Developmental Progressions of Print Concepts, Phonemic Awareness and Phonics

Print Concepts CCSS K.RF.1.a-d, 1.RF.1.a

Not all students enter school with print concepts. We must identify students' needs and explicitly teach them through correct modeling with clear explanations. The chart below progresses through a research-based developmental sequence of print concepts (Honig, Diamond, Gutlohn, 2000, p. 5.7), and where stages in the sequence match standards in the Common Core, the stage is highlighted with the standard denoted.

Instructional Timeline for Print Concepts	
Preschool	• Engage in read aloud activities • Playing language activity games • Interacting with environmental print • Learning book-handling skills • Dictating stories • Learning and recognizing letters (K.RF.1.d) • Retelling simple stories from pictures

Kindergarten	• Learning about the parts of a book
	• Exploring print in varying forms
	• Tracking text as it is being read (K.RF.1.b)
	• Learning about the difference between letters and words
	• Learning about word boundaries and sentences (K.RF.1.c)
	• Learning about punctuation marks (1.RF.1.a)
	• Finding the starting point in a text
	• Recognizing single letters and locating the first letter in a word
	• Directionality (K.RF.1.a)
	   - Tracking words from left to right
	   - Tracking text from the top of a page to the bottom of a page
	   - Sweeping to the next line
	   - Tracking sentences across pages

Early Grade 1	• Matching spoken words to printed words • Learning additional conventions of print, including titles and authors

Phonological Awareness CCSS K.RF.2.a-e, 1.RF.2.a-d

"Phonics instruction is most effective when students can recognize initial phonemes in words. The most crucial phonemic awareness skills - blending and segmentation - should be the focus of instruction rather than earlier phonological awareness skills such as rhyme recognition and production. The ability to fully segment and manipulate phonemes typically develops alongside phonics instruction." (Honig et al., 2000, p. 7.5)

This scope and sequence, from the Consortium of Reading Excellence Sourcebook (Honig et al., 2000, p. 7.9) recommends the direct and explicit teaching of the following skills by week. Where skills in the sequence match standards in the Common Core, the skill is highlighted with the standard denoted.

Instructional Scope and Sequence

	Sept.			Oct.			Nov.			Dec.			Jan.			→
Word Segmentation	•	•	•													
Rhyme Recognition (K.RF.2.A)	•	•	•													
Rhyme Production (K.RF.2.A)			•	•	•	•	•									
Syllable Blending (K.RF.2.b)	•	•	•	•												
Syllable Segmentation (K.RF.2.b)		•	•	•	•											
Syllable Deletion		•	•	•	•											
Onset and Rime Blending (K.RF.2.c)			•	•	•	•	•	•								
Onset and Rime Segmentation (K.RF.2.c)				•	•	•	•	•	•							
Initial Phoneme Matching and Isolating (K.RF.2.d, 1.RF.2.c)				•	•	•	•	•	•	•						
Final Phoneme Matching and Isolating (K.RF.2.d, 1.RF.2.c)					•	•	•	•	•	•						
Medial Phoneme Matching and Isolating (K.RF.2.d, 1.RF.2.c)						•	•	•	•	•	•					
Phoneme Blending (1.RF.2.b)						•	•	•	•	•	•	•	•	•	•	→
Phoneme Segmentation (1.RF.2.d)							•	•	•	•	•	•	•	•	•	→
Initial and Final Phoneme Deletion (K.RF.2.e)										•	•	•	•	•		
Initial Phoneme in Blend Deletion (K.RF.2.e)													•	•	•	
Second Phoneme in Blend Deletion													•	•	•	→
Initial and Final Phoneme Substitution (K.RF.2.e)							•	•	•	•	•	•	•	•	•	→
Letter/Sound Correspondences														•	•	→

Phonics and Word Recognition CCSS K.RF.3, 1.RF.3, 2.RF.3, 3.RF.3, 4.RF.3, 5.RF.3
"The point [of foundational skills] is to teach students what they need to learn and not what they already know." (CCSS, 2010, p. 15). Once students have mastered the skills in the following list, they no longer need explicit instruction in them.

The chart below progresses through a developmental sequence of phonics skills. These skills are explicitly incorporated in the RSD-sequenced CCSS documents, unfolding at a deliberate rate. We recommend that formative assessments be maintained on these skills to ensure students who have trouble gaining the skills get access to intervention as soon as possible so learning gaps do not widen.

CCSS	Big Idea	Example		
K.RF.3.a	Letter sounds - consonants	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z		
K.RF.3.b	Letter sounds - vowels, short sounds	a, e, i, o, u		
K.RF.3.c	Read common high-frequency words by sight	First 50 from the Fry Word List		
K.RF.3.b	Letter sounds - vowels, long sounds, common spellings	ai, ee, ie, oa		
1.RF.3.a	Common consonant digraphs	sh, th, wh, ch		
1.RF.3.b	Decode regular one syllable words	CVC, CVCC, CCVC, CCVCC		
1.RF.3.c	Know final -e	a_e, e_e, i_e, o_e, u_e		
1.RF.3.c	Know common vowel teams for long vowels	ai, ee, ea, ie, oa, ow, ew		
1.RF.3.d	Know every syllable has a vowel			
1.RF.3.e	Decode 2-syllable words, breaking words into syllables	Pattern	Division	Example
		VCCV	VC/CV	rab•bit
		VCV	V/CV VC/V	mu•sic clos•et
		VCCCV	VC/CCV	hun•dred
		VCCCCV	VC/CCCV	in•struct
		VV	V/V	ne•on
1.RF.3.f	Read words with inflectional endings	-es, -ed, -ing, -ly, -er		
1.RF.3.g	Read grade-appropriate irregularly spelled words	First 100 from the Fry Word List		
2.RF.3.a	Distinguish long and short vowels in regular one-syllable words	• Open syllables end with a single vowel letter, making vowel sound long (me, hi, go) • Closed syllables end with a consonant, making the vowel sound short (men, him, got)		
2.RF.3.b	Know additional common vowel teams	_ay, _y, _ie_, igh, _oe, _ue,		
2.RF.3.c	Decode regular 2-syllable words with long vowels			
2.RF.3.d	Decode words with common prefixes and suffixes	un-, re-, in-, dis-, pre-, -ing, -ly, -ed, -s, -es		
2.RF.3.e	Identify words with inconsistent but common spelling-sound correspondences	Use sound-spelling cards		
2.RF.3.f	Read grade-appropriate irregularly spelled words	First 200 from the Fry Word List		
3.RF.3.a	Identify & know meanings of most common prefixes and suffixes	Denoted in scope and sequence documents		
3.RF.3.b	Decode words with common Latin suffixes	Denoted in scope and sequence documents		
3.RF.3.c	Decode multi-syllable words			
3.RF.3.d	Read grade-appropriate irregularly spelled words	First 300 from the Fry Word List		
4.RF.3.a				