

# 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

Phonemes ↔ Graphemes

Morphemes

Syllable & Stress Patterns

Orthographic Conventions

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

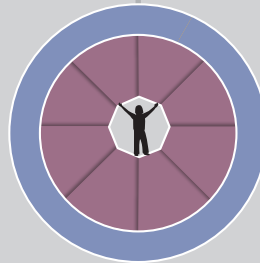
#### Comprehension/ Composition

Vocabulary/Background Knowledge

Sentence Structure/Grammar

Text Structure

Critical Thinking



### 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

Explicit

Sequential

Cumulative

Multimodal

Planned, Purposeful Instructional Decisions  
for Tasks and Text

#### Mastery Oriented

Data Driven

Targeted Prompt Feedback

Highly Interactive

Scaffolded

## 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.