Skill Area	Structured Literacy	Typical Literacy Practices
Phonemic Awareness	Emphasis on the sounds in spoken language distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for reading and spelling	Letters used as the starting point for reading and spelling; Reading treated as a visual skill; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in letter-sound combinations; Sequenced from easier to harder for reading and spelling; Application of word reading in print	Phonics taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	Oral language as the reference point for print; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	Modeling reading aloud from the leveled books students will read; Nondirective questioning and discussion
Text Reading Fluency	Young students read text that is controlled to include only those phonics patterns that have been explicitly taught; Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	Use of leveled or predictable texts that are not controlled for decoding difficulty; Error response focuses on picture cues or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression	Emphasis on teacher modeling (think aloud); Activities such as choral reading, shared reading and guided reading; Emphasis on student book choice

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