

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

ONGOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative						
Simple View of Reading*	DECODING	LANGUAGE				READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Understanding that written language represents meaningful oral language and that books and print have structure.	Having the ability to recognize and manipulate the units of sound in language (without print).	Understanding the systematic, predictable relationship between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
Basic Book Parts front and back cover, title, author, illustrator, spine, title page	Syllables blend, segment, isolate, manipulate (delete, add, substitute)	Alphabetic Principle letter name/letter sound association	Accuracy words read correctly	Receptive Language understand verbal, nonverbal, and written communication		Levels of Understanding literal, inferential, propositional
Directionality read top to bottom and left-to-right, identify the first/last word, tracking, return sweep	Onset and Rime identify, blend, segment, recognize and produce rhyming words	Regularly Spelled High Frequency Words Regularly spelled high frequency words are taught in the phonics scope and sequence.	Rate pace of words read	Expressive Language produce meaning through verbal, nonverbal and written communication		Strategies of Critical Thinking cognitive processes used to derive multiple dimensions of meaning from text
Print Structure identify letter, word, and sentence, spaces between words, capitalization and punctuation	Articulation accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides	Beginning Phonics 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	Expression phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	Knowledge of Words access prior knowledge, develop word consciousness, and explicitly teach new words		Products of Comprehended Text ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text
Text Features page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams	Phonemic Awareness isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)	Advanced Phonics 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, derivational endings	Irregularly Spelled High Frequency Words Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	Morphology meanings and origins of base words, roots, and affixes		 BARKSDALE READING INSTITUTE  Reading Universe™
				Syntax system of rules governing word order in sentences		
				Pragmatics use of language in social context		
EARLY WRITING / ENCODING						
STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative						