



Who, What, How, & Why of Structured Literacy

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August 11, 2026

mimtsstac.org

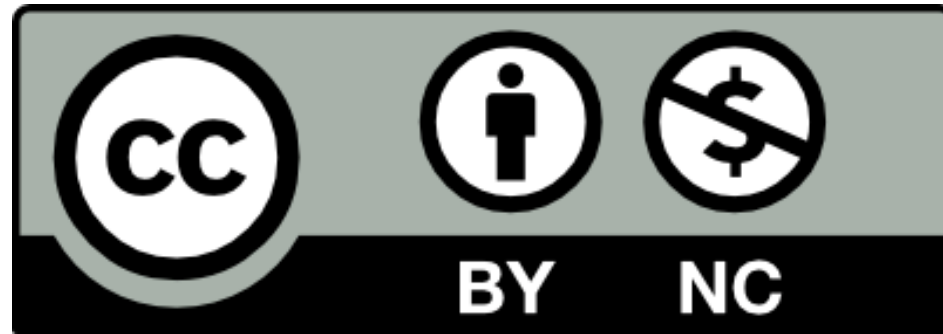


Acknowledgments

The content for this training day was developed based on the work of:

- International Dyslexia Association
- MiMTSS Technical Assistance Center
- Michigan Dyslexia Handbook
- Dr. Anita Archer
- Dr. Stephanie Stollar

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Structured Literacy Series Overview

- 1. Who, What, How & Why of Structured Literacy**
2. Phonemic Awareness and Phonics for Effective Instruction
3. Foundational Writing Skills: Handwriting and Spelling
4. Supporting Comprehension with Sentence-Level Writing
5. Vocabulary and Morphology: Essential for Comprehension



Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

- To provide an introductory overview of Structured Literacy
 - Who receives instruction
 - What instruction entails
 - How instruction is delivered
 - Why Structured Literacy instruction is essential for developing lifelong readers for all learners

Intended Outcomes

- Explain how Structured Literacy instruction is appropriate for all learners at all tiers of instruction
- Understand the instructional domains of Structured Literacy
- Understand the principles that guide the delivery of Structured Literacy instruction
- Explain why the Science of Reading provides the foundation for Structured Literacy instruction

Agenda

1.0 Introduction

2.0 Why

3.0 What

4.0 Who

5.0 How

6.0 Closing

1.0 Introduction

Literacy

- Reading instruction grounded in the Science of Reading
- Instruction that is beneficial for all
- Instruction that is essential for students at risk, including those with Dyslexia.

Required Professional Learning Topics

Public Act 146

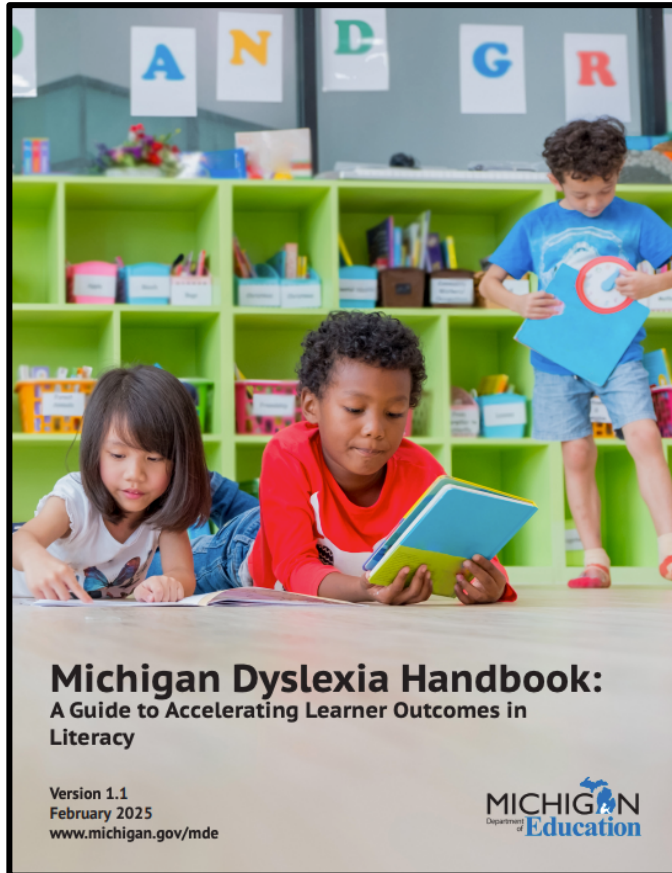
By not later than the beginning of the 2027-2028 school year, professional learning,...(is provided)... as determined by the department, regarding all of the following:

(e) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed for pupils with characteristics of dyslexia and pupils at risk for difficulties in learning to decode accurately and efficiently.

Required PL Topics (cont.)

(f) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed to effectively meet the needs of most pupils.

