

Structured Literacy: An Approach Grounded in the Science of Reading

Students and Instructors

The "WHO"

Tier 1: Whole Class
English Language Arts Instruction

Tier 2: Small Group
Targeted Instruction / Additional Practice

Tier 3: Individual or Small Group
Intensive, Expert Instruction*

All teachers need knowledge of the structure of language (The "WHAT") and the ability to implement research-based instruction (The "HOW").*

Structured Literacy

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

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

Integration of All Domains of Oral & Written Language
(Phonology, Morphology, Syntax, Semantics & Pragmatics)

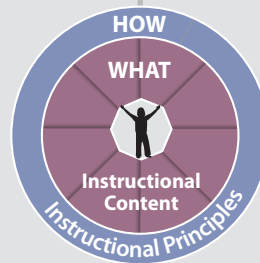
Comprehension/ Composition

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 and Cumulative

Highly Interactive

Multimodal

Purposeful Instructional Decisions for Text and Task
to Integrate Oral Language, Reading, & Writing

Mastery Oriented

Data Driven

Targeted Prompt Feedback

Scaffolded

Sufficient Practice

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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