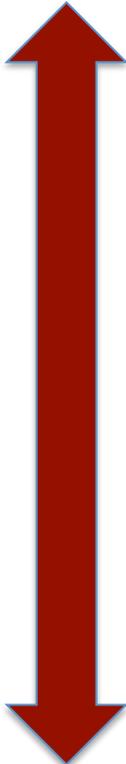# EARLY LITERACY CONCEPTS CONTINUUM
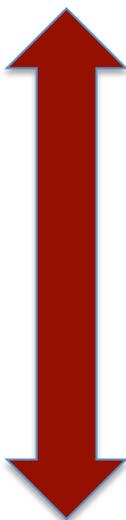
Print awareness is a pre-reading skill that provides an understanding of the organization and basic features of print.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆️⬇️ More Complex	Print versus Picture	Distinguish between print and pictures	Print represents what words say; Picture represents the print message
	Purpose of Print	Understand purpose of print in reading	Use print to read the words
		Understand purpose of print in writing	Use letters and words to write a message
	Name Recognition	Familiarity of own name	Recognize own name has familiar letters, starts with capital letter, has lowercase letters, always written same
	Letter Awareness	Understand concept of letter	Each letter has a name and a shape
	Word Awareness	Understand a word is a group of sounds that mean something	When the letters c - a - t are combined they represent the word cat
	Print Directionality	Text is read and written from left to right, top to bottom, and page by page	Use finger to track print. Sweep finger left to right Turns pages.
	First and Last	Locate first and last words in sentences	Point to first and last word
		Locate first and last letters in words	Point to first and last letter
		Locate first and last part of a page (top/bottom)	Point to top and bottom of the page
	One-to-One Correspondence	Understand one spoken word matches one group of letters	Points to one word for each spoken word Uses spaces when writing to separate words
	Sentence Awareness	Understand a sentence is a group of words that make sense.	Uses fingers to frame a sentence Uses punctuation marks when writing to indicate sentences
	Sentence Knowledge	Identify number of spoken words in a sentence	Count the words on a page
	Sentence Spacing	Understand words are separated by spaces in print.	Points to spaces between words Uses spaces when writing to separate words
	Alphabetic Principle	Recognize and name all upper- and lower-case letters of the alphabet	Matches letter name to written form Writes letters correctly

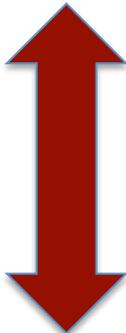|			
Less Complex ⬍ **More Complex**	Sentence Features	Recognize distinguishing features of a sentence include first word, capitalization, ending punctuation	Points to sentence features. Includes sentence features in writing.
	Common Sentence Punctuation	Recognize and identify a variety of punctuation in sentences to assist with reading: period, exclamation mark, question mark, comma, quotation marks	Points to punctuation, identifies name and function of the punctuation mark. Uses a variety of punctuation in writing.

PHONOLOGICAL AWARENESS CONCEPTS CONTINUUM

Phonological awareness is a broad term that refers to the ability to focus on sounds of speech as distinct from its meaning.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆ ⬇ **More Complex**	Rhythm	Cadence of English language	rhythm of nursery rhymes and songs
	Rhyme	Match ending sounds of words to recognize and produce rhyming words	bat, cat, hat, rat, sat
	Alliteration	Produce groups of words beginning with same initial sound	big blue box
	Sentence Segmentation	Segment sentences into spoken words	The cake is red. 1 2 3 4
	Syllables	Blend syllables to say words or segment spoken words into syllables: begin with compound moving to non-compound words; Syllabication includes counting, pronouncing, blending, and segmenting syllables in spoken words	/play/ /house/ /ta/ /ble/
	Onsets and Rimes	Blend and segment initial consonant or consonant cluster (onset) and vowel with consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
	Phonemes **PHONEMIC AWARENESS** begins here on the continuum **see continuum-next page**	Blend individual phonemes into words, segment words into individual phonemes, and manipulate individual phonemes in spoken words Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/

V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)
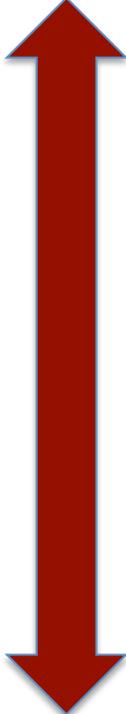
PHONEMIC AWARENESS CONCEPTS CONTINUUM

