



Structured Literacy

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Acknowledgments

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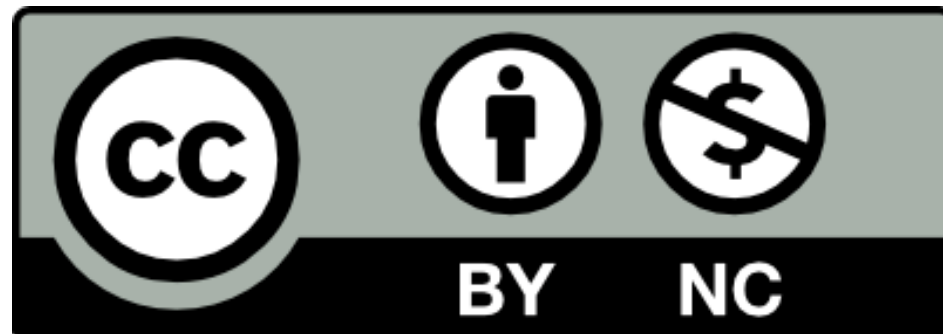
- International Dyslexia Association (IDA)
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Disclaimer

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

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
 - Explore each language domain and apply skills for effective Structured Literacy teaching

Intended Outcomes

- Explain how Structured Literacy instruction is appropriate for all learners in all tiers
- Summarize the developmental progression of phonological and phonemic awareness
- Summarize the writing system as it pertains to structured literacy instruction
- Ask function-based questions to expand sentences and comprehend text
- Explain how vocabulary and morphology knowledge can increase comprehension

Agenda

1.0 Introduction

2.0 Who, What, How & Why of Structured Literacy

3.0 Phonemic Awareness and Phonics for Effective Instruction

4.0 Foundational Writing Skills: Handwriting and Spelling

5.0 Supporting Comprehension with Sentence-Level Writing

6.0 Vocabulary and Morphology: Essential for Comprehension

7.0 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 (PA) 146

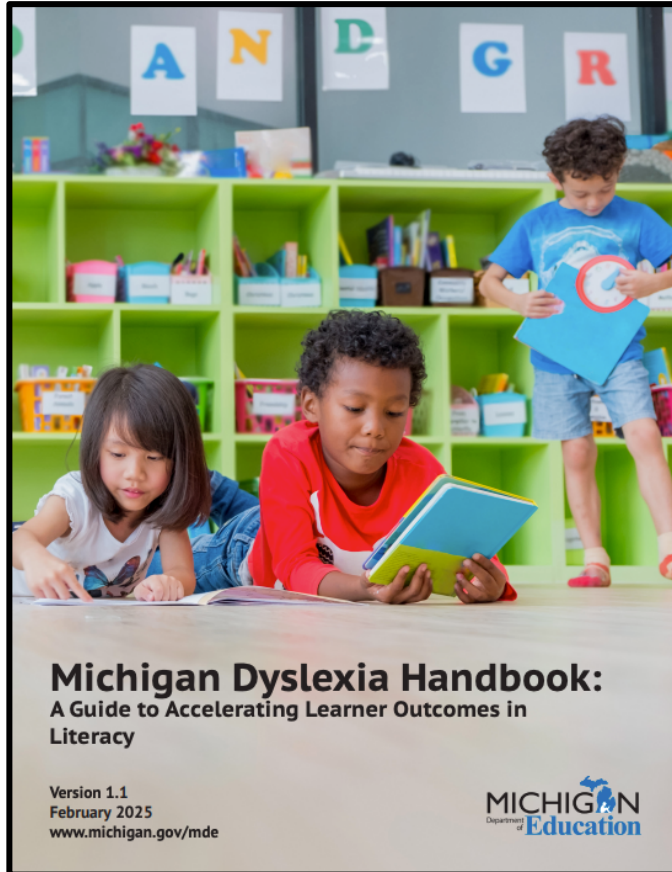
By not later than the beginning of the 2027-2028 school year, professional learning,...(is provided)... as determined by the department, regarding all of the following:

(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.

PA 146 Defines Structured Literacy

“Structured literacy” means systematic, direct, explicit, cumulative, and diagnostic instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology); the writing system (orthography); the structure of sentences (syntax); the meaningful parts of words (morphology); the meaning of words, phrases, sentences, and text (semantics); and the processing of oral and written discourse.

