AN INTRODUCTION TO STRUCTURED LITERACY

Questions: info@orbida.org
The Ladder of Reading

5% Learning to read seems effortless

35%
Learning to read is relatively easy with broad instruction

40 to 50%
Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

10 to 15% (Dyslexia)
Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

Advantaged by a structured literacy approach

Structured literacy approach essential

© N. Young, 2012 (updated 2017)
Artwork by Dean Stanton
(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca
Reading, spelling, writing, and language abilities exist on a continuum, with only about a third of the students in the United States demonstrating proficient or advanced literacy skills by 4th grade (NAEP)

- General education students
- Students at risk for reading difficulties due to a variety of factors (e.g., low socioeconomic status, status as an English learner(EL))
- Students with disabilities

Although dyslexia and related reading and language problems may originate with neurobiological differences, the treatment is educational.
SL IS NOT THE WAY MOST OF US WERE TAUGHT
A combination of whole-group and small-group instruction is included in daily lesson.

Guided reading is the basis of small-group instruction.

All skill and strategy instruction is based on authentic literature.

Phonics, comprehension, and other strategies taught are based on the teacher’s perception of the students’ needs, gleaned from observation and/or informal assessment.

“Running Records” is the primary assessment tool.

Phonics is taught with mini-lessons and/or with a word study approach.
SL IS DIFFERENT FROM BALANCED LITERACY
Balance Literacy Classroom

• Guided Reading
• Leveled Books
• Running Records

• **Multiple word attack strategies**
  - look at the picture
  - think about what word would fit
  - read to the end of the sentence and go back to the difficult word think about what word would fit

• All instruction, including phonics, is based around leveled books or “authentic” texts.
• Students read the same story over the week so that they can read it without errors at the end of the week

Structured Literacy Classroom

• Separate phonics and comprehension instruction
• Phonics practice is based on decodable texts

• **Students are always directed to look at the word to decode it**
• An explicit, cumulative scope and sequence
• Instruction is differentiated based on which skills students have mastered
• Comprehension practice is based on read alouds
• An abundance of oral reading
• I do, we do, you do lesson structure
Effective instruction is the key to prevention and intervention.

AMP Reports - Hard Words: Why aren’t kids being taught to read
Emily Hanford September 10, 2018

AMP Reports – How a flawed idea is teaching millions of kids to be poor readers
Emily Hanford August 22, 2019

educatepodcast.org (Audio versions)
HIGHLY EFFECTIVE READING COMPONENTS

• Teach phonemic awareness to the advanced level

• Teach and reinforce letter-sound knowledge and decoding skills, including systematic and explicit phonics

• Extensive opportunities to read connected text

Kilpatrick, David, 2015. Essentials of Assessing, Preventing, and Overcoming Reading Difficulties
Includes:

- WHAT is Taught
SL CONTENT COMPONENTS

Analysis and production of language at all levels including:

• Sounds (phonology)
• Spelling for sounds (orthography)
• Syllable types (orthography)
• Meaningful parts of words (morphology)
• Patterns and conventions of the writing system (syntax)
• Sentences, paragraphs, and discourse with longer texts (semantics)

Louisa Moats 2019
Includes:

- How it is Taught
STRUCTURED LITERACY
TEACHING PRINCIPLES

• **Explicit:** Each skill is *directly taught* without any assumption that the student will learn the skill on his/her own.

• **Diagnostic:** Assessments provide the evidence that students have mastered skills before moving on.

• **Systematic and Cumulative:** There is a well-defined scope and sequence of the structure of language, starting with the easiest skills and building to more complex skills, with cumulative practice included as the lessons progress.
Structured Literacy

Includes:

- WHAT is Taught
- HOW it is Taught
From Literacy How

- WHAT is Taught
House Bill 2412, Senate Bill 212

“requires higher education educator prep programs in early childhood, general education, special education and reading to include content on dyslexia and other reading difficulties and the instruction on dyslexia must be consistent with the knowledge and practice standards of an international organization on dyslexia.”

