

# Building Blocks of Reading Proficiency

## Skills Needed to Read

<b>The Building Blocks of Reading Proficiency</b>	<b>Concepts about Print</b>	<b>Phonological and Phonemic Awareness</b>	<b>Decoding and Word Recognition</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>			
	Printed Materials Provide Information						Listen for Sounds	Match Sounds to Spellings	<b>Accuracy</b>
	Parts of a Book	Rhyming Words	High Frequency Words				Words in Sentences	Antonyms & Synonyms	
		Syllables in Words	Consonant Blends	Short Vowels	Affixes and Roots	Background Knowledge			
	Title and Author	Track and Order Phonemes	Long Vowels	Directionality	Homophones and Homographs	Genre			
	Distinguish Letters from Words	Phoneme Isolation	Vowel Digraphs And Diphthongs			Phoneme Identification	Text Structure		
		Phoneme Comparison		R-controlled Letter/Sound Associations	Word Learning Strategies		Comprehension Skills		
	Identify Letters, Words, and Sentences	Phoneme Blending	Multisyllabic words		Phoneme Segmentation	Word Origins and Derivatives	Comprehension Strategies		
		Phoneme Deletion		Compounds Words				Figurative Language and Idioms	
	Match Oral Words to Print	Phoneme Addition	Contractions	Prosody					
		Phoneme Substitution	Inflectional Forms						
	Recognize and Name all Letters (Upper/lowercase)								

*This chart shows the sequence of reading skill development. Skills are developed from left to right and top to bottom. When students have not fully developed skills early in the chart, their ability to develop higher order skills is severely compromised. Chart provided by Mary Pippitt-Cervantes of OUSD Leadership, Curriculum and Instruction.*