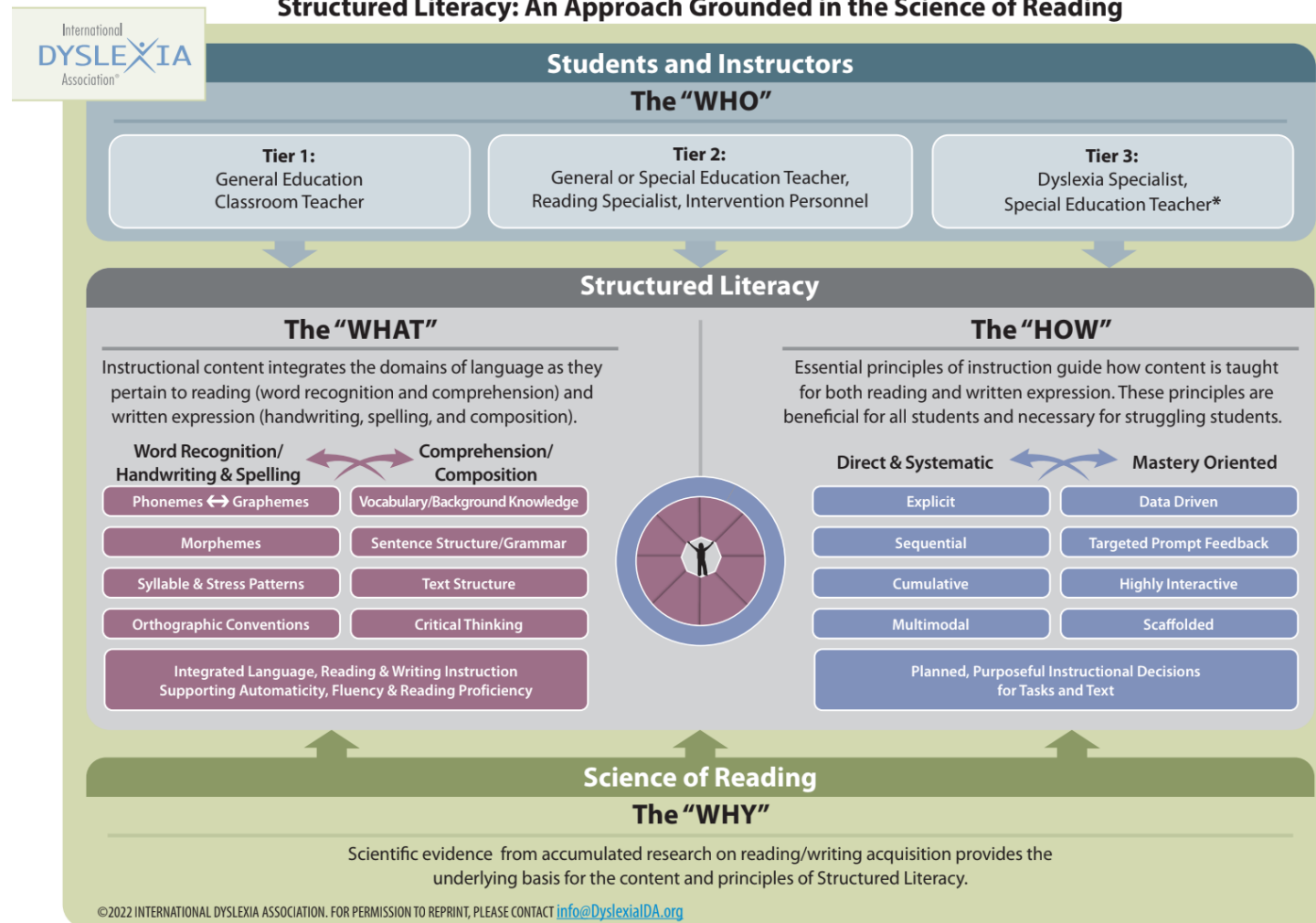
Michigan Dyslexia Handbook



- Structured Literacy Information
 - p. 12 and p. 17
- Best practices to prevent reading difficulties
- Assessment practices needed to inform instruction and intervention
- A focus on learners who are exhibiting characteristics of dyslexia and identified with a word-learning disability