Phonemic awareness is a sub-skill of phonological awareness and is the most important phonological element for the development of reading, spelling, and writing. Phonemic awareness is the ability to focus on the separate, individual sounds in words (phonemes).
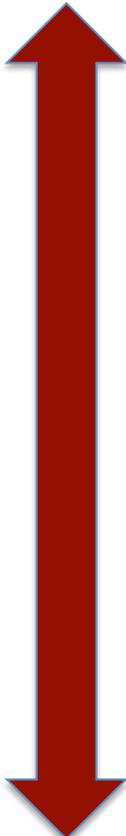
COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ↕ **More Complex**	Phoneme Isolation	Recognize separate phonemes in words: beginning with phoneme identification of initial sound, then final sound, then middle sound	first sound in mad: /m/ last sound in duck: /k/ middle sound in cup: /u/
	Phoneme Blending	Listen to a sequence of spoken phonemes then combine into words Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	/sssaaattt/ then /s/ /a/ /t/: sat stop consonants: /doooog/: dog /mmmuuussst/: must
	Phoneme Segmentation	Count out the separate phonemes in the word saying each sound as tapping out or counting Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	2 sounds in at: /a/ /t/ 3 sounds in met: /m/ /e/ /t/ 4 sounds in stop: /s/ /t/ /o/ /p/ 5 sounds in trust: /t/ /r/ /u/ /s/ /t/
	Phoneme Manipulation	Manipulate sounds to form different words that include phoneme deletion, addition, and substitution	train without the /t/: rain add /s/ to park: spark take /s/ away from slap: lap take /s/ away from slap and move to the end: laps

V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)

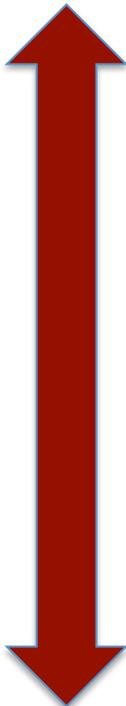# PHONICS/WORD ANALYSIS CONCEPTS CONTINUUM FOR LETTER-SOUND RELATIONSHIPS

Phonics refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes). Phonics is also the term used to describe the teaching of letter-sound relationships. Once separate phonemes can be discriminated, letter-sound relationships can be introduced, as both phonemic and phonic skills can be taught simultaneously from this point.
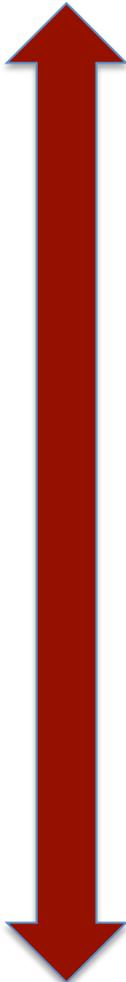
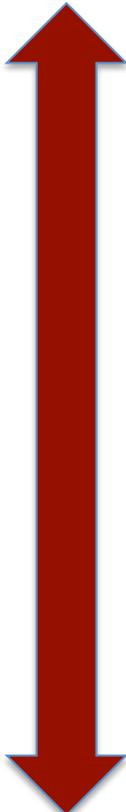| COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆️⬇️ **More Complex**	Consonant Letter-Sound Relationships	Use beginning consonant sounds	s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y, x
		Use ending consonant sounds	b, m, t, d, g, n, p, f, l, r, s, z, ff, ss, ll, tt, ck
		Use letters representing two or more beginning consonant sounds	c, g, th, ch: car, city; get, gym; think, they; chair, chorus, chateau
		Use consonant clusters that blend two or three consonant sounds (onsets) gr 1	bl, cl, fl, pl, pr, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw, sc, sk, sm, scr, squ, str, thr, spr, spl, shr, sch, tw
		Use consonant sounds represented by consonant digraphs gr 1	sh, ch, th, wh
		Use middle consonant sounds sometimes represented by double letters	bb, cc, dd, ff, ll, mm, nn, pp, rr, ss, tt, zz
		Use letters that represent consonant clusters (blends) at end of word	ct, ft, ld, lp, lt, mp, nd, nk, pt, rd, rk, sk, sp, st, lf, nt
		Use consonant letters that represent no sound	lamb, know, pick, wrap, gnome, scene, sign, rhyme, khaki, calm, island, listen, light
		Use letters that represent consonant digraphs at end of word (make one sound)	sh, th, ch, ck, tch, dge, ng, ph, gh
		Use letters that represent less frequent consonant digraph at beginning or ending of word (making one sound)	gh, ph rough, phone, graph
		Understand consonant sounds represented by several different letters or letter clusters	final k sound: picnic, unique, make, kayak, duck; final f sound: stiff, cough
		Understand some consonant letters represent several different sounds	ch: cheese, school, machine, choir, yacht

