

Structured Literacy: An Approach Grounded in the Science of Reading

Instructor 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

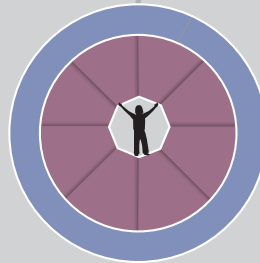
Comprehension/ Composition

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.

Structured Literacy

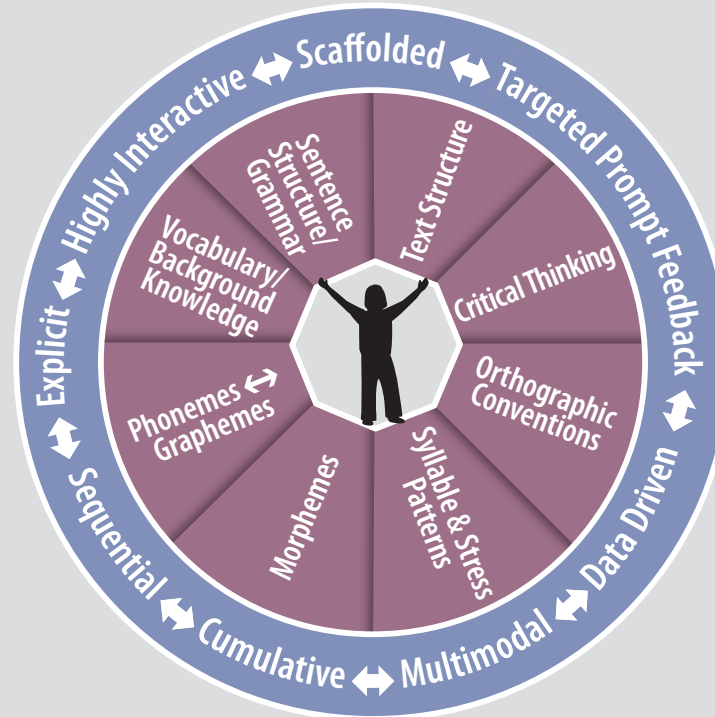
**The
“What”**

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

Word Recognition/
Handwriting & Spelling



Comprehension/
Composition



**The
“How”**

Planned, Purposeful Instructional Decisions
for Tasks and Text

Direct & Systematic



Mastery Oriented

An Approach Grounded in the Science of Reading