OREGON’S DYSLEXIA LAWS
IDA’S KNOWLEDGE AND PRACTICE STANDARDS

Include:

❖ WHAT is Taught
❖ HOW it is Taught

These standards reflect the current state of the scientific research base and are the result of rigorous development and vetting process.

International Dyslexia Association 2011, rev2018
Knowledge Components:
A. Foundation Concepts about Oral & Written Language
B. Knowledge of the Structure of Language
C. Knowledge of Dyslexia & other Learning Disorders
D. Interpretation & Administration of Assessments for Planning Instruction
E. Structured Language Teaching in:
   - Phonology
   - Phonics & Word Recognition - Fluency
   - Vocabulary
   - Text Comprehension
   - Handwriting, Spelling & Written Expression
OVERVIEW OF STRUCTURED LITERACY

Nancy Hennessy  M.Ed., LDT-C, MTSU Center for Dyslexia

• https://youtu.be/CcsXZ9MLMNs
Structured Literacy Lesson

Literacy How

- [https://youtu.be/cciMpUePOV0](https://youtu.be/cciMpUePOV0)
EDUCATOR KNOWLEDGE IS KEY

- The Structure of Language
- The Science of Reading
- The Scope and Sequence matters
- It’s a Stage not an Age
The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION
- Phon. Awareness
- Decoding (and Spelling)
- Sight Recognition

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
ANIMATED READING ROPE

• https://institute.aimpa.org/aim-pathways/readingrope
SCOPE AND SEQUENCE
EXAMPLES
Each content component of Structured Literacy is ordered in accordance with the structure of our language and begins with foundational skills and builds to more complex skills.

The scope and sequence is supported by the science of how we learn to read.
• **Initially**, children decipher words (**yellow pathway**): they effortfully analyze words, convert each grapheme into a phoneme, then “listen” and understand.

• Assembling a string of letters into a series of phonemes is **difficult** for readers: it must be explicitly taught.

• With teaching and practice, as reading automatizes words take more of a direct route (**green route**). All letters are processed simultaneously.

• Teachers must focus on the yellow route. The green route develops spontaneously with practice.

• Knowledge of phonemes is one of the three main variables that predicts success. Other variables: size of vocabulary, and presence of books in the child’s surroundings.

PHONEMIC AWARENESS
EXAMPLE
VIDEO EXAMPLE
SEGMENTING AND BLENDING

Literacy How

• https://youtu.be/mKgfTjEjeZ0
VIDEO EXAMPLE
SYNTAX

Literacy How

• [https://youtu.be/SGYFaDvsuyQ](https://youtu.be/SGYFaDvsuyQ)
BRINGING IT ALL TOGETHER

• All students are advantaged by a structured literacy approach, and for most, it is essential.

• Informed by a robust body of research in language, reading, cognitive science, and neuroscience

• Knowledge in the structure of our language and the science of how we learn to read is essential for educators at every level.
• Seek out pre-service and in-service professional development

• Seek out curriculum – both programs and approaches

• Seek out higher education models for teacher training

**Aligned** to the IDA’s Knowledge and Practice Standards and the Science of Reading
RESOURCES AND FURTHER STUDY

Attendees will receive a follow-up email with a link to these sources and more, as well as responses to FAQ.


RESOURCES AND FURTHER STUDY CONTINUED


- Literacy How YouTube channel. [https://www.youtube.com/user/Literacyhow](https://www.youtube.com/user/Literacyhow)

- Moats, Louisa. IDA's Knowledge and Practice Standards: How They Can Improve Reading Instruction for All Students. [https://www.youtube.com/user/idachannel](https://www.youtube.com/user/idachannel)

RESOURCES AND FURTHER STUDY CONTINUED

• Structured Literacy Certification. Center for Effective Reading Instruction. [http://www.effectivereading.org](http://www.effectivereading.org)


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or.dyslexiaida.org

#Until Everyone Can Read