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

IDA Info Map

- The “WHO”: All teachers
- The “WHAT”: Instructional content integrates the domains of language as they pertain to reading
- The “HOW”: Essential principles of instructional delivery
- The “WHY”: Scientific evidence from accumulated research

2.0 Who, What, How & Why of Structured Literacy

2.1 Why

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]

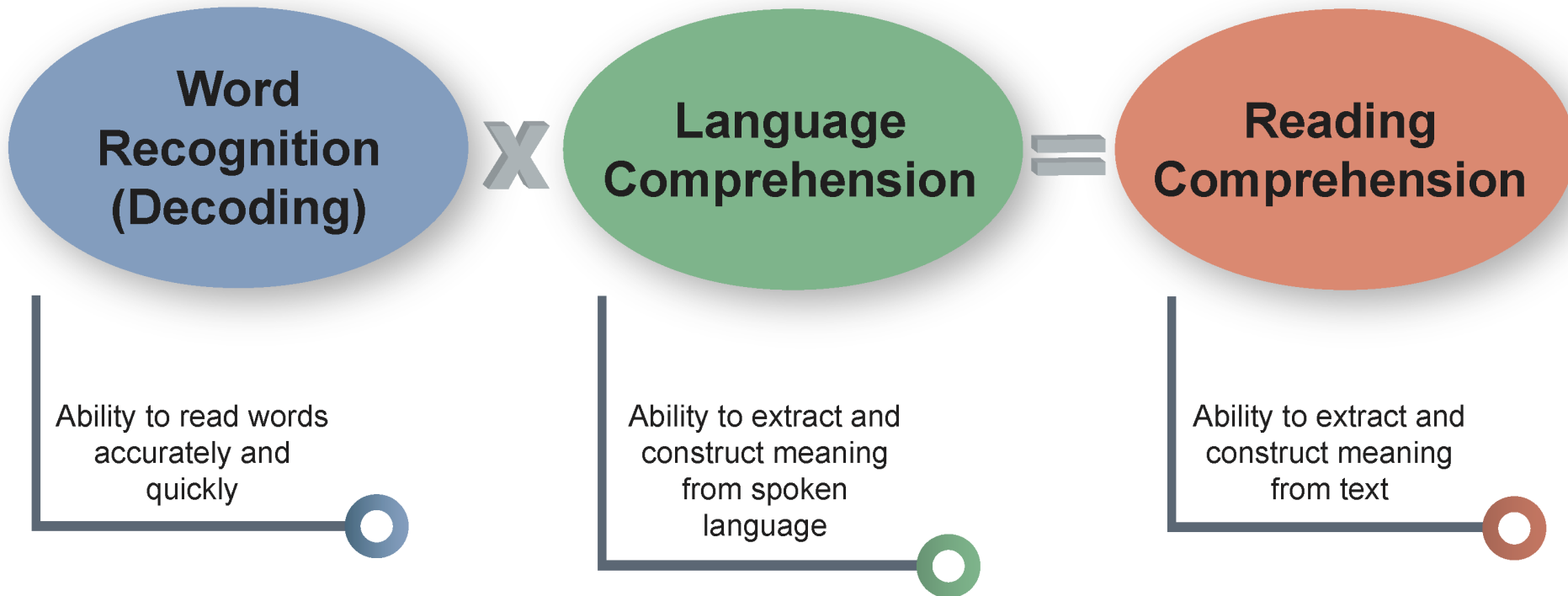
Why the Science of Reading?

