



# Who, What, How, & Why of Structured Literacy

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[mimtsstac.org](http://mimtsstac.org)

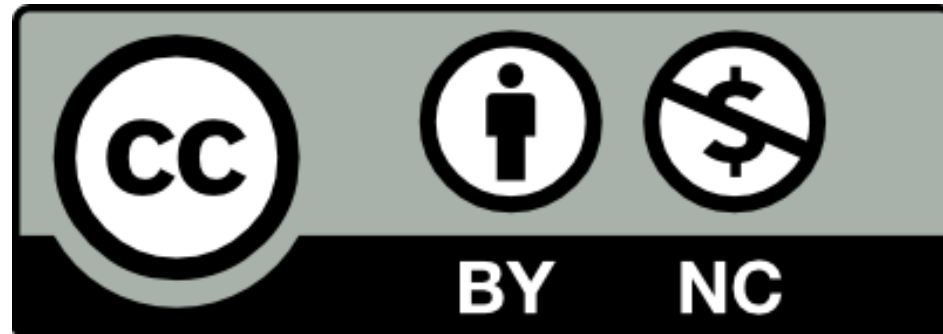


# Acknowledgments

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

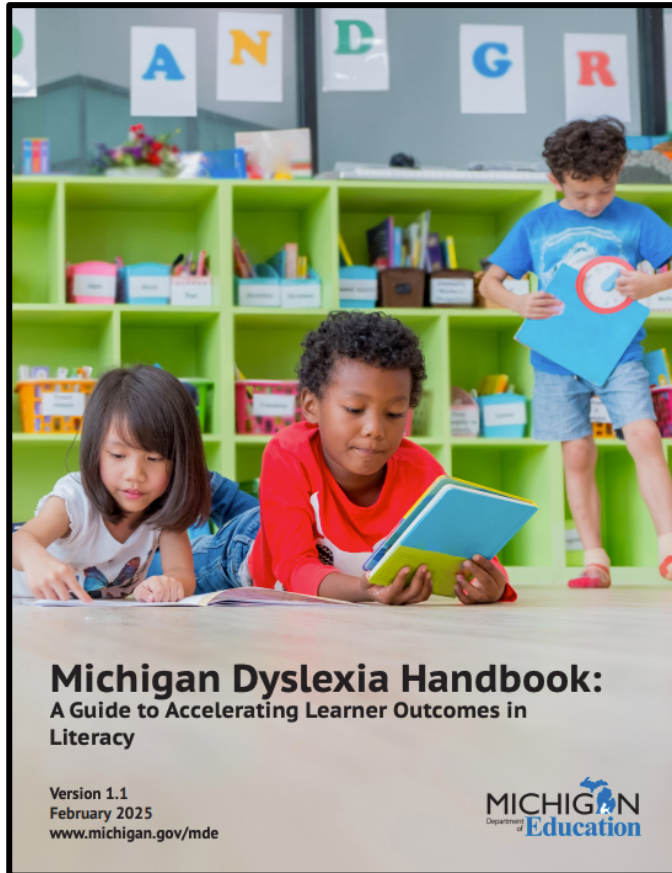
By not later than the beginning of the 2027-2028 school year, professional learning,...(is provided)... as determined by the department, regarding all of the following:

(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.