St. Martin et al., 2022

Structured Literacy: An Approach Grounded in the Science of Reading



Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

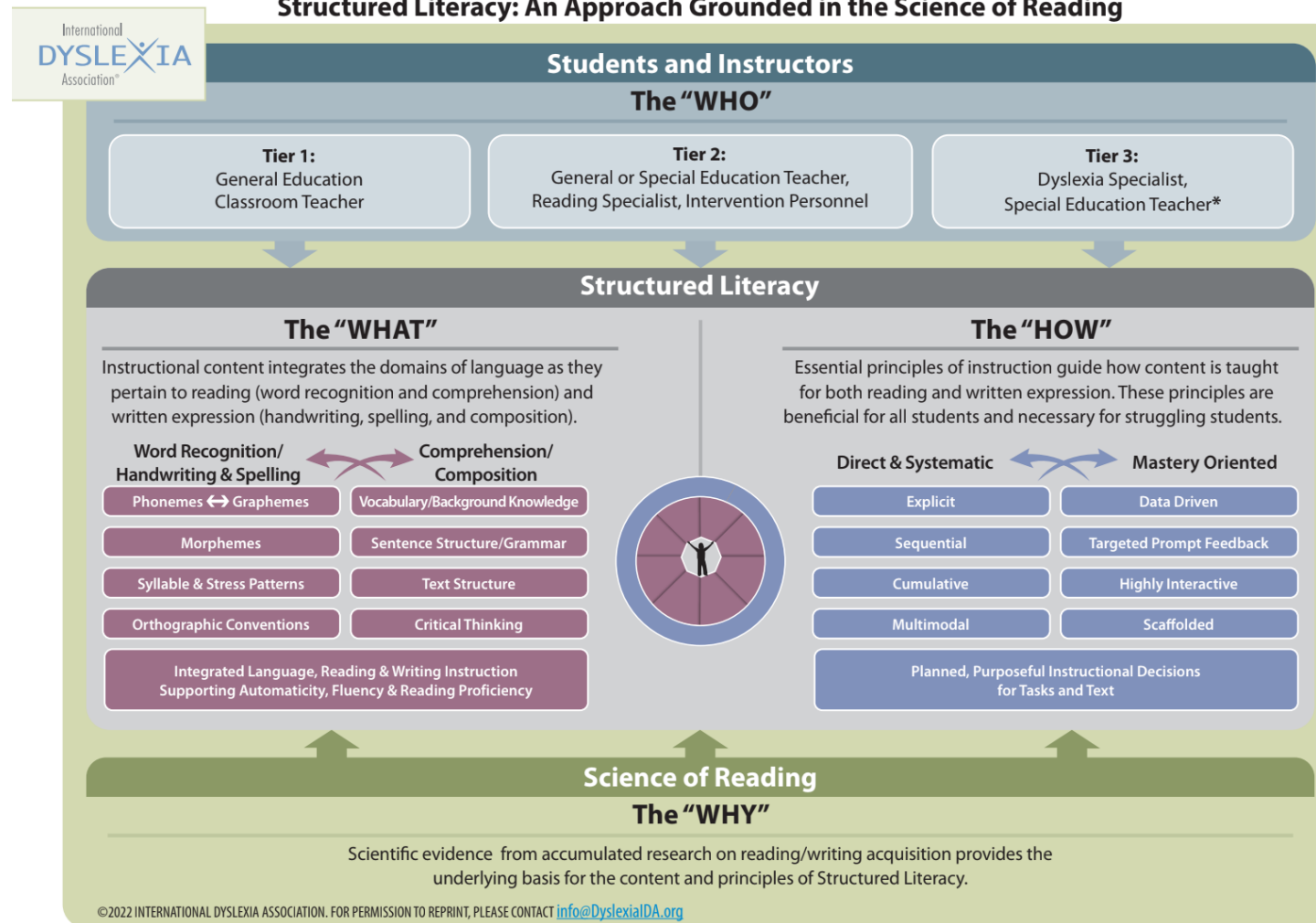
*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor.

See Accreditation ^{Plus} <https://tinyurl.com/2p8v3hcf> and <https://tinyurl.com/5bvr8hz>.

(rev. 10/25/23)

2.0 Why

Structured Literacy: An Approach Grounded in the Science of Reading

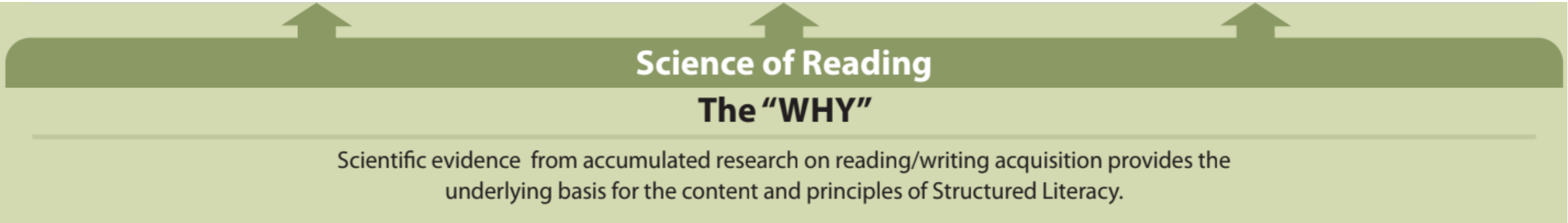


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Science of Reading

The “WHY”

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis for the content and principles of Structured Literacy.

International Dyslexia Association, 2024

Science of Reading Definition

- Science of Reading is:
 - A large body of ***scientifically-based research*** across disciplines about reading and issues related to reading and writing
 - Research conducted over the last ***50 years*** across the world
 - Research that includes findings from ***studies in learning to read in multiple languages***
 - The Science of Reading means there is substantial ***evidence to inform how proficient reading and writing develop, why some have difficulty, and how we can most effectively assess and teach to improve outcomes***

The Reading League [TRL, 2022]

The Science of Reading is **NOT**

- **Not** an ideology or philosophy
- **Not** a fad, trend, new idea, or pendulum swing
- **Not** a political agenda
- **Not** a one-size-fits-all approach
- **Not** a program of instruction
- **Not** a single, specific component of instruction, such as phonics

