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

**Expanded 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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|  | **A** | **B** | **C** | **D** |
| **Uppercase Letters** | Attends to language or communication. |  | Matches spoken or signed words to images on printed page. | Recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet. |

**Observational Rubric:** Uppercase Letters

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child attends to language or communication. | **Piper**—Piper looked at me when I talked to her. |
| **C** | Child matches spoken or signed words to images on printed page. | **Max**—Max points to a picture of a cat while I read, “The cat is black” in a picture book. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Sara**—Sara pointed to a picture of a black cat in a picture book that had a white background (high contrast) while I read, “The cat is black.”  **Jeremy**—Jeremy looked directly at the cat in the picture book while I read, “The cat is black.” |
| **D** | Child recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet. | **Ezra**—Ezra and I like to sing the “ABC” song. Ezra sings the first few letters and then trails off, singing the rest of the song with a similar tune but not pronouncing distinct letters. |
| **Adaptations: Evidence Examples** | **Hearing:**  **Communication:** | **Devon**—While wearing his amplification system today, Devon signed a, b, and c when we sang the alphabet song during circle time.  **Sharone**—Sharone used her tablet with an installed alphabet application that says the letter names when she touches them. She pressed A, B, C consistently when we sang the alphabet song and then pressed Z when finished with the song. |