- 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

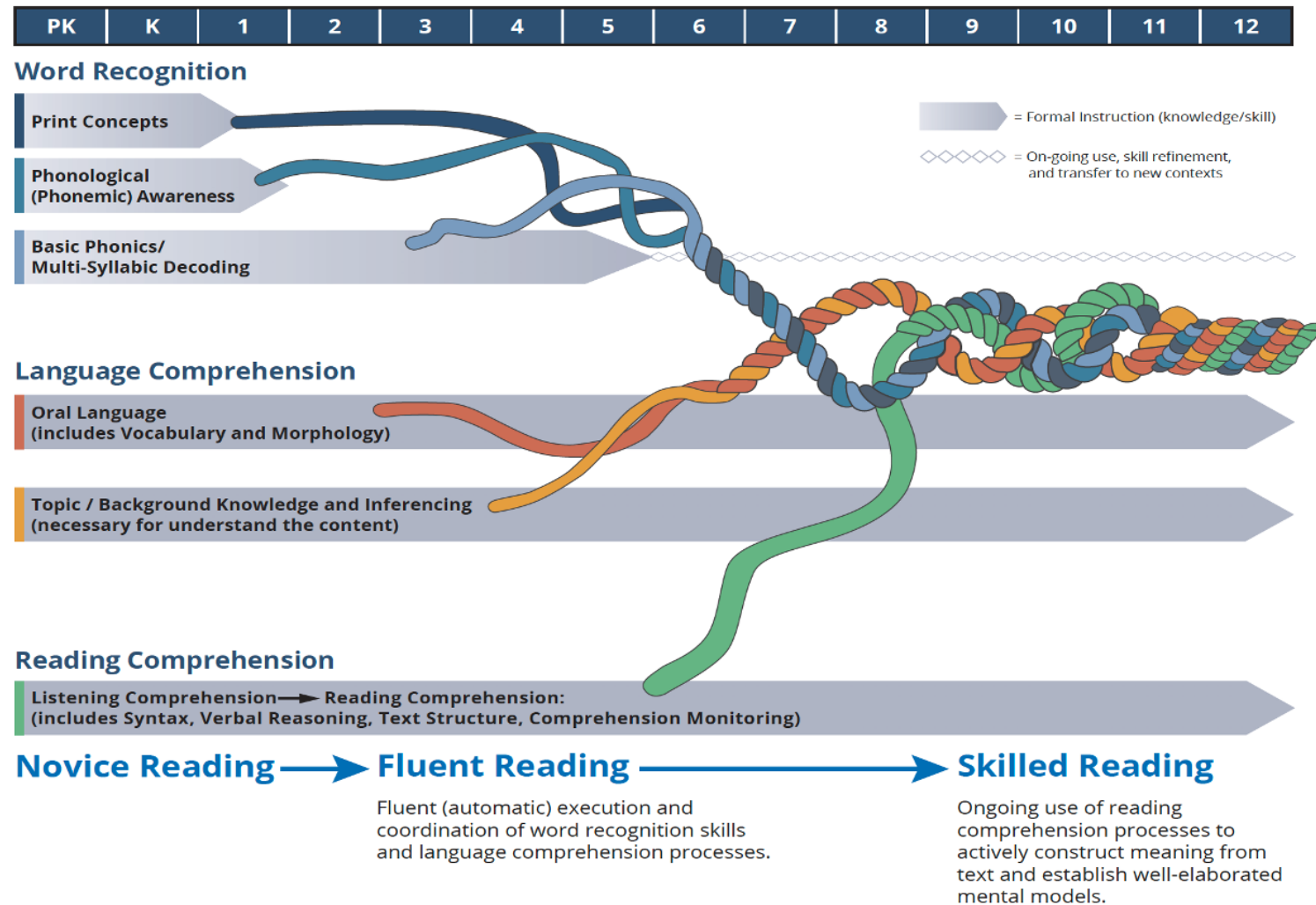
2.2 What

Simple View of Reading

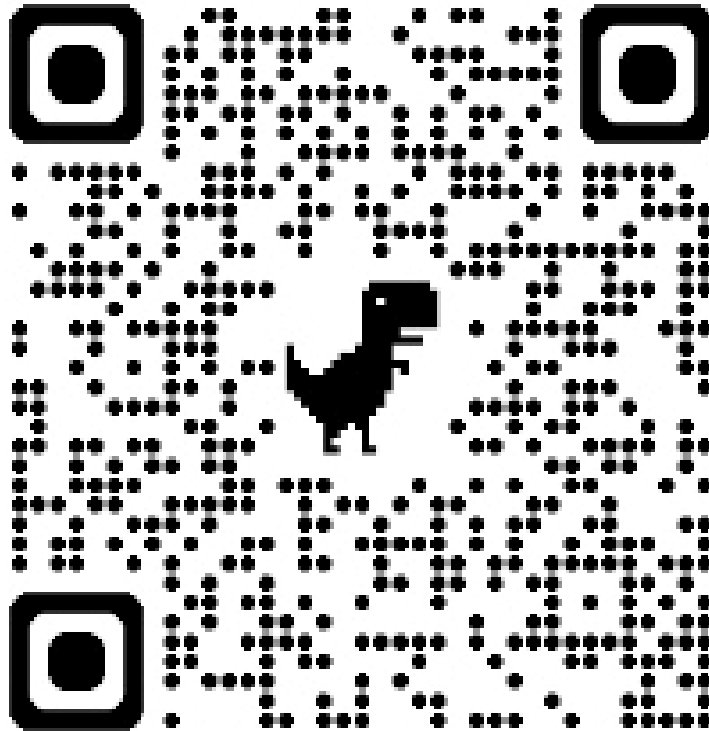


Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019

Progression of Reading Skills



The Simple View of Reading Micro Learning Course



2.3 Who

Multi-Tiered System of Supports

- 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

Structured Literacy for English Learners (ELs)

- ELs are a rapidly growing population of students in United States 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

2.4 How

Explicit Instruction

- **Systematic instructional approach** that includes a set of **delivery and design procedures**
- Unambiguous and direct approach to teaching that incorporates instruction design and delivery

Archer & Hughes, 2011

Explicit

- 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

Systematic

- Consistent instructional routines are used to guide students to correct responses
- Instructional time is carefully allocated to maximize time on task
- Cumulative review

Sequential

- Skills are taught from easier to harder; Pre-requisites are taught first
- Foundational skills are taught directly to support higher-order skills
- Intentional sequence within and across lessons; within and across grades

PA 146 Defines Explicit

"Explicit" means direct and deliberate instruction through continuous pupil-teacher interaction that includes explanation, teacher modeling or example, and multiple opportunities to practice with feedback for students to develop mastery.

PA 146 Defines Systematic

"Systematic" means following the logical order of language and moving from the most basic concepts to the more advanced.

3.0 Phonemic Awareness and Phonics for Effective Instruction

3.1 Phonological Awareness

Phonological Awareness

- Phonological Awareness
 - The conscious awareness of ***all*** levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime- units and phonemes
