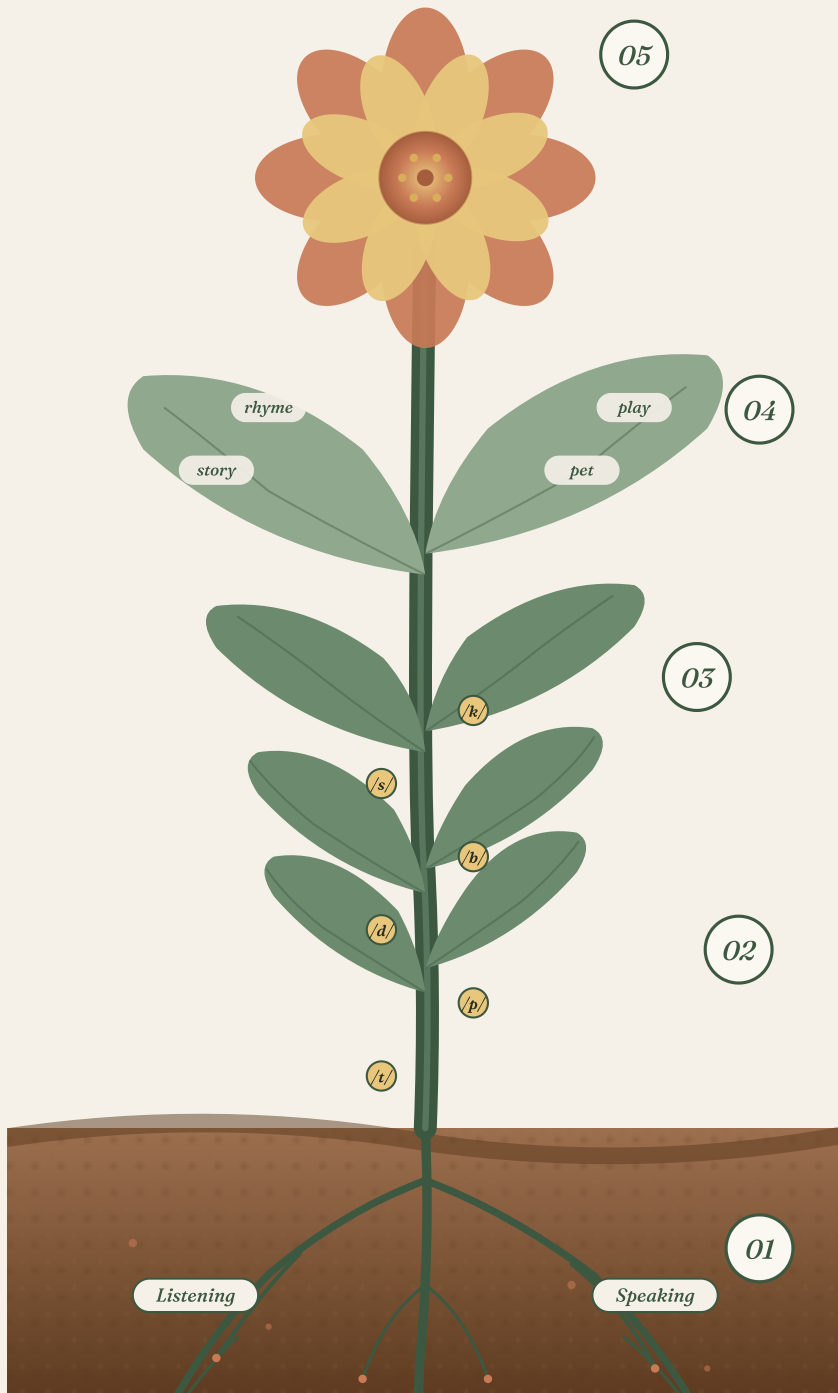


FOR PARENTS · TEACHERS · SPEECH-LANGUAGE PATHOLOGISTS

# The *pillars* of *reading*.

Reading isn't a tower — it's a plant. Listening and speaking are the roots that anchor everything. Each layer above feeds the next, until comprehension blooms at the top.



## 05 Comprehension

**WHAT IT MEANS**

Understanding, remembering, and actively interacting with what has been read.

**WHY IT MATTERS**

The ultimate goal of reading. Requires deep execution of background knowledge and critical thinking.

The bloom · why we plant in the first place.

## 04 Vocabulary

**WHAT IT MEANS**

Knowing — and fluidly accessing — the semantic meaning of words.

**WHY IT MATTERS**

If a child sounds out a word without knowing its meaning, the sentence loses all context.

## 03 Fluency

**WHAT IT MEANS**

Reading text accurately, rapidly, and with proper prosody — the expression and rhythm of a sentence.

**WHY IT MATTERS**

The bridge to comprehension. Automaticity frees up vital cognitive space to focus on meaning.

## 02 Phonics & Phonemic Awareness

**WHAT IT MEANS**

Mapping speech sounds to letters, then blending those phonemes back into whole words.

**WHY IT MATTERS**

The core code-breaking mechanism. Empowers learners to sound out unfamiliar words without guessing.

## 01 Oral Language

**WHAT IT MEANS**

Listening to language all around them, then learning to speak it. Listening → Speaking, in that order.

**WHY IT MATTERS**

The true root system for all literacy development. Must build orally before written mechanics anchor.

Foundation · everything else grows from here.