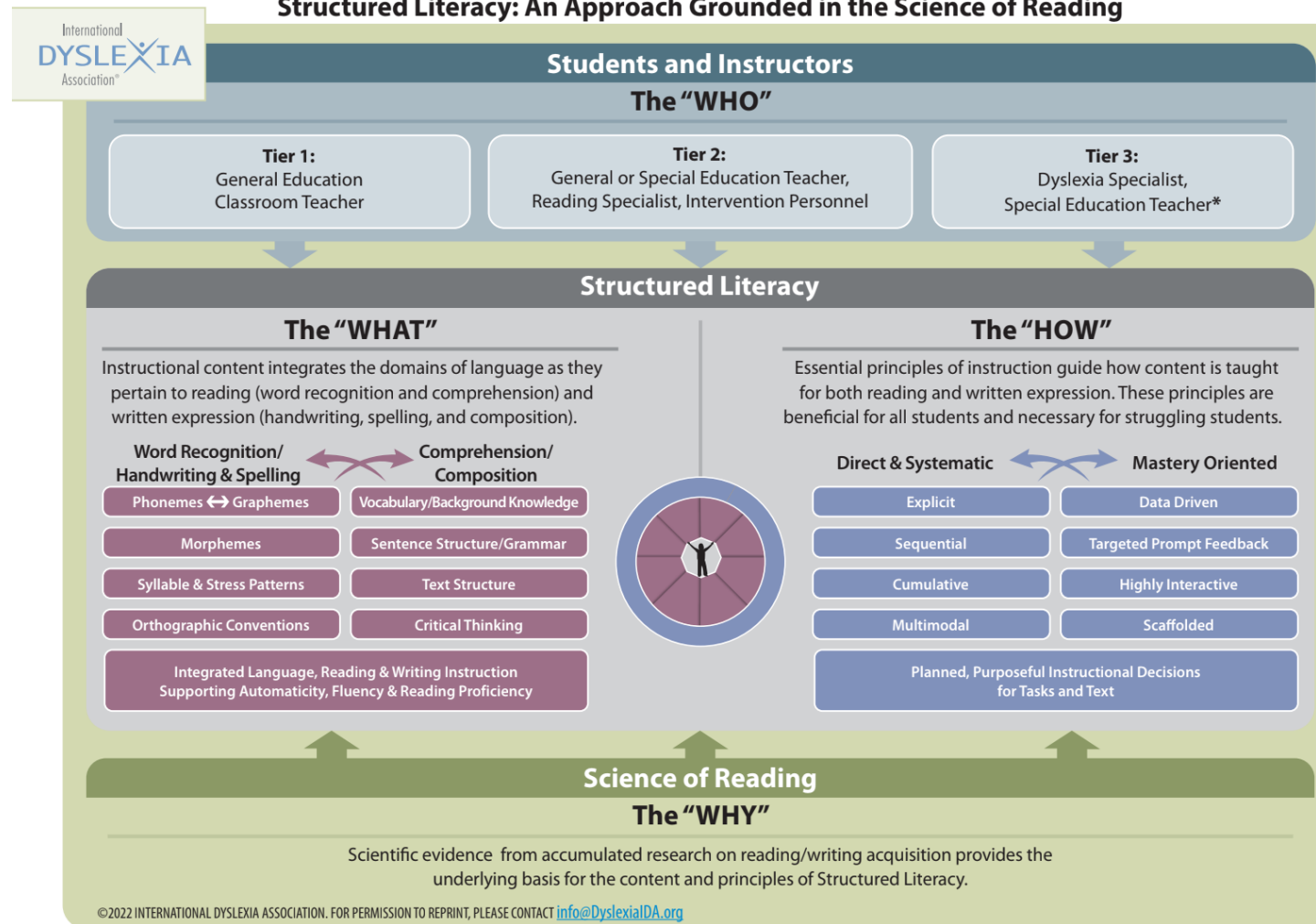
# Michigan Dyslexia Handbook



- 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](http://www.DyslexiaLibrary.org). This brief can be downloaded after logging into the IDA digital library.

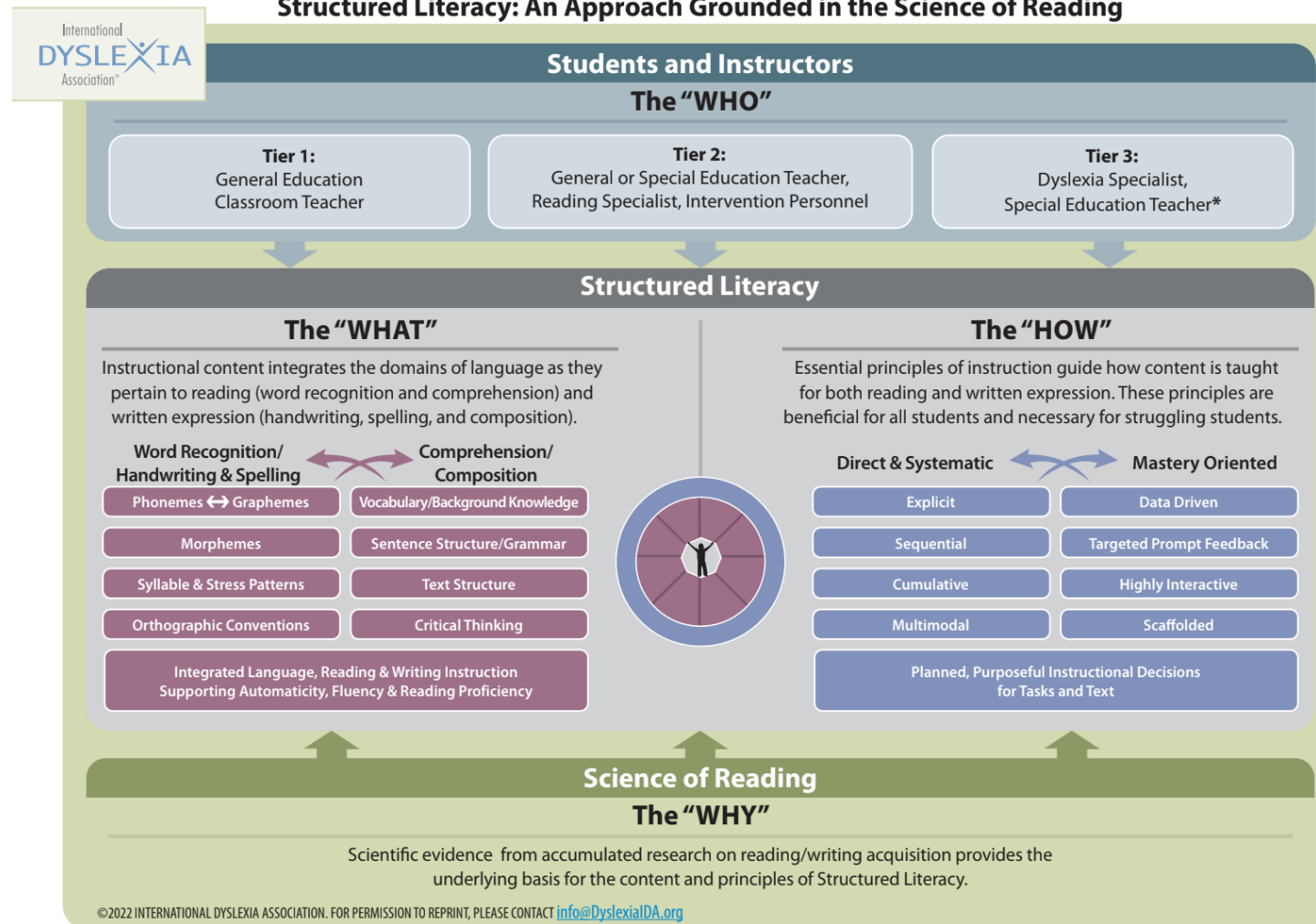
\*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor.

