

# STRUCTURED LITERACY

## Grounded in the Science of Reading

### Instructor The "WHO"

**Tier 1:**  
General Education Teacher

**Tier 2:**  
General Education Teacher,  
Reading Specialist, Intervention Personnel

**Tier 3:**  
Dyslexia Specialist\*

### Structured Literacy

#### The "WHAT"

**Content** of effective instruction includes the same elements for all students.

Phonemic Awareness

Phonology

Orthography

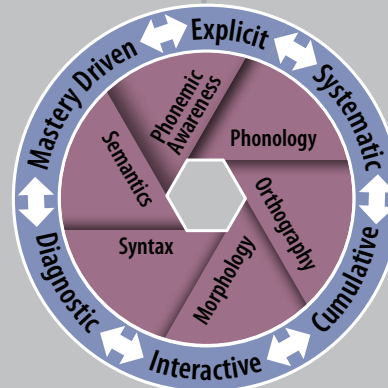
Morphology

Syntax

Semantics

Reading ↔ Spelling

The **CONTENT** of Structured Literacy is integrated.



#### The "HOW"

**Principles** of instruction guide how Structured Literacy's elements are taught.

Explicit

Systematic

Cumulative

Interactive

Diagnostic

Mastery Driven

Instructionally Sound

These **PRINCIPLES** and others\*\* can vary in intensity by student need.

### Science of Reading The "WHY"

The **underlying basis** for the content and principles of Structured Literacy is the science of reading —scientific evidence from accumulated research on reading/writing acquisition and instruction.

\*For individuals with dyslexia in Tier 3, Structured Literacy must be delivered with more intensity and by a highly qualified instructor.

\*\*See *Structured Literacy: An Introductory Guide*, available from [www.DyslexiaLibrary.org](http://www.DyslexiaLibrary.org). This brief is available for download at <https://tinyurl.com/jz3xa3dw> after logging into the digital library.