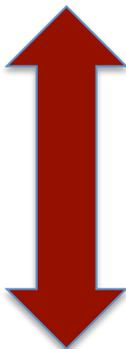|			
Less Complex ↑ ↓ **More Complex**	Vowel Letter-Sound Relationships	Understand letters represent consonant sounds and vowel sounds	some letters are consonants and some are vowels, every word has a vowel
		Identify short vowel sounds in words and letters that represent them	a: apple, can; e: egg, net; i: igloo, sit; o: octopus, hot; u: umbrella, cup
		Use short vowel sounds at beginning of words	at, apple, Andrew
		Use short vowels in the middle of words CVC Words	hat, bed
		Identify long vowel sounds in words and letters that represent them	a: name, came; e: eat, seat; i: ice, kite; o: go, boat; u: use, cute
		Use long vowel sounds in words	a: make, pail, day; e: eat, meat, sea; i: I, ice, ride; o: go, grow, boat; u: use, cute, huge
		Use vowels in words with silent e	CVCe words a: make, take, came, base e: Pete, scene i: bite, bike, five, ice, slime, shine o: rode, hole, joke u: cube, cute, fume
		Contrast long and short vowels	long (says its name): make short (does not say its name): apple
		Use y as a vowel sound	happy, family, my, sky, monkey, key
		Use letter combinations representing long vowel sounds	ch<u>ai</u>r; pl<u>ay</u>, m<u>ee</u>t, n<u>ear</u>, r<u>oar</u>, t<u>oe</u>, bl<u>ow</u>, bl<u>ue</u>, s<u>ui</u>t, n<u>ew</u>
		Use letter combinations representing other vowel sounds	m<u>oo</u>n, <u>oi</u>ly, b<u>oy</u>, h<u>ou</u>se, c<u>ow</u>, p<u>aw</u>, alw<u>ay</u>s, <u>au</u>tumn
		Recognize letter combinations may represent two different vowel sounds	oo: moon, look; ow: snow, cow; ea: bear, meat, break
		Use vowel sounds in open syllables	CV: ho-tel, Pe-ter, lo-cal
		Use vowel sounds in closed syllables	CVC: lem-on, cab-in
		Use vowel sounds with r	car, first, hurt, her, corn, floor, world, near

PHONICS/WORD ANALYSIS CONCEPTS CONTINUUM FOR SPELLING PATTERNS

Spelling patterns are useful in reading and writing text. Phonograms, or rimes, are the vowel-bearing part of a word or syllable. A number of phonograms are presented below and can be taught as patterns or word parts. Each pattern does not need to be taught separately, as students learn to use patterns, they will quickly discover more on their own. The 37 most common phonograms are marked with an asterisk (*) below.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆⬇ **More Complex**	Phonogram Patterns	Recognize words have letter patterns connected to sounds; Distinguish between similarly spelled words by identifying the sounds of letters that differ	Word families: bake, make, take; fly, spy, why; grow, show, throw
	CVC Phonogram Patterns	Use consonant–vowel–consonant (CVC) pattern to read and write. Recognize the vowel usually represents the short sound in a CVC word	cat, bed, sit, top, sun
	Simple VC Phonogram Pattern	Use simple phonograms with a vowel-consonant pattern to read and write. Use these patterns can help you read and write by substituting onsets	-ad, -ag, -an*, -am, -at*, -ed, -en, -et, -ig, -in*, -it*, -og, -op*, -ot, -ut
	More Difficult VC Phonogram Pattern	Use more difficult phonograms with a vowel-consonant pattern to read and write. Use these patterns can help you read and write by substituting onsets	-ab, -ap*, -ar, -aw*, -ay*, -ed, -eg, -em, -en, -ib, -ip*, -ix, -ob, -od, -ow (blow/cow), -ug*, -um, -un
	VCC Phonogram Pattern	Use phonograms that end with double letters to read and write	-all*, -ell*, -ill*, -oll, -uff
	VVC Phonogram Pattern	Use phonograms with double vowels to read and write. Recognize the vowel usually represents the long sound when in a double vowel pattern	-eed, -eek, -eel, -een, -eem, -eep, -eer, -eet, -ood, -ook, -ool, -oom, -oon
	VCe Phonogram Pattern	Use phonograms with a vowel-consonant-silent e pattern to read and write. Recognize the vowel usually represents the long sound when in a VCe pattern	-ade, -ace, -age, -ake*, -ale*, -ame*, -ane, -ape, -ate*, -ice*, -ide*, -ike, -ile, -ime, -ine*, -ite, -ive, -obe, -oke*, ope, -ore