See Accreditation <sup>Plus</sup> <https://tinyurl.com/2p8v3hcf> and <https://tinyurl.com/5bvrr8hz>.

(rev. 10/25/23)

## 2.0 Why

## Structured Literacy: An Approach Grounded in the Science of Reading



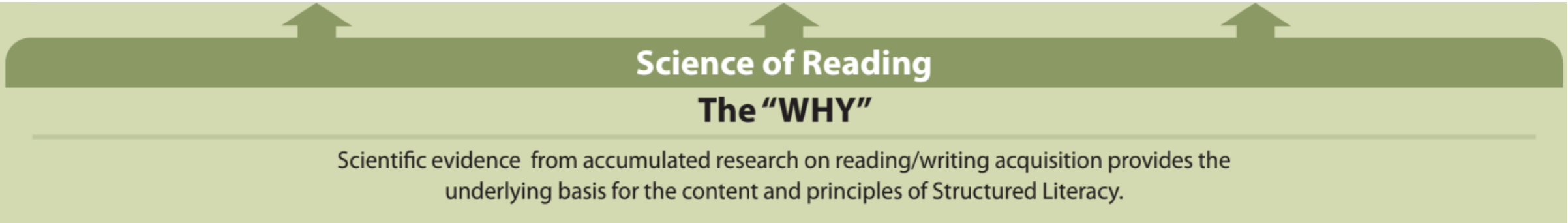
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## Science of Reading

### 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]

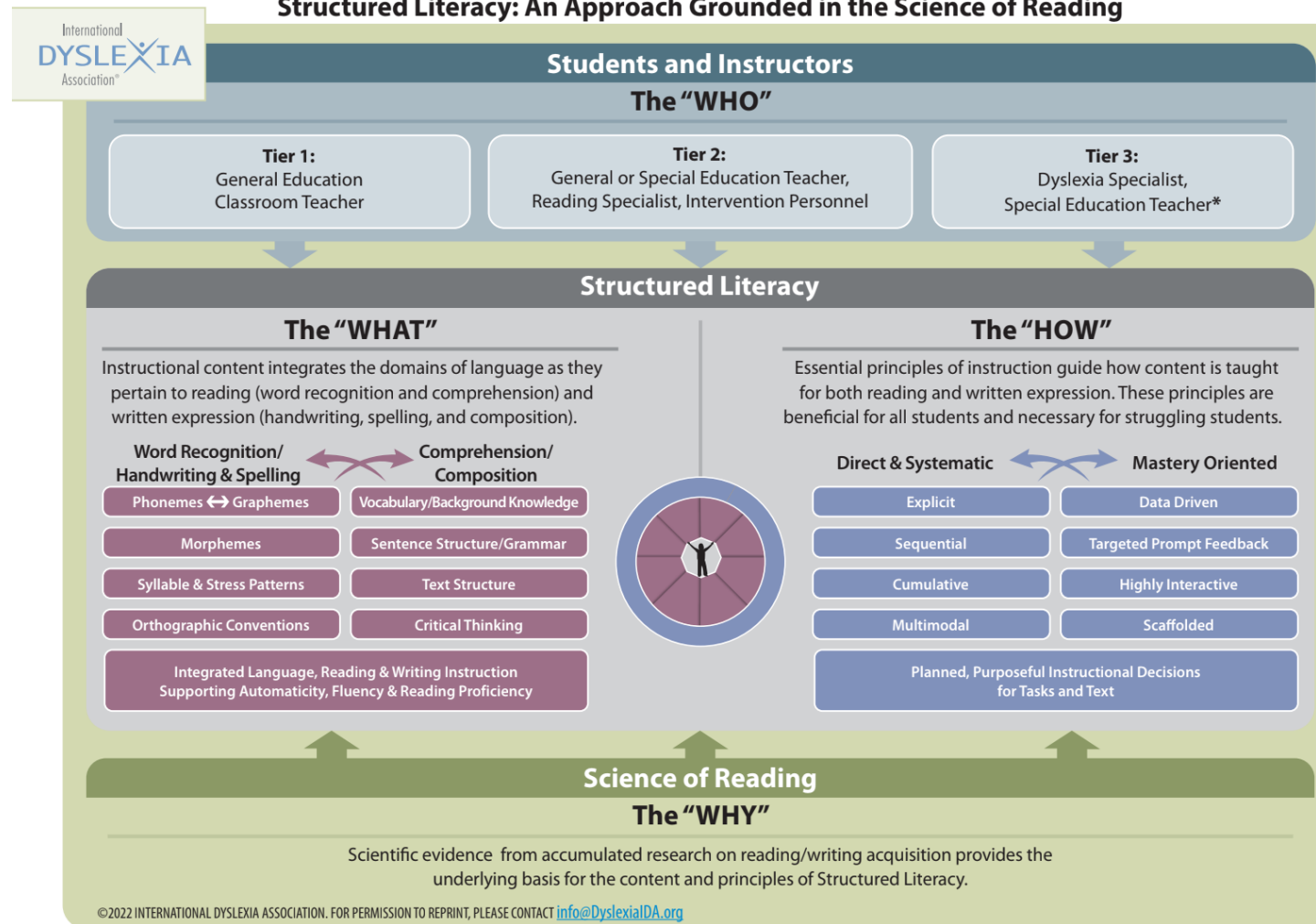
# Why the Science of Reading?