The Reading League [TRL, 2022]

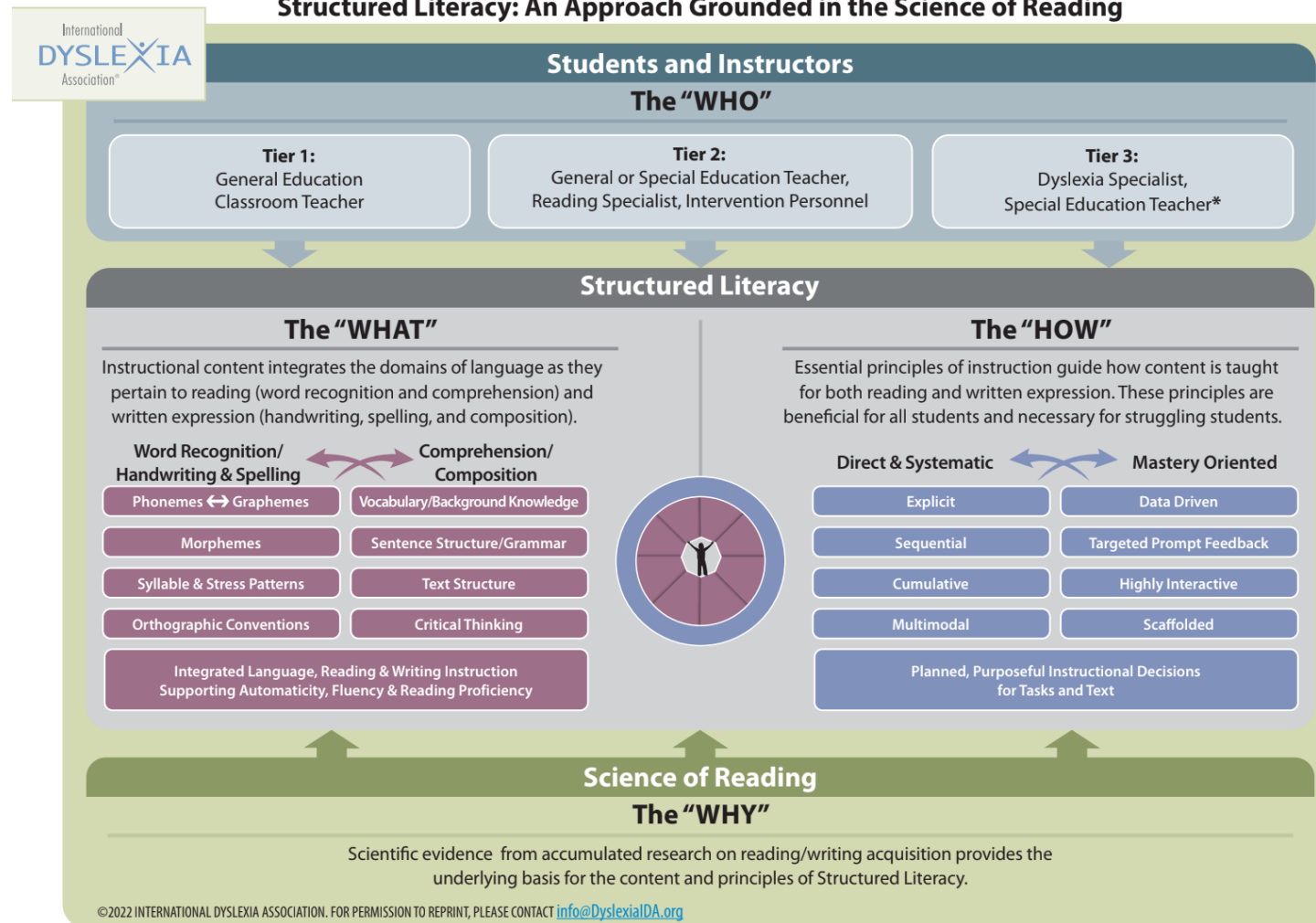
Why the Science of Reading?

- Children who start low stay low
- Trouble with early word reading skills leads to
 - Less time spent reading
 - Slow vocabulary growth
 - Missed opportunities to practice comprehension strategies
 - Negative attitudes toward reading
- **The best solution to the problem of reading failure is to allocate resources for early identification and prevention**