Less Complex ⬆⬇ **More Complex**	VCC Phonogram Pattern	Use phonograms with ending consonant clusters to read and write	-ack*, -act, -alk, -amp, -and, -ank*, -ant, -ard, -art, -ark, -arm, -ash*, -ask, -ath, -eck, -elt, -elp, -end, -ent, -esh, -est*, -ick*, -igh, -ift, -ing*, -ink*, -ish, -ock*, -old, -ong, -uck*, -ump*, -ung, -unk*, -ush
	VVC Phonogram Pattern	Use phonograms with vowel combinations to read and write	-aid, -ail*, -ain*, -air, -ait, -ay*, -aw, -ea, -ead, -eak, -eam, -ean, -eap, -ear, -eat*, -oad, -oak
	Short vowel sound to letter patterns	Use phonogram patterns with a short vowel sound in single-syllable words.	-at, -an, -am, -ad, -ag, -ap, -ack, -ed, -ell, -en, -et, -end, -ent, -est, -it, -in, -ill, -id, -ig, -ing, -ip, -ick, -ish, -op, -ot, -ock, -ug, -un, -ut, -up, -ub, -ump, -unk, -us(s), -ust, -uck
	Long vowel sound to letter patterns	Use phonogram patters with a long vowel sound in single syllable words.	-ame, -ate, -ave, -ade, -ace, -age, -ale, -ain, -ane, -ay, -e, -ee, -ea, -ey, -eep, -een, -eet, -eal, --ead, -eam, -ew, -ie, -igh, -ight, -ike, -ide, -ime, -yme, --ine, -ice, --ile, -ite, -ire, -y, -o, -oe, -ow, -oat, -oad, -ole, -old, -oak, -ose, -one, -ule, -use. –uge, -ute
	r controlled phonogram	Use phonogram pattern with vowels and *r* in single-syllable word. Recognizes that when vowels are with r in a word, the vowels sound is usually blended with *r*.	-ar, -ark, -air, -are, -arm, -art, -ear, -eart, -er, -era, -erd, -earn, -eard, -ird, ir, -or, -ore, -ord, -oor, -our, -orn, -ur, -urse, -um
	/aw/ phonogram patterns in single	Use phonogram patterns with the /aw/ sound in single-syllable words.	-all, -aw, -alk, -aught, -ought, -ost, -ong
	/oo/ phonogram pattern	Use phonogram patters with the /oo/ sound, as in *moon*, in single-syllable words.	-oo, -oon, -une, -ew, -ue, -oot, -uit, -ool, -ule, -oom, -oup
	/oo/ phonogram pattern	Use phonogram patters with the /oo/ sound, as in *book*, in single-syllable words.	-ook, -ood, -ould, -ull, -ush
	/ow/ phonogram pattern	Use phonogram patterns with the /ow/ sound, as in *cow,* in single-syllable words	-ow, -own, -ound, -ow, -owd, -out, -outh, -our, -ouse
	/oy/ phonogram patterns	Use phonogram patterns with the /oy/ sound, as in *boy*, in single-syllable words.	-oy, -oil, -oin, -oise, -oise