- 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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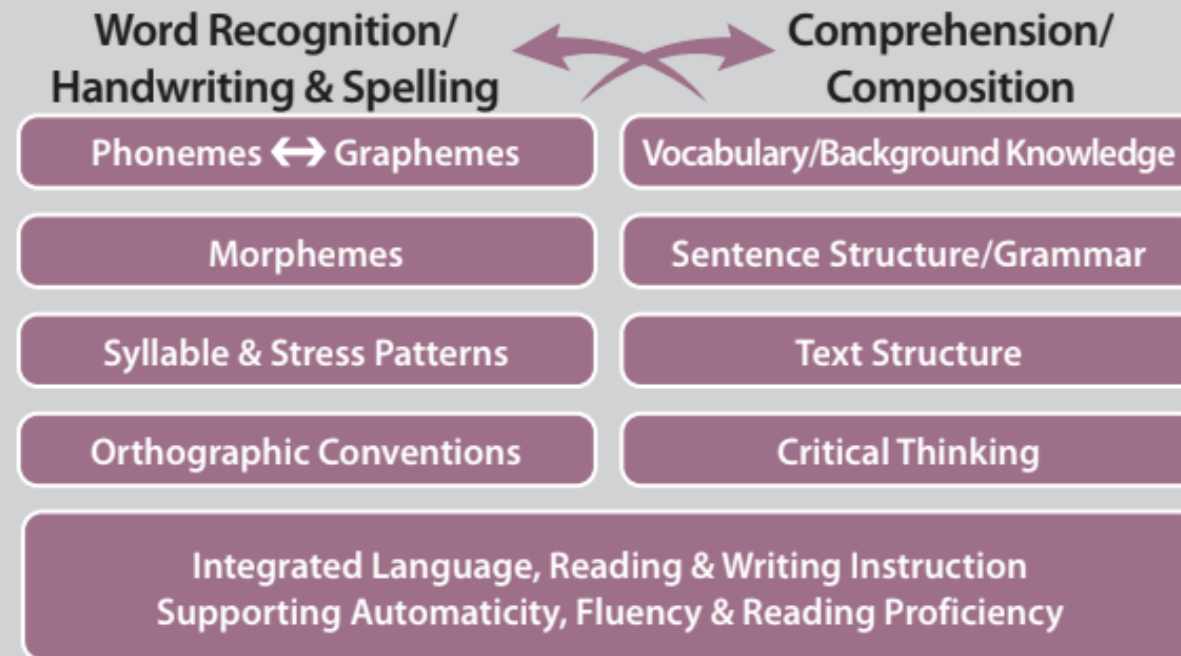
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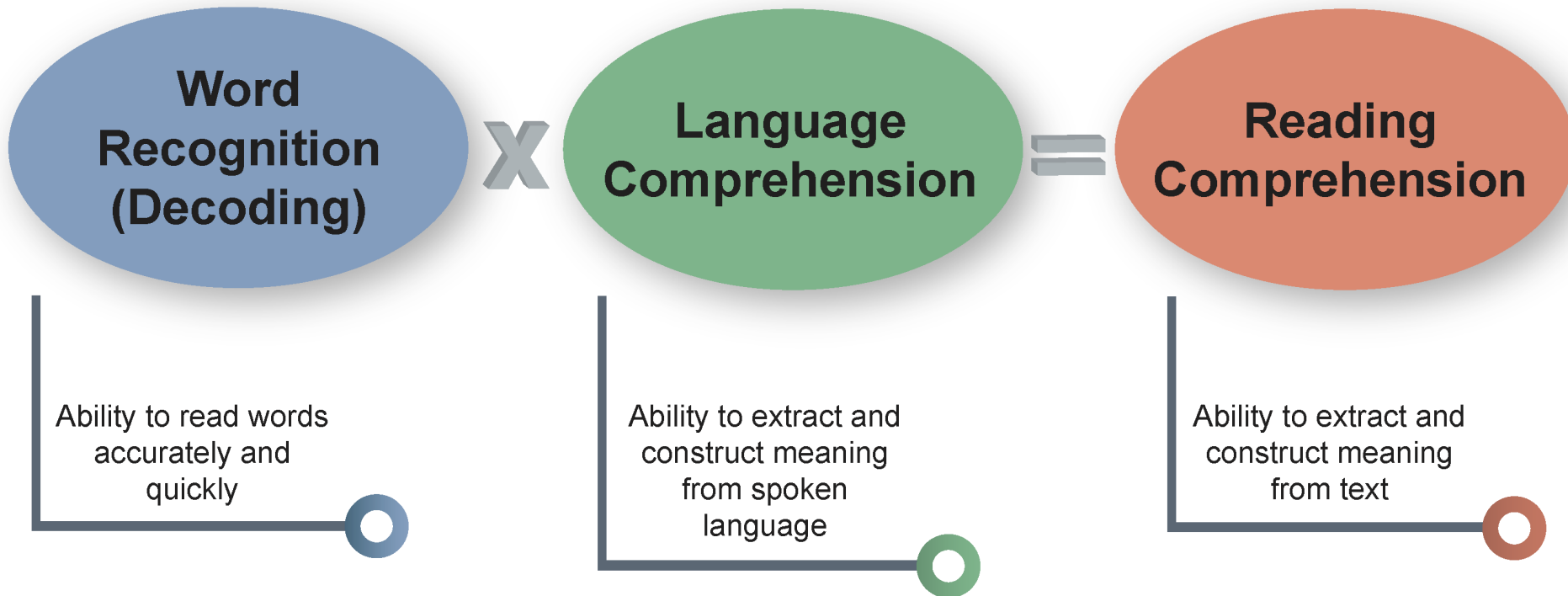
## The “WHAT”