Adapted from the work of Dr. Stephanie Stollar Consulting, 2025

3.0 What

Structured Literacy: An Approach Grounded in the Science of Reading



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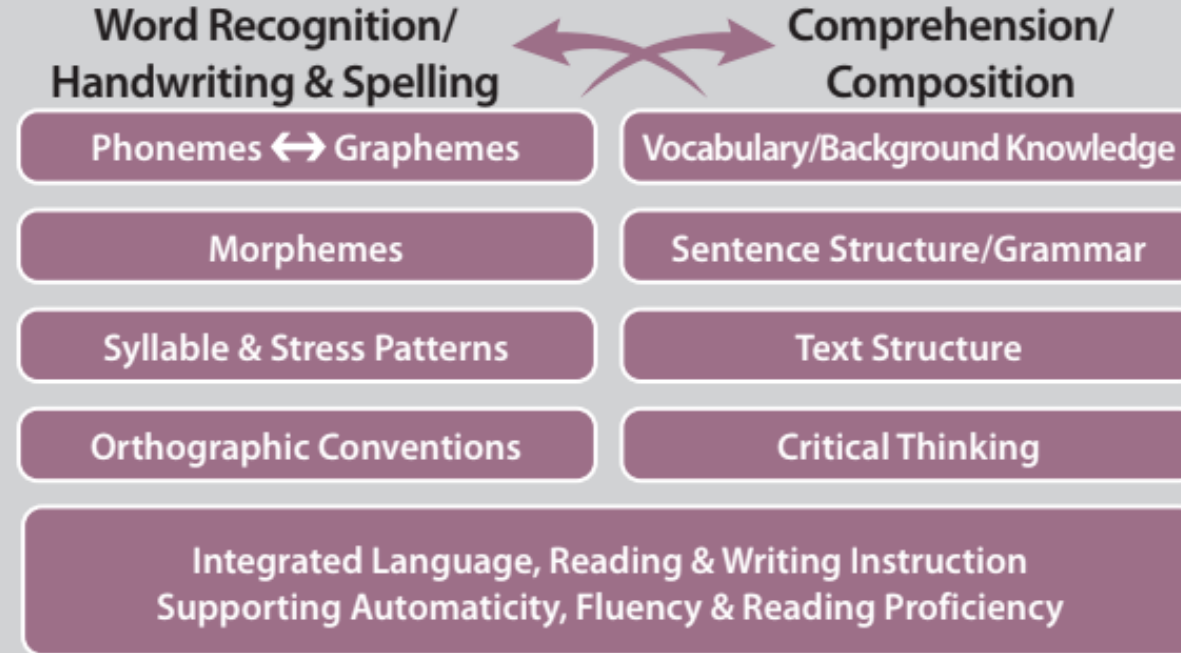
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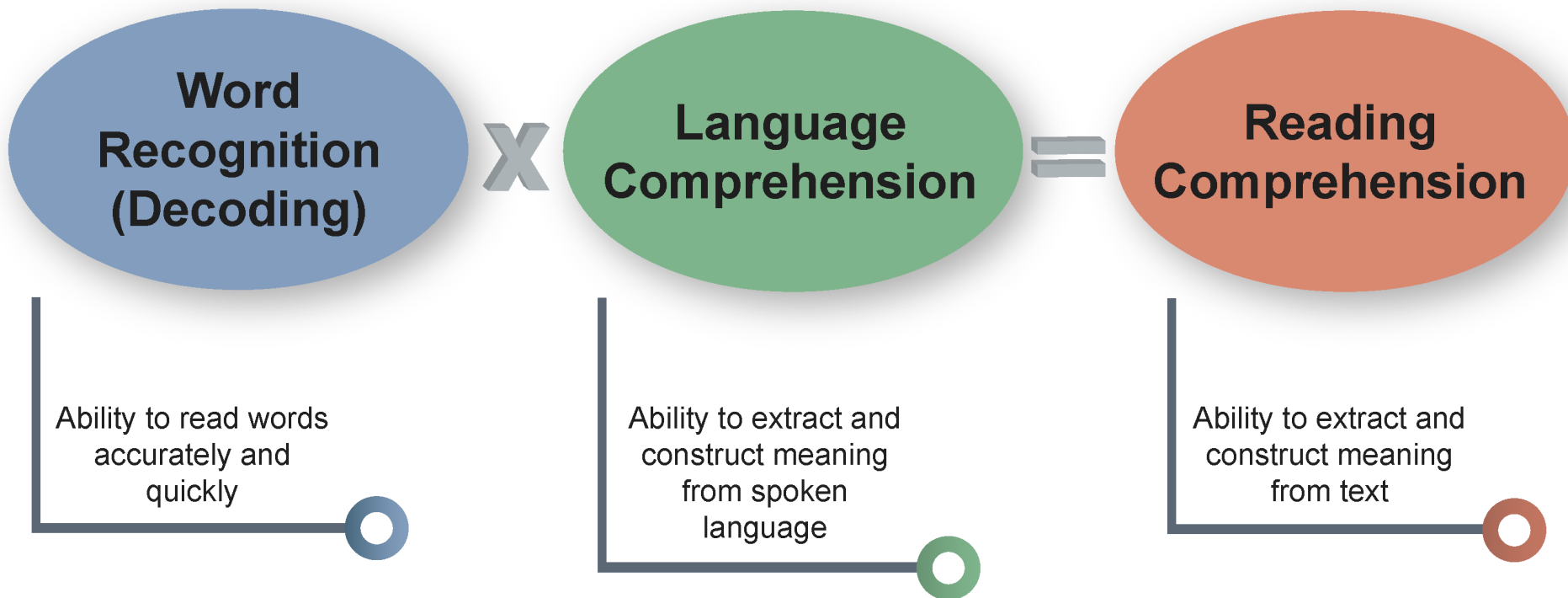
The “WHAT”

Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition).



