

# 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			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.
<b>Basic Book Parts</b> front and back cover, title, author, illustrator, spine, title page	<b>Syllables</b> blend, segment, isolate, manipulate (delete, add, substitute)	<b>Alphabetic Principle</b> letter name/letter sound association	<b>Accuracy</b> words read correctly	<b>Receptive Language</b> understand verbal, nonverbal, and written communication		<b>Levels of Understanding</b> literal, inferential, propositional
<b>Directionality</b> read top to bottom and left-to-right, identify the first/last word, tracking, return sweep	<b>Onset and Rime</b> identify, blend, segment, recognize and produce rhyming words	<b>Regularly Spelled High Frequency Words</b> Regularly spelled high frequency words are taught in the phonics scope and sequence.	<b>Rate</b> pace of words read	<b>Expressive Language</b> produce meaning through verbal, nonverbal and written communication		<b>Strategies of Critical Thinking</b> cognitive processes used to derive multiple dimensions of meaning from text
<b>Print Structure</b> identify letter, word, and sentence, spaces between words, capitalization and punctuation	<b>Articulation</b> accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides	<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>Expression</b> phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	<b>Knowledge of Words</b> access prior knowledge, develop word consciousness, and explicitly teach new words		<b>Products of Comprehended Text</b> ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text
<b>Text Features</b> page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams	<b>Phonemic Awareness</b> isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)	<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, derivational endings	<b>Irregularly Spelled High Frequency Words</b> Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	<b>Morphology</b> meanings and origins of base words, roots, and affixes		 BARKSDALE READING INSTITUTE   Reading Universe™
				<b>Syntax</b> system of rules governing word order in sentences		
				<b>Pragmatics</b> use of language in social context		
<b>EARLY WRITING / ENCODING</b>						
<b>STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative</b>						