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?



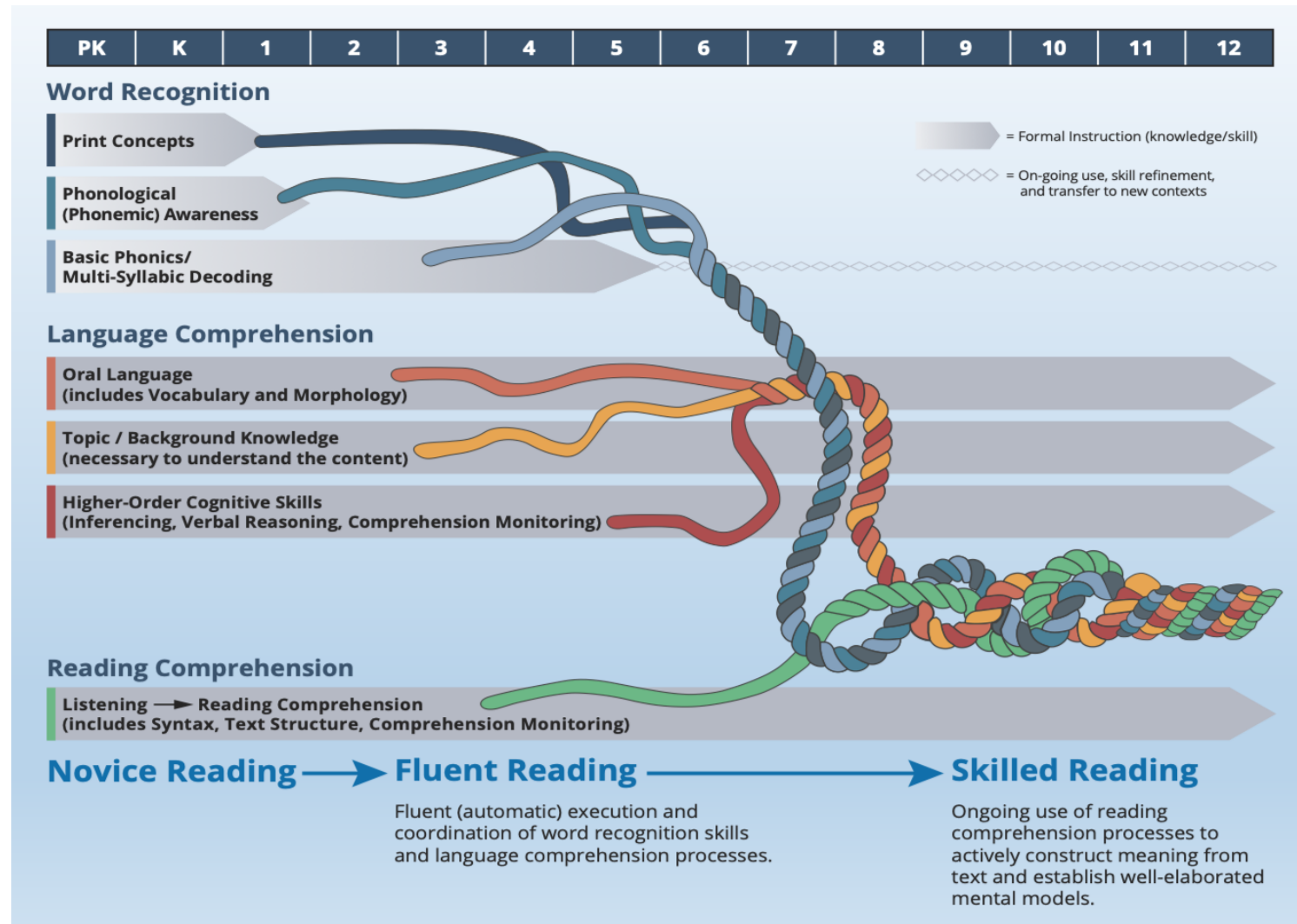
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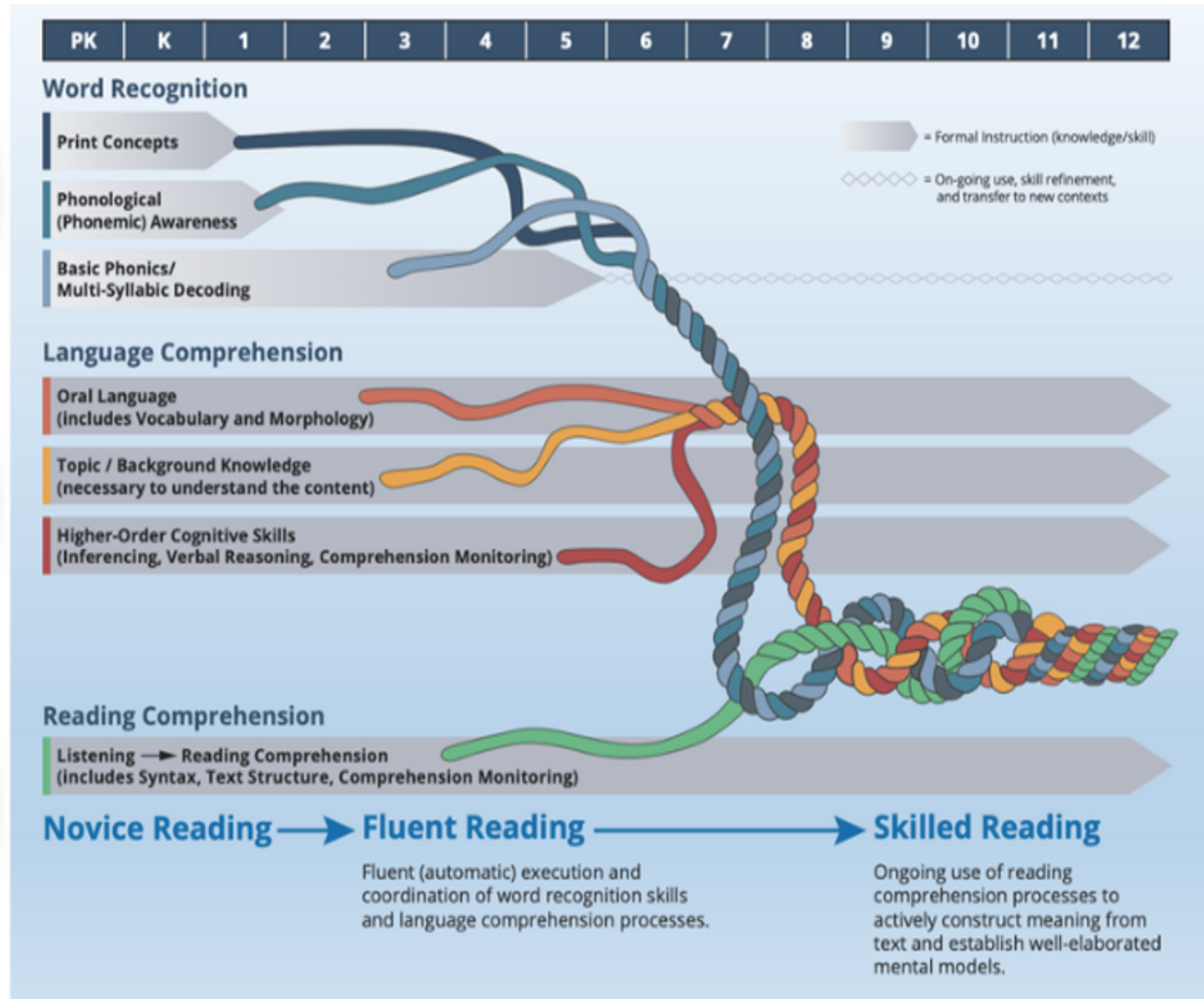
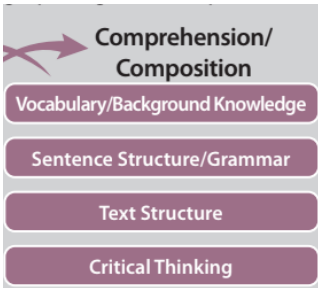
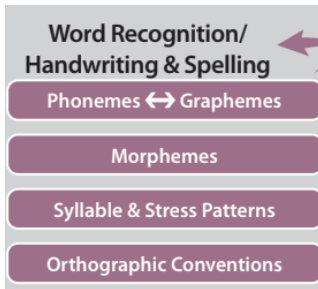
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1 X 1 = 1