International Dyslexia Association, 2024

Simple View of Reading



Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019

How Does the Simple View of Reading Work?



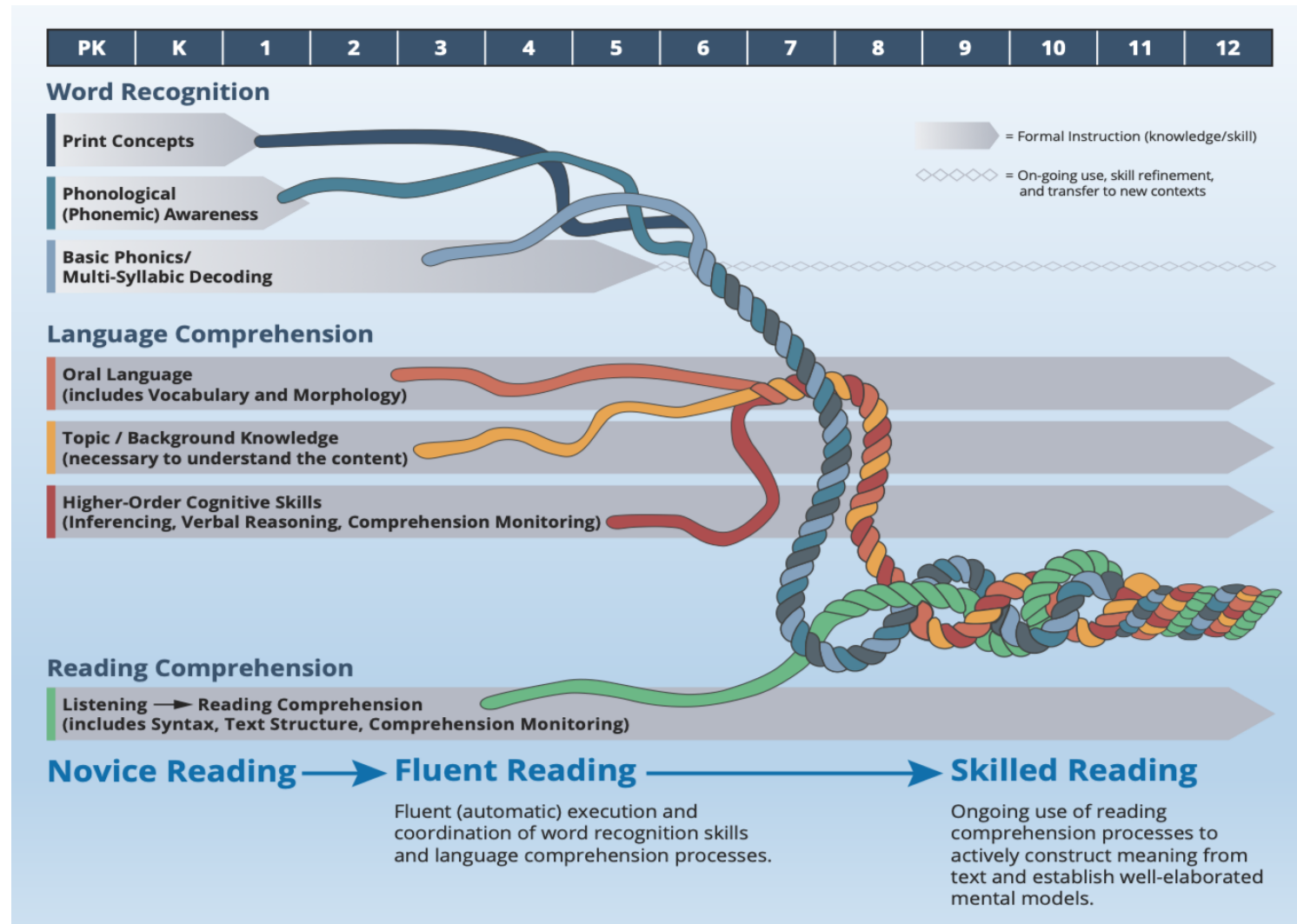
1 X 0 = 0

0 X 1 = 0

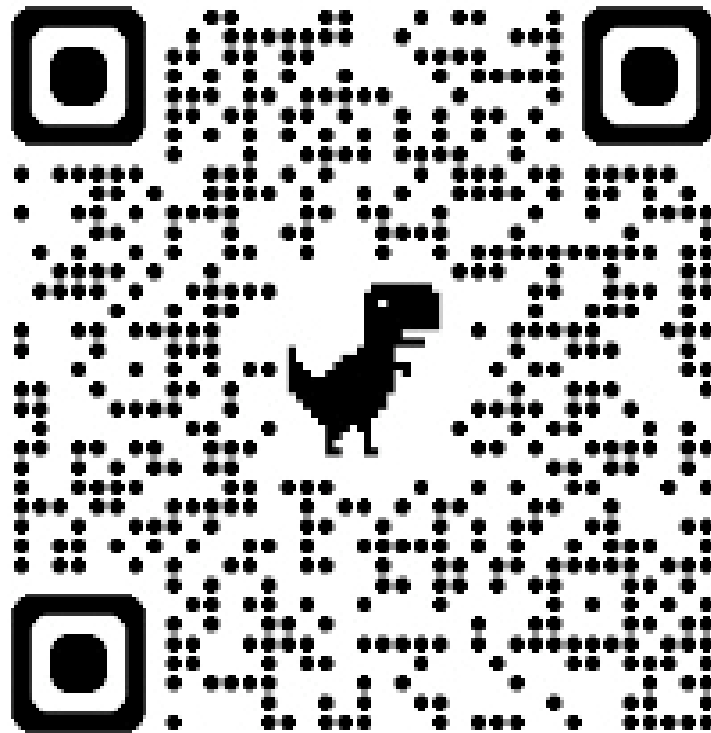
1 X 1 = 1

.5 X .5 = .25

Progression of Reading Skills



The Simple View of Reading



4.0 Who



Students and Instructors

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*

International Dyslexia Association, 2024

MTSS

- Tier 1
