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
- 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

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

**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.

Structured Literacy

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