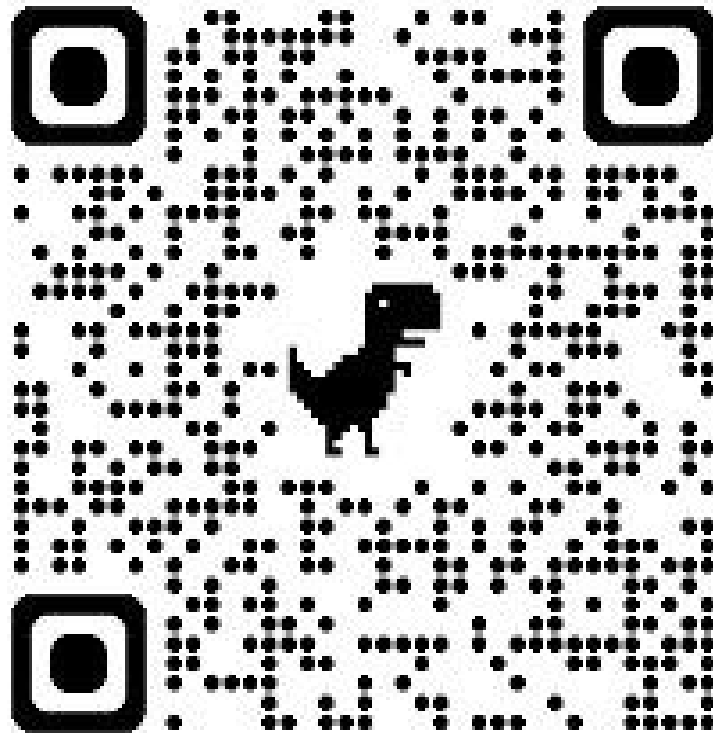
.5 X .5 = .25

# 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



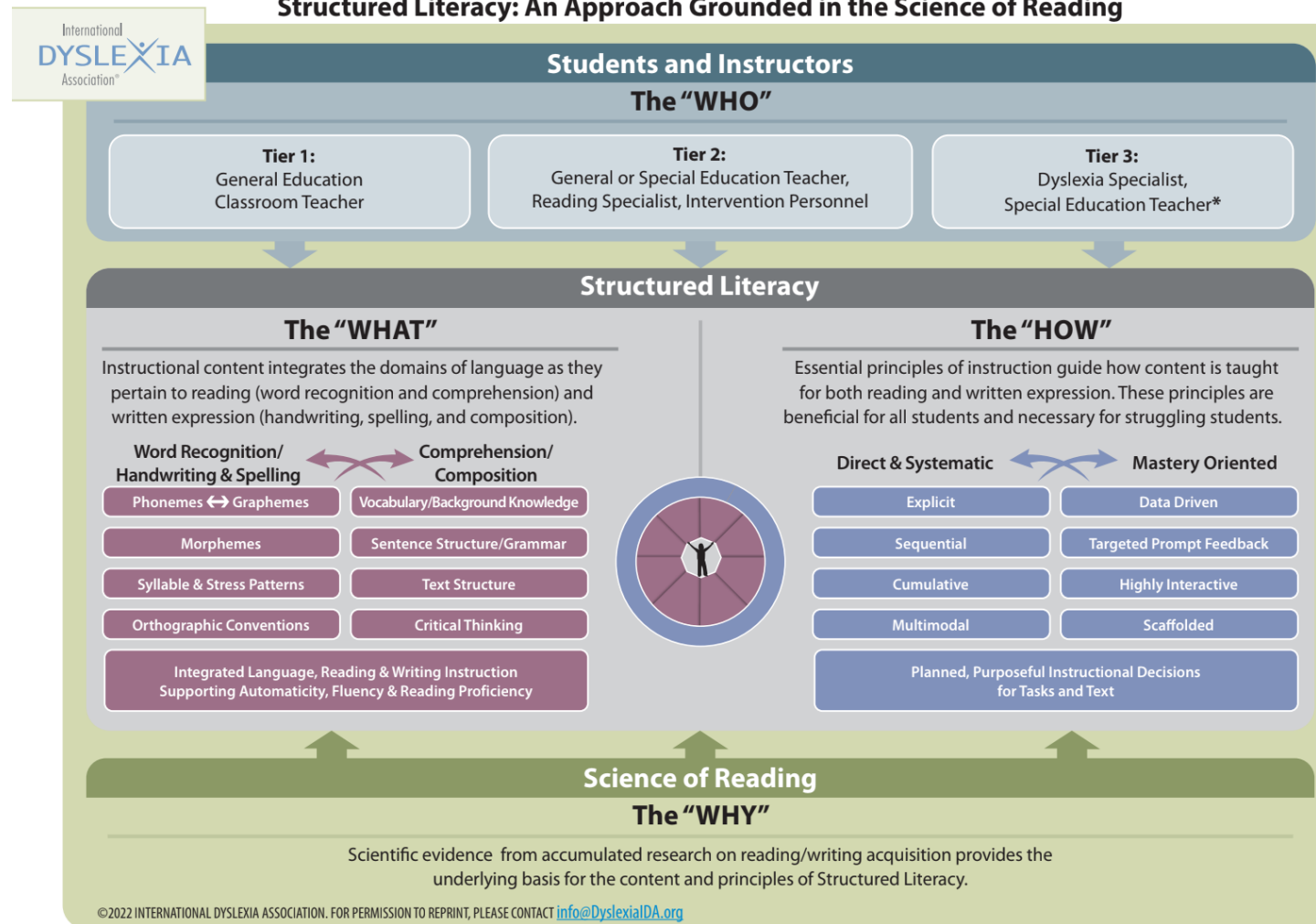
# Structured Literacy for English Learners