- Phonemic Awareness
 - The conscious awareness of ***individual speech sounds*** (consonants and vowels) in spoken syllables and the ability to consciously manipulate those sounds

Moats & Tolman, 2019

Early Phonological Awareness Activity Examples

Receptive

- Read Aloud
 - Nursery rhymes
 - Rhyming Storybooks
- Rhyme Recognition/Judgement
 - Identify the odd word out
- First Sound Matching
 - Do pop and pet start with the same sound?

Expressive

- Produce a rhyming word in response
 - “I’m thinking of an animal that rhymes with big!”
- Syllable Counting, Segmenting, Blending
- I Spy
 - I spy something blue that starts with /p/

Phonemic Awareness - Segmenting

- What Sound?
 - Say the word after me. We'll use a block for each sound. *Cab*. What's the first sound? /k/ What's the middle sound? /a/ What's the last sound? /b/
 - Say the sounds in *Cab*

Phonemic Awareness - Blending

- Phoneme Blending
 - Listen. The puppet can only say one sound at a time. What's the word?
 - /f/ /i/ /sh/
 - Reveal the picture of the target word

Moats & Tolman, 2019

Phonemic Awareness – General Guidance

- Focus on speech sounds before focusing on letters
- 5-10 minutes
- Show students what you want them to do (I DO), practice together (WE DO), and then let students take a turn (YOU DO)
- Don't wait for mastery of all phonological skills to introduce letters
 - Sound awareness + knowledge of the most common letter representation = explicit instruction of the sound-symbol connection

Moats & Tolman, 2019

Review

- Phonological Awareness skills lay the foundation of later literacy development
- Learners do not need to master all PA levels before being introduced to the Alphabetic Principle
- Introduce sound-symbol relationships as soon as learners are aware of a sound and know the most common letter to represent it
- Segmenting and blending are critical skills across the reading continuum
 - Segmenting is required for spelling (encoding)
 - Blending is required for reading (decoding)

