BUILDING BLOCKS OF READING CONTINUUM

	EMERGENT	EMERGENT/EARLY	EARLY	EARLY/TRANSITIONAL
	Pre-alphabetic to Partial Alphabetic Phase	Partial Alphabetic to Full Alphabetic Phase	Full Alphabetic to Consolidated Alphabetic Phase	Consolidated Alphabetic to Skilled Reader Phase
Phonological Awareness Skills/Knowledge Phonological awareness involves the ability to hear and manipulate sounds. It develops from an awareness of words, rhymes, syllables, onset and rimes, and finally, of individual sounds within words.	Develop early phonological awareness skills in rhyming and segmenting to progress learners to the partial alphabetic phase. • Begins to identify rhyming words • Begins to produce rhyming words • Segments words in a sentence • Segments compound words	Develop phonological awareness skills in rhyming, segmenting and blending to progress learners to awareness at the level of the phoneme. • Identifies rhyming words • Produces rhyming words • Segments spoken multisyllabic words into syllables • Blends spoken multisyllabic words • Deletes a syllable in a multisyllabic word (including compound words) • Segments words into onset and rime • Blends onset and rime • Identifies some words or nonsense words that start with the same initial consonant sound • Produces a word starting with a given sound • Produces the first sound in a given word or nonsense word • Begins to identify words that end with the same final consonant sound	Develop phonological awareness skills in identification, discrimination, segmenting, blending and manipulation to progress learners to the consolidated alphabetic phase. • Orally blends two to four sounds to make a word • Segments one-syllable words into separate sounds • Identifies final sounds • Produces a word ending with the same final sound • Identifies medial sounds • Identifies phoneme location • Says the new word when asked to delete one phoneme • Says the new word when asked to add one phoneme • Substitutes initial, medial and final sounds in words with two to four sounds	Develop later phonological awareness skills in segmenting, blending and manipulation to progress learners to the skilled reader phase. • Orally blends four or more sounds to make a word • Substitutes initial, medial and final sounds in words with four or more sounds

Phonics Skills/Knowledge
 	
Phonics is sound/symbol knowledge. It involves knowing the connections between printed letters and speech sounds. Phonics knowledge enables learners to match print to oral language.
	Develop alphabetic knowledge to progress learners to the partial alphabetic phase.
	
	• Identifies and prints own name
	• Names some letters in a given word
	• Begins to match upper-case and lower-case letters
	• Begins to order alphabet in correct sequence
	• Begins to associate some letters of the alphabet to the sounds they represent
	• Begins to say sounds for letters in a given word
	• Represents some letter forms
		Develop complete alphabetic knowledge and early decoding/encoding to progress learners to the full alphabetic phase.
		
		• Names all letters in a given word
		• Matches upper-case and lower-case letters
		• Orders the alphabet in correct sequence
		• Prints all letters
		• Attempts to spell words phonetically with most letters in the correct sequence
		• Recognizes, says and writes sounds/letters for initial and final sounds/letters in words
			Develop decoding, spelling and the start of more rapid word recognition to progress learners to the consolidated alphabetic phase.
			
			• Blends initial consonants with common word families
			• Segments sounds in consonant blends to spell and read new words
			• Attempts to decode new words
			• Reads and spells single syllable words: CVC, VC, CV, CCVC, CVCC
			• Reads and spells words with:
			  • All long vowels with marker E
			  • Two-letter initial and final consonant blends and digraphs
			• Begins to read multisyllabic words
			• Begins to use sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write new words (including high frequency words varying in spelling regularity)
				Develop proficient decoding, spelling and more rapid word recognition to progress learners to the skilled reader phase.
				
				• Understands that sounds can be represented in various ways when spelling words
				• Uses sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write words (including high frequency words varying in spelling regularity)
				• Reads and spells words with:
				  • Vowel diphthongs
				  • R-influenced vowels
				  • Three-letter blends
				  • Other sounds for "y"
				• Uses knowledge of syllables when reading/spelling multisyllabic words
				• Reads and spells a variety of high frequency words

