

# Structured Literacy

## At-a-glance

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis of the content and principles of **structured literacy**. Based on the research findings in the **science of reading**, the approach to effective literacy instruction requires the **five pillars** to be facilitated in a specific and systematic way. This includes tier 1 instruction in the classroom, based on the MTSS (multi-tiered system of support) programming model, as well as tier 2 and tier 3 interventions. According to the science of reading, the model approach is encompassed in structured literacy.



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<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

## STUDENTS AND INSTRUCTORS

### THE "WHO"

#### Tier 1:

General Education,  
Classroom Teacher

#### Tier 2:

General or Special  
Education Teacher,  
Reading Specialist,  
Intervention Personnel

#### Tier 3:

Dyslexia Specialist,  
Special Education  
Teacher\*

\*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instruction.

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# STRUCTURED LITERACY

## THE "WHAT"

Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition).

	WHAT IT IS	WHAT YOU MAY SEE IN THE CLASSROOM
<b>Phonology</b>	The study of sounds in a language	Identifying sounds (initial, final...) segmenting sounds/ words, blending sounds to make words, manipulating sounds (phonemic awareness), rhyming, sorting, alliteration, etc.
<b>Sound-Symbol Association</b>	Knowing that Sounds (phonemes) are represented by symbols (graphemes)	Activities with Elkonian sound boxes, phoneme grapheme matching, sound walls, phonogram cards, spelling
<b>Syllables</b>	Recognizing syllable patterns that help decode/pronounce and spell new words	Teach and practice syllable patterns and division rules
<b>Morphology</b>	Knowing the structure and form of words	Teach morphemes: bases, affixes, and word families
<b>Syntax</b>	Grammar, sentence structure and the mechanics of language	Sentence scrambles, dictation, sentence building, exploring parts of speech
<b>Semantics</b>	Understanding the meaning of text	Comprehension strategies, develop- background knowledge, vocabulary instruction, text structure

## THE "HOW"

Essential principles of instruction guide how content is taught for both reading and written expression. These principles are beneficial for all students and necessary for struggling students.

	DESCRIPTION
<b>Sequential</b>	Teaching skills and concepts in logical order (not necessarily the order the curriculum suggests), where students learn and master easier skills prior to moving on to more complex skills.
<b>Systematic</b>	The delivery of instruction follows well-defined routines, which provide a logical progression of skills from simple to more complex.
<b>Cumulative</b>	Newly introduced concepts are layered upon previously learned concepts. The foundation of knowledge for phoneme=grapheme relationships, reliable spelling patterns, and generalization of rules is frequently reviewed to build automaticity.
<b>Explicit</b>	The teacher gives a direct and clear explanation for each new concept during explicit instruction; instruction is enhanced with multi-sensory strategies to involve the visual, auditory, and tactile/kinesthetic senses in learning which supports memory.
<b>Prescriptive</b>	Instruction in which students are engaged in components of the lesson while the teacher observes how students are handling the discrete components so that the teacher may plan and make purposeful decisions to meet the differentiated needs of all students.
<b>Data-Driven</b>	Assessments aligned with specific skills missing in a reader's profile must be given to guide explicit instruction to areas of need. Implementation of continuous progress monitoring allows teachers to measure positive outcomes, give specific feedback, and make decisions for prescriptive teaching and differentiation moving forward.