 - All students are provided with Structured Literacy Instruction
- Tier 2
 - Students receive additional intensified instruction using principals of Structured Literacy
- Tier 3
 - Students receive even more intensive Structured Literacy intervention
 - Additional dosage/frequency with a highly qualified instructor

Odegard, 2024

MTSS Professional Learning

- Grade-Level Continuous Improvement: Tier 1 Data Analysis for Instructional Decision Making

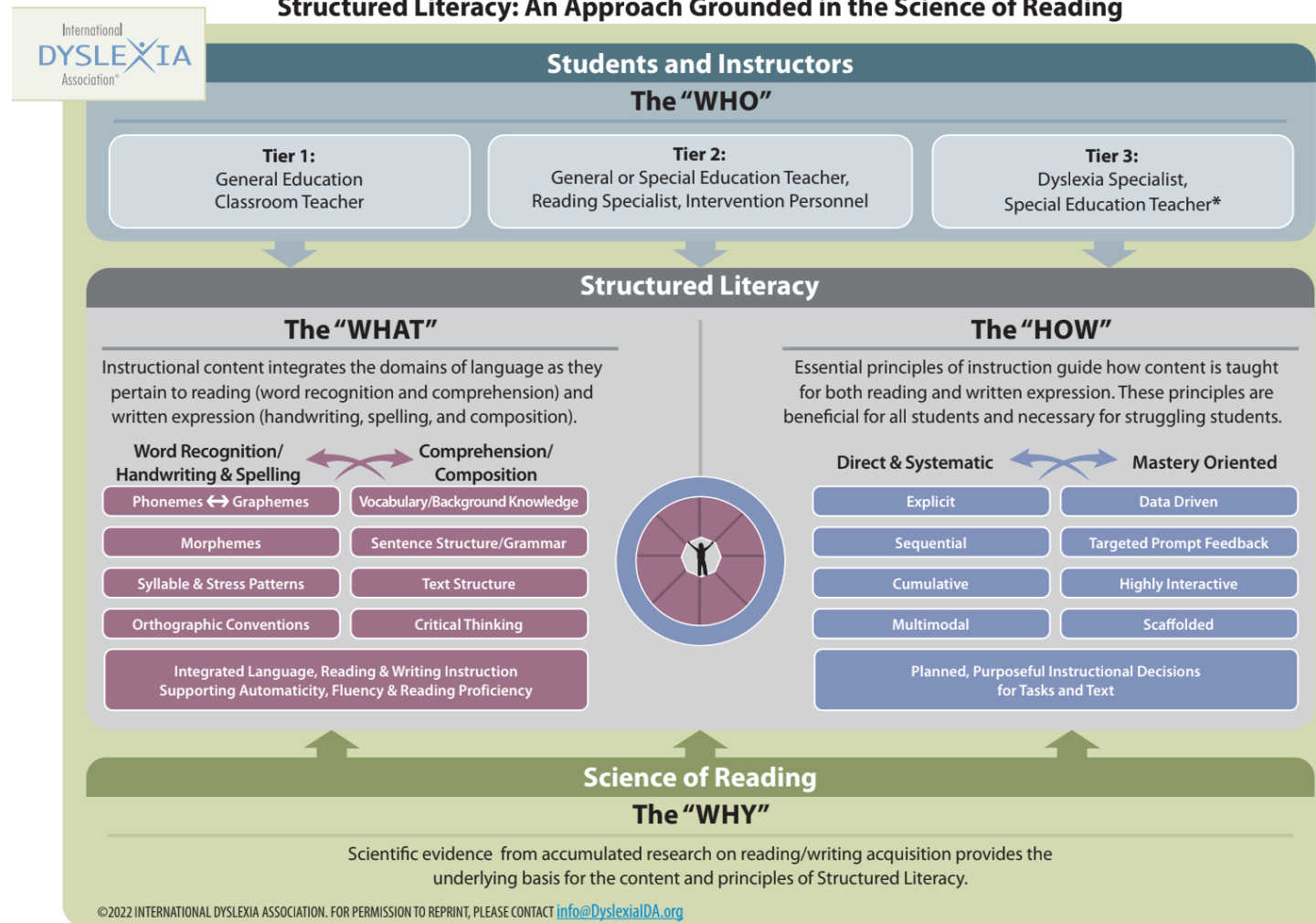
Structured Literacy for English Learners