Less Complex ↑ ↓ **More Complex**	Advanced phonogram patterns	Use more difficult phonogram patterns in single-syllable words (VCC, VCe, VCCe, VCCC, VVCCC)	-ant, -aise, -ance, -anch, -arge, -aste, -atch, -each, -ealth, -east, eath, -eave, -edge, -eech, -eeze, -ench, -ight*, -itch, -ooth, -ouch, -ound, -udge, -unch, -aight, -eight
	Double consonant patterns	Understand that some words have a double consonant letter in their pattern.	little, success, accident, middle, occasion, traffic, collect
	Initial a	Notice and use initial 'a' in words	alone, along, away,
	Frequent patterns	Notice and use frequently appearing syllables patterns in multi-syllabic words	- en in enter, o in ago, -er in other, -ar in partner, -at in batter, - it in bitten, - in in winter, -is in whisper, -un in sunny, -be in begin, -re in repeat, -or in boarder, -a in bacon, -y in candy, -ey in money, -ble in trouble, -I in pilot, -ur in burden, -um in humble, -ick in chicken, -et in better, -im in simple.
	Short vowel patterns	Notice and use short vowel patterns in multi-syllabic words	-ab in absent, -ad in address, --ag in magnet, -age in garbage, -ang in anger, -am in hammer, -an in handle, -ant in gigantic, -ap in happen, -ent in center, -el(l) in yellow, ep in pepper, es in estimate, -ev in in seven, -id in middle, -ig in figure, - il(l) in familiar, -ob in hobby or robot, -oc(k) in October, -od in body, -ol in follow, -om in complete, -on in honest, -op in opportunity, -ot in bottom, - ub in rubber, -uc(k) in lucky, -ud in puddle, -uf in muffin, -ug in ugly, -up in puppy, -um in humble, -us in customer, -ut in butter, -uz in puzzle

Less Complex ⬆️⬇️ **More Complex**	Long vowel pattern	Notice and use long vowel patterns in multi-syllabic words	-e in beginning, -ee in agree, -ea in reason, -ide in decide, -ire in entirely, -ise in revise, -ive in survive, -ize in realize, -ade in lemonade, -aid in braided,. –ail in railroad, -ale in female, -ain in painter, -ate in crater. -ope in antelope, -one in telephone, -oke in spoken, -u in tutor, -ture in future
	Other vowel patterns	Notice and use other vowel patterns in multi-syllabic words	Easier: -al in always, -au in author, -aw in awfully, -ea in weather, -i in similar
			Harder: -i-e in police, -tion in attention, - sion in tension, -y in reply, -oi in noisy, -oy in enjoy, -ou in about, - ow in power, -oo in booster, -ove, in remove, -u in tuna, -ook in looking, -oot in football, -ood in woodpile, -ul(l) in grateful

V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)
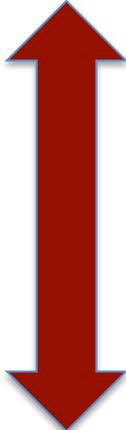***Most common phonograms**

HIGH-FREQUENCY WORDS CONCEPTS CONTINUUM

High-frequency words represent common sight words that often appear in text and should be fluently learned to read and write with automaticity. The Journeys Unit Organizers contain high-frequency words based on the Dolch list of sight words as recommended for grades K-5.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆⬇ **More Complex**	One or Two Letters	Use high-frequency words with one or two letters	I, a, am, an, as, at be, by, do, go, he, in, is, it, me, my, of, on, or, so, to up, us, we
	Three or More Letters	Use high-frequency words with three or more letters	the, and, but, she, like, come, this
	Five or More Letters	Use high-frequency words with five or more letters	would, could, where, there, which

SPELLING DEVELOPMENTAL CONTINUUM

As students internalize, integrate and apply the skills on this continuum, they will go through fairly predictable phases of spelling development that can be seen in their independent writing.

COMPLEXITY LEVEL	PHASE	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex ⬆⬇ **More Complex**	Preliminary Spelling	Student is aware that print carries a message and experiment with formations that look like letters. Students also may string random letters together to communicate a message.	HDIsZklHiLjlHilE
	Semi-Phonetic Spelling	Students show an emerging understanding of sound-letter relationships by using some known letters to represent sounds. Students may also copy words.	OZApTIm DWAPDEPS HLvd TwR
	Phonetic Spelling	Students use letters to represent nearly every sound in the sentence. Spaces are used to indicate word boundaries.	Onz apon a tim der was a prede prinses who live in a hi twr.
	Transitional Spelling	Student uses letters and letter-sound patterns to spell words. Unknown words are spelled using know patterns, which may be applied correctly and incorrectly. Vowels are usually present in each syllable and an emerging knowledge of vowel patterns is evident.	Once apon a time their was a prety princess who lived in a hy tour.
	Independent Spelling	Student recognizes the obligation to spell for the reader. Student has a large bank of sight words. Student notices and uses a large number of letter-sound patterns to spell regularly spelled words. Student has strategies to remember the spelling of common irregularly spelled words.	Once upon a time there was a pretty princess who lived in a high tower

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