Fluency Skills/Knowledge Reading fluency involves developing alphabet fluency, recognizing words automatically and reading with accuracy and expression.	Develop alphabet fluency to progress learners to the partial alphabetic phase. • Begins to develop alphabet fluency with letter names • Begins to match word-to-word with finger pointing when "reading" • Begins to develop fluency from repeated readings of a simple, predictable text by role-play reading or chiming-in	Develop alphabet fluency in letter names and sounds to progress learners to the full alphabetic phase. • Develops alphabet fluency with letter names • Begins to develop alphabet fluency with letter sounds	Develop automatic word recognition and expression when reading words or text to progress learners to the consolidated alphabetic phase. • Begins to develop automaticity for word recognition • Reads some high frequency words correctly in simple, predictable texts • Develops alphabet fluency with letter sounds • Reads familiar texts fluently with expression, pausing at end punctuation • Uses frequently occurring inflections with voice variation	Develop more rapid automatic word recognition and fluent reading of texts to progress learners to the skilled reader phase. • Responds to internal and end punctuation when reading aloud • Reads a variety of words with automaticity • Reads familiar passages fluently with appropriate phrasing and expression to convey sense of text to audience
Vocabulary Skills/Knowledge Vocabulary knowledge involves understanding and using: Tier One words or common words (e.g., run, dog, house); Tier Two words or all-purpose words (e.g., powerful, purpose, jealous); and Tier Three words or content area words (e.g., femur, reptile, hurricane).	Develop vocabulary knowledge of Tier One words to progress learners to the partial alphabetic phase. • Knows and uses some Tier One words • Knows and uses a variety of describing words • Knows word relationships including synonyms and opposites • Knows and uses words for kinship terms • Starts using story vocabulary • Provides the appropriate vocabulary to complete a phrase/sentence • Knows question words • Begins to use words over nonverbal actions to resolve conflicts	Develop vocabulary knowledge by building on knowledge of Tier One words and word curiosity to progress learners to the full alphabetic phase. • Sorts common objects into categories • Understands and uses words for sequence, time and spatial concepts for following and giving instructions • Uses new words to describe everyday events and experiences • Understands shades of meaning among verbs such as "stomp" and "march" • Shows curiosity about word meanings • Uses prior knowledge/experiences to make obvious predictions and talk about "what will happen next" • Begins to identify new meanings for familiar words • Uses the vocabulary of feelings	Develop vocabulary knowledge of Tier Two and Tier Three words to progress learners to the consolidated alphabetic phase. • Defines words by category and by one or more key attributes, with support • Understands and uses more advanced words for sequencing and spatial concepts • Uses language to explain similarities and differences between objects • Understands that root words can change meaning depending on the addition of a prefix and/or suffix • Understands and uses some Tier Two and Tier Three words including curriculum specific vocabulary and more abstract words	Develop vocabulary knowledge of Tier Two and Tier Three words, use of literary techniques, classification of words, and known root words to progress learners to the skilled reader phase. • Classifies information into subcategories • Replaces Tier One words with more precise and sophisticated Tier Two and Tier Three words • Uses literary techniques, such as similes, to enhance and enrich meaning • Uses known root words as a clue to understand the meaning of a new word
Comprehension Skills/Knowledge Comprehension knowledge involves responding to, interpreting, analyzing, evaluating and making meaning of texts when being read to and when reading independently.	Develop comprehension skills and knowledge by responding to and retelling stories read aloud to progress learners to the partial alphabetic phase. **When being read to:** • Responds to stories read aloud/viewed by connecting information and events to personal experiences (text-to-self) • Retells one or two events in familiar stories orally • Predicts a plausible next event in a story • Talks about information in non-fiction texts and elements of a story from pictures or read-alouds • Retells the main events of a story orally or through own drawings, puppet plays, or provided images	Develop comprehension skills and knowledge by making inferences, recognizing simple text forms and retelling stories read aloud to progress learners to the full alphabetic phase. **When being read to:** • Makes simple inferences about a main character in texts • Uses basic text features to gain obvious information • Retells the sequence of events from beginning, middle and end • Elaborates on a main topic using a retell or illustrations, providing a few simple details • Recognizes some simple text forms and basic characteristics	Develop comprehension skills and knowledge by making inferences, connections and predictions; asking questions of stories read aloud and independently; and self-monitoring understanding to progress learners to the consolidated alphabetic phase. **When being read to:** • Makes simple comparisons (text-to-text) and conclusions • Makes simple inferences about a main character's actions/feelings using concrete examples from the text; may require prompting • Makes personal connections and relates prior knowledge to text • Recognizes that a character's actions/motives may be related to the conflict • Retells main idea of a story and the events and provides some general details in a variety of texts **When being read to and reading independently:** • Asks questions to understand texts • Uses text features to gain obvious information • Identifies a few simple text forms and describes the general purpose of the form • Makes predictions to support comprehension **When reading independently:** • Self-monitors for comprehension by rereading, reading on, or slowing down • Retells the main events of a story and main ideas from non-fiction texts, orally	Develop more proficient comprehension skills and knowledge by making inferences, connections, and predictions; asking questions of stories read aloud and independently; and self-monitoring understanding to progress learners to the skilled reader phase. **When being read to and reading independently:** • Identifies specific facts found in one place in the text • Uses text features to gain additional information from the text • Makes obvious comparisons (text-to-text) and recognizes the direct relationship among ideas to draw conclusions • Identifies a few simple text forms; describes overall characteristics and general purpose • Makes predictions to support comprehension • Uses context to support comprehension • Makes simple inferences about a character's actions/feelings and story events, providing some general textual details • Answers what if, how and why questions **When reading independently:** • Self-monitors and uses self-correcting strategies to maintain meaning