- ELs are a rapidly growing population of students in U.S. schools
- Teach ELs foundational reading skills and English Language Development together
 - Incorporate their native language to support the development of English
- Michigan Dyslexia Handbook p. 13

St. Martin et al., 2022

5.0 How

Structured Literacy: An Approach Grounded in the Science of Reading



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(rev. 10/25/23)

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

Planned, Purposeful Instructional Decisions
for Tasks and Text

International Dyslexia Association, 2024

Explicit Instruction

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research *Ideas that Work*
- Unambiguous and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

Explicit	Systematic	Sequential
New skills are directly modeled Students are guided to the correct response Error response includes immediate corrective feedback Skills are practiced to mastery and automaticity	Consistent instructional routines are used to guide students to correct responses Instructional time is carefully allocated to maximize time on task Cumulative review	Skills are taught in order from easier to harder; Pre-requisites are taught first Component or foundational skills are taught directly to support higher-order skills Intentional sequence within and across lessons; within and across grades

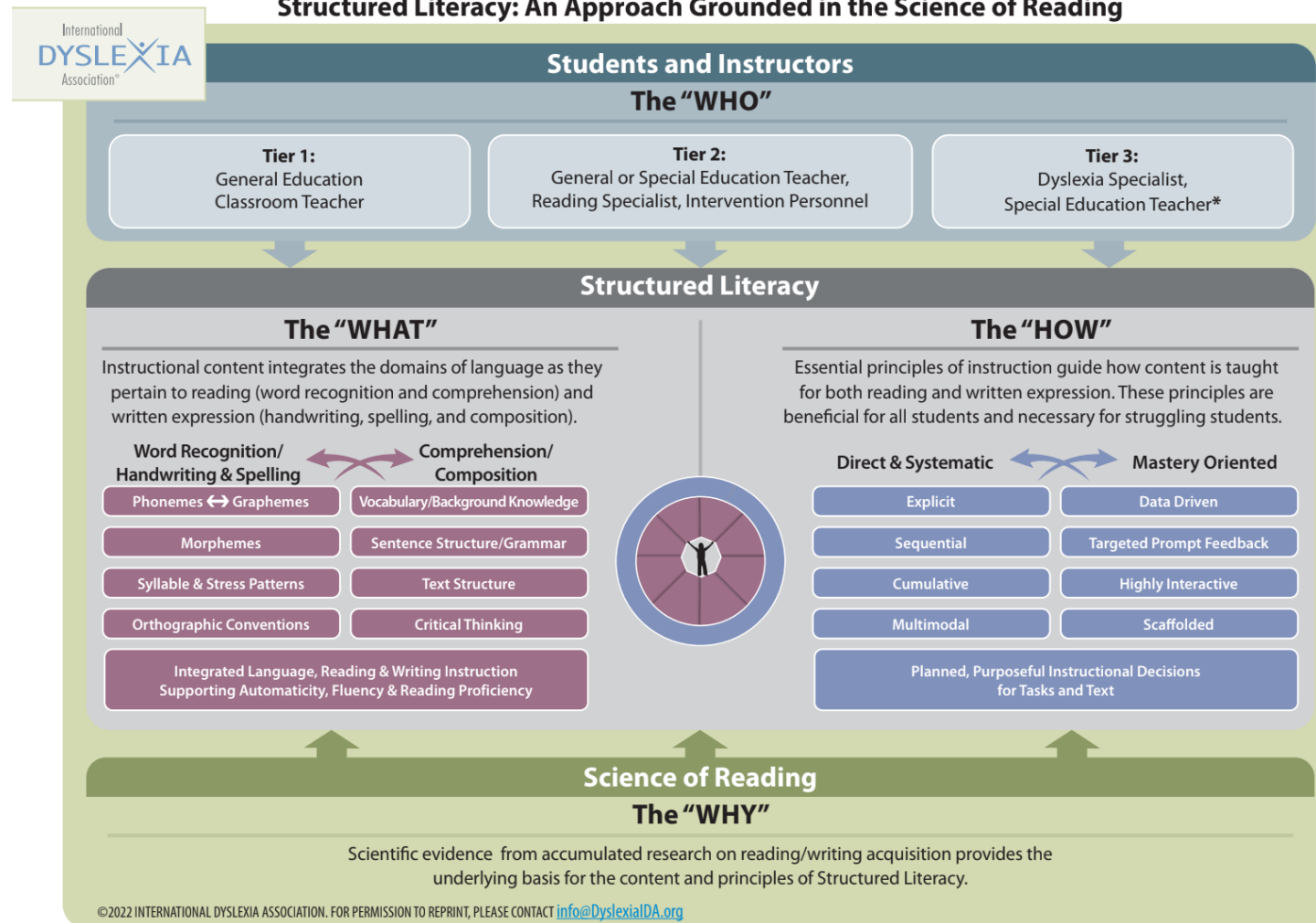
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Session Evaluation



6.0 Closing

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