- 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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## 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.

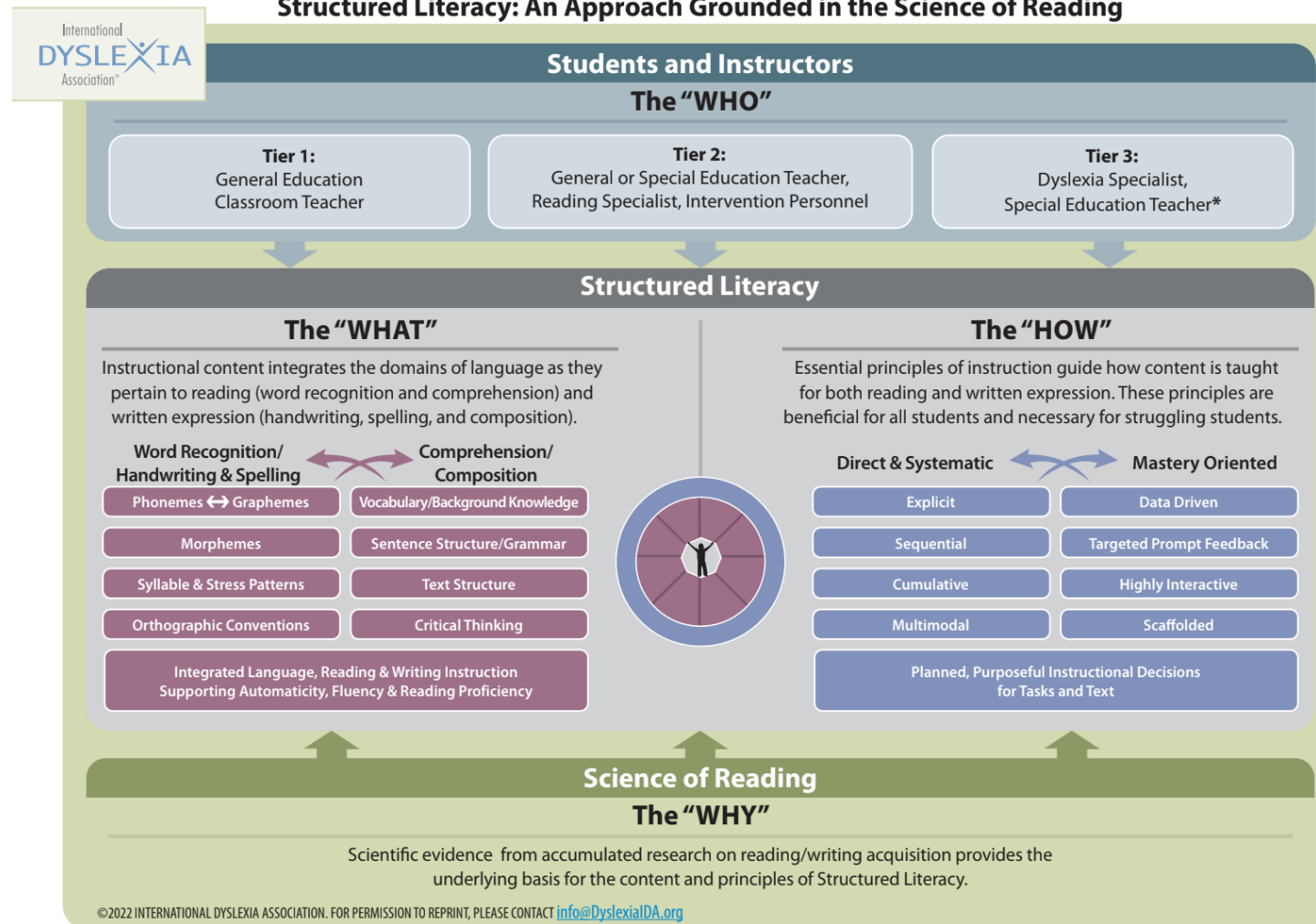
Archer & Hughes, 2011

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

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## 6.0 Closing

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## Next Up: Structured Literacy Series

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