3.2 Phonics

Phonics Defined

- The teaching of the correspondences between phonemes and graphemes.
- **Phoneme:** Speech sounds of spoken English
- Linking the letters on the page to the sounds they represent.
- **Grapheme:** Letter or letter combinations of written English

Such, 2021, p. 21

Grapheme-Phoneme Correspondences

Phonemes	/sh/ /e/ /p/
Graphemes	sh ee p
Letters	s h e e p

Phonetically Irregular Words

- Words that require grapheme-phoneme correspondences that the children have not yet learned
- What to teach: All new words are taught with direct reference to their sound-spelling correspondences
 - Decoding is how we learn to read

Said

Such, 2021, p. 25

3.3 Practice

Automaticity

- After teaching skills, skills are taken to automaticity through practice
- Automaticity on basic skills are required for higher order performance
- It lessens the cognitive load allowing learners to concentrate on higher level tasks

Adapted from the work of Nancy Chapel Eberhardt

Automaticity and Reading

- When students read fluently, decoding requires less attention
 - Attention can be given to comprehension

Samuels, Schermer, & Reinking, 1992

Practice that Matches Instruction

Jen has a big web. Jen's web was at the top of the hen's well.

But Jen was sad. Jen's wed was wet.

Ten hens go for a dip in the well. Ten hens get Jen's web wet.

If the web is wet, Jen cannot get bugs. Jen has to get fed. She said, "I want bugs."

Mel is Jen's pal. Jen tells Mel, "The web is wet. I cannot get bugs. Can you fix it for me, Mel?"

Jen's Web by J. Lauren, Whole Phonics

Lauren, 2018

Sounds to Know:

Short a, i, o, u, e

All consonants

Practice that Matches Instruction Continued

Cats Need Care

Cats make good pets. How do you care for them? Read the tips below.

Give your cat food. Most cats need to eat twice a day. Keep a bowl filled with fresh water, too.

Put a litter box in a quiet spot. Keep it clean. The litter box is a cat's bathroom.

ReadWorks, 2014

Required Knowledge:

Short: a, e, i, o

Long: a(a_e, ay), e(e, ea, ee), i(i_e), o(ow)

R-controlled: er, or

Diphthongs: oo

Consonant blends: fr-, tw-, cl-

Consonant digraphs: th, sh

Syllable Division patter: VCCV (e.g., litter)

Inflectional ending: -ed, -s, 's

Decodable Text is an Accelerator

Out-of-context practice

Cat

Mat

Fan

Sad

Pal

Zac

In-context practice

Zac is sad.

Zac has no pal.

A fat cat is on a mat.

The fat cat has a nap.

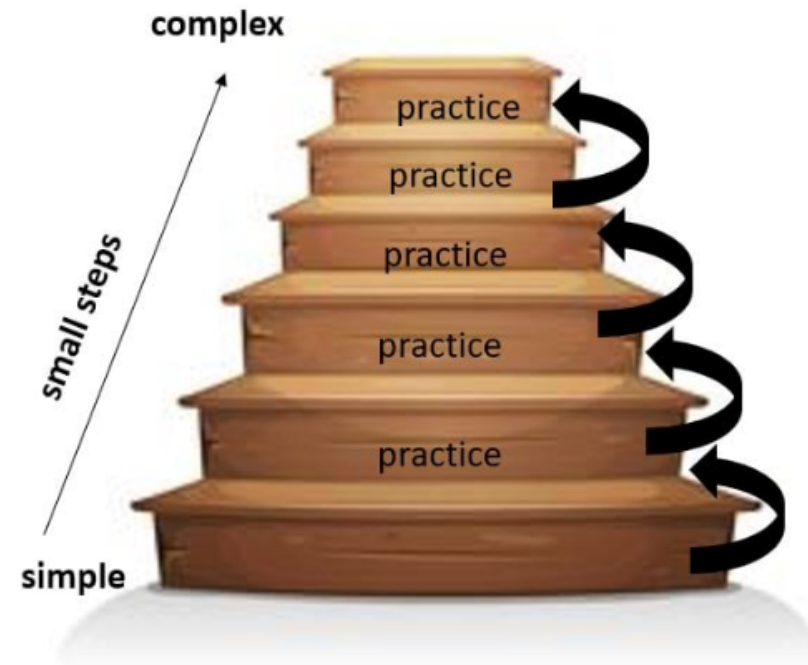
Zan fans the fat cat.

