

Skills Definitions

Pre-Reading Skills											
Auditory Sequencing	●	●	●	●	●	●	●	●	●		The ability to understand and recall the order of sounds and words.
Auditory Word Recognition	●	●					●	●			The ability to identify spoken words and distinguish between similar-sounding words.
Listening Accuracy	●	●	●	●	●	●	●				The ability to discriminate between speech sounds and to correctly identify sounds and sound sequences.
Language Skills											
English Grammar	●	●				●	●	●	●		The ability to understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement.
Capitalization & Punctuation						●	●			●	The ability to apply knowledge of print conventions to clarify the meaning of sentences and their elements when reading.
Spelling						●	●	●			The ability to apply knowledge of letter-sound mappings, spelling rules and patterns, and irregular spellings to create a visual representation of a word.
Word Learning Strategies						●	●	●	●	●	The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis.
Academic Language	●			●		●	●	●	●	●	The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words.
Speaking and Listening Skills											
Following Directions	●	●		●	●					●	The ability to attend to and retain details, then plan an appropriate sequence of steps to carry out verbal instructions.
Listening Comprehension	●	●		●		●	●			●	The ability to listen to and comprehend spoken language and derive meaning from oral texts.
Foundational Reading Skills											
Phonological Awareness	●	●	●	●	●	●	●	●			The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes.
Print Concepts						●	●	●		●	The ability to approach print with an understanding of its organization and basic features, to recognize and name all upper and lower case letters of the alphabet, and to interpret punctuation.
Phonics		●			●	●	●	●	●		The ability to relate speech sounds to specific letters and apply that knowledge to the process of sounding out and reading words.
Word Structure & Knowledge	●	●			●	●	●	●	●	●	The ability to recognize and apply knowledge of words and word parts such as morphemes.
High-Frequency Words						●	●			●	The ability to quickly and automatically read and understand common high-frequency words.
Fluency						●	●	●	●	●	The ability to read texts with accuracy, appropriate rate, and expression to support comprehension.
Monitoring Comprehension						●	●	●	●	●	The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read.
Reading Informational or Literary Texts											
Craft & Structure										●	The ability to describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Drawing Inferences								●	●	●	The ability to refer to details and examples in a text to draw inferences from it.
Interpreting Visual Information									●	●	The ability to use information gained from illustrations and the words in a text to demonstrate understanding of the text.
Key Ideas & Details						●	●	●	●	●	The ability to distinguish key ideas from supporting details, and to summarize the text.
Cognitive Learning Skills											
Memory	●	●	●	●	●	●	●	●	●	●	The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years.
Attention	●	●	●	●	●	●	●	●	●	●	The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task.
Processing	●	●	●	●	●	●	●	●	●	●	The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter.
Sequencing	●	●	●	●	●	●	●	●	●	●	The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline.

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