**Language and Literacy: Phonological Awareness Learning Progression**

| **Domain: Language and Literacy** |
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| **Strand: Reading** |
| **Learning Progression: Phonological Awareness** |
| **Operational Definition: Demonstrates an awareness of** **the sound structures of spoken language, including rhymes, syllables, and phonemes**  |

|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |
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| **Rhyming Words** | Identifies a pair of spoken rhyming words. |  | Says a word that rhymes with a given word. |  | Produces a pair of spoken rhyming words. |
| **Syllables/Onsets and Rimes/ Phonemes** |  | Identifies syllables in spoken words and words within spoken compound words.  | Orally blends and segments syllables in words and words within spoken compound words. | Orally blends and segments onsets (first consonant/s) and rimes (vowel and ending consonant/s) in spoken single-syllable words. | Orally blends individual sounds together to form a word, and segments spoken words into their individual sounds (phonemes). |
| **Initial/Final/ Medial Sounds** |  | Identifies initial sounds in spoken words. | Identifies final sounds in spoken words. | Identifies whether a given sound for a given spoken word is at the beginning or the end of the word. | Identifies medial sounds in spoken CVC (consonant-vowel-consonant) words. |
| **Adding/Deleting/ Substituting Sounds** |  |  |  | Orally adds, deletes, and substitutes the initial sound (phoneme) in single-syllable words to create new words. | Orally adds and substitutes individual initial, medial, or final sounds (phonemes) in single-syllable words to create new words. |

**Rhyming Words**

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| **Directions** | **Level Descriptors**  | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they are rhyming words. For each child, pay attention to the following details as you observe: * what activity he/she is engaged in
* what prompts him/her to rhyme
* how close the rhyme may be (true rhyme or near-rhyme)
* whether the rhyming words are real words or nonsense words

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 identifies a pair of spoken rhyming words. | **Carole—**Carole was directed to sit at a table “with Ben and Ken.” She said their names again and then said, “Hey, you rhyme!” |
| **3** | Child says a word that rhymes with a given word. | **Andy—**When Andy was singing the rhyming song “Willaby Wallaby Woo,” he sang “Willaby Wallaby Wandy, an elephant sat on Andy!” (He rhymed his name with a nonsense word that fit the pattern of the song.) |
| **5** | Child produces a pair of spoken rhyming words. | **Sujie—**When Sujie was working on telling a story like Dr. Seuss, she used the rhyming pair “box” and “fox”: “He went to the store with a box, and then he came back with a fox!” |

**Syllables/Onsets and Rimes/Phonemes**

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| **Directions** | **Level Descriptors**  | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they identify, blend, and segment syllables, onsets/rimes, and phonemes.For each child, pay attention to the following details as you observe: * what activity he/she is engaged in
* what prompts him/her to identify, blend, and/or segment syllables onsets/rimes, and/or phonemes
* which skill, precisely, the child demonstrates
* how accurately the child identifies, blends, and/or segment syllables onsets/rimes, and/or phonemes

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 identifies syllables in spoken words and words within spoken compound words. | **Mai Chou—**When Mai Chou and Allyah were looking at a picture book of animals together, Allyah would say the name of the animal (e.g. “tiger,” “elephant”) and Mai Chou would say the word in syllables, clapping for each syllable (e.g., “/ti/ [clap] /ger/ [clap]”; “/el/ [clap] /e/ [clap] /phant/ [clap]”). |
| **3** | Child orally blends and segments syllables in words and words within spoken compound words. | **Emily—**When Emily and Kyle were engaged in dramatic play where they were pretending to be robots, she handed Kyle the “airplane” when he asked for the toy in his robot voice (saying it as two distinct words). Then, she slowed her voice to break the word “computer” into three distinct syllables, playing along. |
| **4** | Child orally blends and segments onsets (first consonant/s) and rimes (vowel and ending consonant/s) in spoken single-syllable words. | **Bryan—**During guided reading, Bryan was prompted to blend the sounds “/c/” and “/at/” into one word, and he said, “cat.” Then, Bryan was prompted to break apart the word “lake” and he said “/l/ . . . /ake/.” |
| **5** | Child orally blends individual sounds together to form a word, and segments spoken words into their individual sounds (phonemes). | **Anna—**During independent reading, Anna sounded out the word “sun” by saying each sound (/s/, /u/, and /n/) and then blending them together. After she finished reading, she drew a picture of a dog (the main character in the book) playing in the sun in her reading journal. She labeled the dog in the picture, breaking the word into its individual sounds (/d/, /o/, and /g/) out loud as she wrote each letter next to her drawing. |

**Initial/Final/Medial Sounds**

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| **Directions** | **Level Descriptors** | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they identify sounds in spoken words. For each child, pay attention to the following details as you observe: * what activity he/she is engaged in
* what prompts him/her to identify the sound(s)
* which skill, precisely, the child demonstrates (identifying initial, final, and/or medial sounds)
* how accurately the child identifies the sound(s)

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 identifies initial sounds in spoken words. | **Kris—**When asked the first sound in his name, Kris said, “/k/.” When asked the first sound in his friend Nate’s name, he said, “/n/.” |
| **3** | Child identifies final sounds in spoken words. | **Beverly—**During a full-group phonics lesson, Beverly raised her hand to answer the question, “What is the ending sound of the word ‘hat’?” She said, “/t/.” Later in the lesson, she identified /p/ as the final sound in “hop.” |
| **4** | Child identifies whether a given sound for a given spoken word is at the beginning or the end of the word. | **Matt—**When he was working on an art project with Tom, Matt said, “Tom! My name starts with /m/ and your name ends with /m/. Also, my name ends with /t/ and your name starts with /t/. We should probably be best friends.”  |
| **5** | Child identifies medial sounds in spoken CVC (consonant-vowel-consonant) words. | **Joanne—**During a small-group lesson, Joanne was prompted to identify the middle sounds of the words “sock,” “leaf,” and “rug.” She responded by making the sounds “/o/,” “/ē/,” and “/u/,” respectively. |

**Adding/Deleting/Substituting Sounds**

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| **Directions** | **Level Descriptors**  | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they add, delete, and/or substitute sounds in spoken words. For each child, pay attention to the following details as you observe: * what activity he/she is engaged in
* what prompts him/her to add/delete/substitute the sound(s)
* which skill, precisely, the child demonstrates (adding, deleting, or substituting sounds)
* how accurately the child adds/deletes/substitutes the sound(s)

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **4** | Child orally adds, deletes, and substitutes the initial sound (phoneme) in single-syllable words to create new words. | **Joey—**During a small-group lesson, Joey was prompted to make new words by adding, deleting, and substituting sounds in the words “arm,” “heart,” and “fox.” When asked to add /f/ to the beginning of “arm,” he said, “farm.” When asked to delete /h/ from the word “heart,” he said, “art.” When asked to change the /f/ to a /b/ in the word “fox,” he said “box.” |
| **5** | Child orally adds and substitutes individual initial, medial, or final sounds (phonemes) in single-syllable words to create new words. | **Amanda—**During a full-group phonics lesson, Amanda raised her hand to demonstrate her word manipulation skills with the starting word “map.” She was prompted to change the /m/ to a /c/ and said, “cap.” Next, she was prompted to change the /p/ to a /t/ and said, “cat.” Finally, she was prompted to change the /a/ to a /u/ and said, “cut.” |