, and *o* (in that order) on his nametag (written in lowercase letters), Cory correctly named and identified each lowercase letter. |
| **3** | Child names and identifies some (at least 5) lowercase letters. | **Helen—**When playing a matching game with a set of uppercase and lowercase letter cards, Helen correctly named and identified seven lowercase letters that looked similar to the uppercase letters (*c*, *o*, *p*, *s*, *u*, *v*, and *z*), but needed help from a partner to name and identify others. |
| **4** | Child names and identifies many (at least 10) lowercase letters. | **Michelle—**Michelle was working on a project where she was naming, identifying, and then cutting out lowercase letters from a magazine. She correctly named and identified 18 of 28 letters. (She recognized the letters *a* and *g*, but not the other print form of these letters, *a* and *g*.) |
| **5** | Child names and identifies all lowercase letters. | **Amy—**Amy helped her friend Jake to name and identify the lowercase letters in a deck of mixed-up flash cards. She named and identified all of the letters correctly (including both *a* and *a*, as well as both *g* and *g*). |

**Letters-Sounds**

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| **Directions** | **Rubric** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they identify and produce letter sounds.  For each child, pay attention to the following details as you observe:   * what prompts the child to identify and produce letter sounds * which letter sound(s) the child identifies and produces * whether the child identifies and produces the letter sound(s) correctly   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **3** | Child identifies and produces the sound for a few letters. | **Trevor—**WhenTrevor was shown an alphabet chart (letters only, no pictures) and asked which letters he knew the sounds for, he correctly identified the sound for the letter *t* (the first letter in his name), the long sound for the letter *o* (which is also in his name), and the sound for the letter *m*. |
| **4** | Child identifies and produces the most frequent sound for some (at least 5) consonants. | **Chuck—**When practicing the letter-sound rap (a class exercise), Chuck correctly identified and produced the most frequent letter sounds for nine consonants: *b*, *j*, *l*, *m*, *r*, *s*, *t*, *x*, and *z*. |
| **5** | Child identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels. | **Rhiannon—**During a 1:1 progress-monitoring assessment, Rhiannon identified and produced the most frequent sound for each consonant and the short and long sounds for the five major vowels. |