

**MCSD**  
**Key Literacy Components Continuum**

## Phonological Awareness

Kindergarten	First	Second	Third	Fourth	Fifth	
Segmenting & Blending Sentences						
Segmenting & Blending Syllables	Segmenting & Blending Syllables	Segmenting & Blending Syllables	Segmenting & Blending Syllables			
Segmenting & Blending Onset Rime	Segmenting & Blending Onset Rime					
Recognize & produce Rhyming Words	Recognize & produce Rhyming Words	Recognize & produce Rhyming Words	Recognize & produce Rhyming Words			
Alliteration	Alliteration	Alliteration	Alliteration			
Initial Phoneme Identification	Initial Phoneme Identification					
Final Phoneme Identification	Final Phoneme Identification					
Medial Phoneme Identification	Medial Phoneme Identification	Medial Phoneme Identification				
Phoneme Categorization Beginning						
Phoneme Categorization Ending						
Phoneme Categorization Medial	Phoneme Categorization Medial	Phoneme Categorization Medial				
Phoneme Blending Beginning	Phoneme Blending	Phoneme Blending				
Phoneme Segmentation	Phoneme Segmentation	Phoneme Segmentation				
Phoneme Deletion	Phoneme Deletion	Phoneme Deletion				
Phoneme Addition	Phoneme Addition	Phoneme Addition				
Phoneme Substitution	Phoneme Substitution	Phoneme Substitution				

# Phonics

		Kindergarten	First	Second	Third	Fourth	Fifth
Letter Names Letter Sounds	Beginning Consonants	bcd fghjklmnp qu rstvw y z		ce, ci, cy, ge, gi, gy	ce, ci, cy, ge, gi, gy		
	Ending Consonants	b d g m n p t x	-ff, -ll, -ss, - zz, -x, -ve, - ck, -ng,	-ff, -ll, -ss, -zz, -x, -ve, -ck, - ng, and -tt, - pp, -dd, -bb, multi-syllabic double rule			
	Vowels	a, e, i, o, u (short)	a-e, i-e, o-e, u-e (long) y as long i y as long e		Schwa in 2- syllable words; eigh, ough	y as short i	
VC		X (25 spm)	X (50 spm)				
CVC		X (25 spm)	X (50 spm)				
CCVC		X	X				
CVCC			X	X			
	Vowel Teams	aw, ay, oy	ee, ai, oa, ea, aw, oi, oy, ay, ew, au	ou, ow, oo, eu, igh	oo (foot), ui, ei, ie (thief)		
	Vowel -r		er, or, ar	ir, ur, war, wor	err, ear, air, oar		
	Inflectional Suffixes	-s, -ing (No base word change)	-s, -ed, -ing (No base word change) (Doubling and drop -e rules)	-s, -ed, -ing (Doubling and drop -e rules)	-er, -est (comparative) change y to I rule	When rules do not apply	Advanced doubling rule
	Prefixes		un, re	pre, dis	un, re, en, mis, ex, in, non		Con, per, com, ad, a (chameleon prefixes)

	Suffixes		-ly, -s, -ed, -ing, -es	-en, -hood, -ly, -or, -ful, -less	ment, less, ful, ness, like, ble, ment, ness	tion, sion, ture, able, ous, ic, al	age, ace, ary, ence, ity, ation
	Contractions		'm, 's, n't, 'll	they've, you're, we'd			
	Syllable/Morpheme Patterns	concept of syllable	compounds with two syllables (compounds, closed & doubles)	compounds with two syllables (review closed and intro open, vowel teams, le, ar, silent -e, prefixes/suffixes)	Compounds with two syllables	Morphemes override syllables	
	Consonant Digraphs	ch, sh, th	ch, sh, th, wh, kn,	ch, tch, ph, gh	-ge, -dge		
	Beginning Blends	st, sp, sk, sc	bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw	scr, spr, squ, spl, str, tw	shr, thr	sch	
	Ending Blends		st, ft	mp, nd, nt, lf, ,lt, nk, sk,			
	Silent Letter Spellings			kn, -lk, wr	wr, gn, sc (science)	ps, rh	

## Comprehension

	Kindergarten	First	Second	Third
Visualization	Introduce	Reinforce	Master	Master
Making Connections/ Background Knowledge	Introduce	Reinforce	Master	Master
Ask questions	Introduce	Reinforce	Master	Master
Drawing inferences		Introduce	Reinforce	Master
Determine the most important ideas or themes			Introduce/Reinforce	Reinforce/Master
Synthesize information			Introduce/Reinforce	Reinforce/Master
Use fix up strategies <ul style="list-style-type: none"> <li>• Reread</li> <li>• Read ahead to clarify meaning</li> <li>• Identify what you don't understand</li> <li>• Does it make sense?</li> </ul>		Introduce	Reinforce	Master

## Story Elements

		Kindergarten	First	Second	Third
Fiction	<b>Conflict/Problem</b>		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	<b>Cause/Effect</b>		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	<b>Character</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	<b>Setting</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	<b>Action/Events (Plot)</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	<b>Sequence (first, next, then, last)</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	<b>Solution</b>		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	<b>Dialogue</b>	<b>Introduce (Speech Bubbles)</b>	<b>Introduce (Quotation Marks)</b>	<b>Reinforce</b>	<b>Master</b>
	Main Idea		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
Figurative Language	Onomatopoeia	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Personification			<b>Introduce</b>	<b>Reinforce</b>
	Simile	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Metaphor			<b>Introduce</b>	<b>Reinforce</b>
	Hyperbole/ Exaggeration				<b>Introduce</b>
Poetry	Rhyme	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Rhythm	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Alliteration	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Repetition	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Compare/Contrast		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
Plays/Drama	Dialogue		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Story Enactment		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Acts		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Scenes		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
Non Fiction	Main Idea	<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>	<b>Master</b>
	Supporting Details		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Fact vs. Opinion	<b>Introduce</b>	<b>Reinforce</b>	<b>Reinforce</b>	<b>Master</b>
	Sequencing	<b>Introduce</b>	<b>Reinforce</b>	<b>Reinforce</b>	<b>Master</b>
	Summarization		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Text Organization & Content		<b>Introduce</b>	<b>Reinforce</b>	<b>Master</b>
	Essential Vs. Nonessential Information			<b>Introduce/ Reinforce</b>	<b>Reinforce/Master</b>

## Fluency

		Kindergarten	First	Second	Third
Letter Level		40 LPM			
Word Level		24 Kindergarten Words	Fry 100	Fry 200	Fry 300
Sentence/Phrase Level			Fry Phrase 100	Fry Phrase 200	Fry Phrase 300
Automaticity	Suggested Rate BOY			44	77
	Suggested Rate MOY		20	68	90
	Suggested Rate EOY		40	90	110
Prosody (move to glossary)					
Accuracy		90-95% Instructional 96% Independent	90-95% Instructional 96% Independent	90-95% Instructional 96% Independent	90-95% Instructional 96% Independent

## Vocabulary

	Kindergarten	First	Second	Third	Fourth
# of words in speaking lexicon children need to know (20 uses daily) (Biemiller; Nagy & Anderson)		800+ Per Year	800+	2000-3000	2000-3000
		4 new words per school day	4 new words per school day	12-16 new words per school day	12-16 new words per school day

## KEY

Introduced

Reinforced

Mastered

Eligible Content