Structured Literacy: An Approach Grounded in the Science of Reading



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*

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).

Word Recognition/ Handwriting & Spelling

Comprehension/ Composition

Phonemes Graphemes

Vocabulary/Background Knowledge

Morphemes

Sentence Structure/Grammar

Syllable & Stress Patterns

Text Structure

Orthographic Conventions

Critical Thinking

Integrated Language, Reading & Writing Instruction Supporting Automaticity, Fluency & Reading Proficiency

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.

Direct & Systematic

Mastery Oriented

Explicit

Data Driven

Sequential

Targeted Prompt Feedback

Cumulative

Highly Interactive

Multimodal

Scaffolded

Planned, Purposeful Instructional Decisions for Tasks and Text

Science of Reading

The "WHY"

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis for the content and principles of Structured Literacy.

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Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor. See Accreditation Plus https://tinyurl.com/2p8v3hcf and https://tinyurl.com/2p8v3hcf and https://tinyurl.com/5bvrr8hz.