The fat cat has a nap.

Adapted from the work of Nancy Chapel Eberhardt

Systematic Instruction

- Simple to complex
- Stair-step progression
- Systematic scope and sequence
- Practice and consolidation along the way
- Cumulative teaching



Adapted from the work of Nancy Chapel Eberhardt

Phonemic Awareness Summary

- Phonemic awareness is at the individual phoneme level
- The basis for word reading and spelling
 - Segmenting is required for spelling (encoding)
 - Blending is required for reading (decoding)
- Phonics is teaching the links between phonemes and graphemes
- Practice and systematic instruction leads to automaticity

4.0 Foundational Writing Skills: Handwriting and Spelling

Reading and Writing

- Unlike reading, writing involves:
 - Deciding what to say
 - Which words to use
 - How to spell them
 - How to write the letters
 - What order to place the words in

Development of Writing

- Critical Thinking
- Syntax
- Text Structure
- Writing Craft
- Transcription

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4.1 Handwriting

Fluency and Legibility

- Handwriting fluency
 - Production of letters, numbers, and punctuation is quick and easy
 - Decreased fluency increases cognitive load
- Handwriting legibility
 - The ease in which a reader can read what a writer wrote
- 85% linguistic
- 15% fine motor
 - Berninger & Wolf, 2009, as cited by Moats, 2012

Explicit Handwriting Instruction - I Do

- I do it
 - Model the letter formation
 - Stress orientation to the lines
 - Model the formation a number of times using verbal prompts

Watch me make a lower case p. I start at the belt line. Touch down. Touch around. Watch again. Touch down. Touch around. Say it as I write a lower case p. Touch down. Touch around.

Adapted from the work of Anita Archer

Explicit Handwriting Instruction – We Do

- We do it
 - Using the verbal prompts (e.g., touch down, touch around), guide the students in forming the letter
 - Monitor the student's letter formation

Adapted from the work of Anita Archer

Explicit Handwriting Instruction – You Do

- You do it
 - Have the students continue writing the letter as they say the letter name
 - Continue until the letters are consistently formed

Adapted from the work of Anita Archer

4.2 Spelling

Foundations of Spelling Instruction

Example: Jumped

- Phonology
 - The speller hears all of the sounds and plays with the idea that /jump/ without /t/ is 'jump'
- Syntax
 - 'jump' can be used as a verb; verbs have tenses
- Morphology
 - 'jumped' consists of two meaningful units
 - Base word: <jump> Suffix: <ed>
- Orthography
 - /t/ will be spelled <ed> and not <t>

Dictation Routine

- Say a word, segment each sound in the word, and students to write the word as they say each sound
 - *pet*
- Dictate a short sentence. Have students repeat the sentence and hold it in memory while they make a line for each word they will be writing
 - *Tim pets the hen.*
- Reminders for capital letters, punctuation. Reference sound spelling cards
- Model correct sentence. Student self-correct any errors

Moats & Tolman, 2019

Irregular Words

- “Highlight the tricky to make it sticky”
- “Highlight the heart (hard) parts”
- All new words are taught with direct reference to their sound-spelling correspondences
 - Decoding is how we learn to read
 - Encoding is how we learn to spell

How to Teach a Rule Breaker

1. Explain to students they are going to practice reading and spelling a rule breaker
2. Write the target word on the white board
3. Say the word
4. Say the sounds in the word
5. Point out the sound that is “breaking the rules”
6. Say the word again
7. Say/write the letters in the word
8. Repeat the whole word

Gillis, & Eberhardt, 2018

4.3 Instruction and Assessment

Spelling

Instruction

- Spelling intervention was found to support struggling readers more than decoding intervention alone
- Not all methods of spelling instruction are equal

Such, 2021; Uhry & Shepard 1993

Practices to Pause

- Spelling identification tasks
 - Find the correctly spelled word in the group
 - