



# Foundational Reading Skills Overview

The purpose of this document is to take a closer look at the continuum of reading skills. Keeping the learners in mind, we hope this document can inspire reflection and dialogue about the complexities of teaching reading.

Skills develop at varying rates and build on each other as text complexity increases

<p><b>Advanced Phonemic Awareness</b> Produce and isolate blends, Manipulate (delete, add, substitute) individual sounds to make new words.</p>	<p><b>Advanced Decoding</b> Complex and irregular phonics patterns: complex long vowel patterns, diphthongs, r-controlled vowels, consonant letters multisyllabic words etc.</p>	<p><b>Expression</b> Phrasing, intonation, acknowledgement of punctuation and appropriate emphasis when reading.</p>	<p><b>Syntax</b> The rules by which words are combined to create grammatical and meaningful sentences.</p>	<p><b>Extending Text</b> Ability to use and apply information. Read by asking questions, identifying themes, connecting to learning or personal experience, etc.</p>
<p><b>Early Phonemic Awareness</b> Awareness that words are made up of sounds. Produce, isolate, segment, blend individual sounds within words.</p>	<p><b>Regular High Frequency Words</b> Common decodable words, taught systematically to build word recognition and increase automaticity</p>	<p><b>Rate</b> Pace of words read. Accuracy and automaticity of words read are prerequisites to increase reading rate.</p>	<p><b>Morphology</b> Understand the meaning and origins of base words, root, and affixes to support acquisition of new vocabulary.</p>	<p><b>Critical Thinking</b> Application of increasingly conceptual reading strategies (e.g., predicting, inferencing, analyzing, summarizing etc.) in a variety of texts.</p>
<p><b>Syllable Awareness</b> Blends, segment, isolate and manipulate (delete, add, substitute) syllables within words.</p>	<p><b>Early Decoding</b> Systematically move through regular phonics patterns: CVC words, consonant digraphs, blends, two syllable words with short vowels, etc.</p>	<p><b>Irregular High Frequency Words</b> Common words with irregular phonemes that need to be taught explicitly by cueing to the letters &amp; sounds</p>	<p><b>Reading Vocabulary</b> Applying prior knowledge of word meanings when reading. New words can be learned through reading or explicit instruction.</p>	<p><b>Concrete Understanding</b> Understanding the literal and propositional meaning from text; sequencing events within text.</p>
<p><b>Word Awareness</b> Awareness that sentences are made up of word units, also known as word boundaries.</p>	<p><b>Alphabetic Principle</b> Awareness that letters and sounds are connected. Build association between letters and sound.</p>	<p><b>Accuracy</b> Apply letter-sound connections in text that align with decoding skills</p>	<p><b>Expressive &amp; Receptive Oral Vocabulary</b> Knowledge and use of words in spoken language.</p>	<p><b>Listening Comprehension</b> Active and purposeful understanding of the content, form and use of spoken language</p>
<b>Phonological Awareness</b>	<b>Phonics</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>

- Early Reader
- Developing Reader
- Advancing Reader

Adapted from The Reading Universe 2018  
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**Concepts about Print**  
Understanding that written language represents meaningful oral language, and that books and print have structure.

**Book Parts:** Title, cover, author, spine orientation, etc.

**Directionality:** Book handling, left to right, top to bottom etc.

**Text Features:** Page numbers, punctuation, diagrams, etc.

**Print Structure:** Visual boundaries of letter, word, and sentence, 1:1 oral/written word correspondences.