

# The Reading Universe™

Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative							
Simple View of Reading*	DECODING			X	LANGUAGE	=	COMPREHENSION
<b>CONCEPTS of PRINT</b>	<b>PHONOLOGICAL AWARENESS</b>	<b>PHONICS</b>	<b>FLUENCY</b>	<b>ORAL LANGUAGE</b>	<b>VOCABULARY</b>		<b>COMPREHENSION</b>
Understanding that written language represents meaningful oral language and that books and print have structure ensures students understand how print works.	Having the ability to recognize and manipulate the units of sound in language (without print) prepares a student to map speech sounds to letter sounds in printed words.	Understanding the systematic, predictable relationship between written letters and spoken sounds ensures that students can decode real and regularly spelled nonsense words.	Reading with accuracy, reasonable rate, and appropriate expression predicts that a student is comprehending.	The ability to produce words, sentences, and meaningful discussion provides a strong foundation for reading.	The ability to recognize and understand the meaning of oral and written words is pivotal in becoming a fluent reader and to comprehend text.		Comprehension is the goal of reading. It is the active and purposeful pursuit of understanding the author's message.
<b>Basic Book Parts</b> cover, title, illustration, author, illustrator, table of contents, etc.	<b>Articulation</b> begins when children start speaking and pronunciation improves as direct instruction of phonological skills are taught	<b>Alphabetic Principle</b> letter name/letter sound association	<b>Accuracy</b> percentage of words read correctly	<b>Phonological Expression</b> proper verbal production of words			<b>Levels of Understanding</b> literal, structural, inferential
<b>Directionality</b> front and back, top to bottom, left to right, return sweep	<b>Syllables</b> blend, segment, isolate, manipulate (delete & add)	<b>Beginning Phonics</b> vc and cvc words, consonant digraphs and trigraphs, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i, 2-syllable words with short vowels	<b>Rate</b> number of words read correctly	<b>Knowledge of Words</b> access prior knowledge, develop word consciousness, and explicitly teach new words			<b>Strategies and Products of Understanding Text</b> cognitive tools used to derive multiple dimensions of meaning from text
<b>Tracking</b> pointing to words as they are being read aloud or reading independently	<b>Onset and Rime</b> blend, segment, recognize rhyming words, produce rhyming words	<b>Advanced Phonics</b> schwa, long vowel spelling patterns, vowel-r, diphthongs, hard and soft c and g, consonant-le (C-le), silent consonant letters, dropping e to add vowel suffix, affixes	<b>Expression</b> phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	<b>Morphology</b> the meanings and origins of base words (free morphemes), roots (bound morphemes) and affixes			<b>Types and Structures of Text</b> literary and informational text
<b>Text Features</b> words as units, letters in words; sentences as strings of words w/ capital letter and ending punctuation; first and last word in sentence, on page, in book; headings, sub-headings, captions, etc.	<b>Phonemes</b> isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)		<b>Irregularly Spelled High Frequency Words</b> Irregularly spelled HF words are taught in a usage sequence while regularly spelled HF words are taught in the phonics scope and sequence.	<b>Syntax</b> the system of rules governing word order in sentences			 Reading Universe™
				<b>Pragmatics</b> use of language in social context			
<b>WRITING</b>							
<b>STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative</b>							

BARKSDALE READING INSTITUTE

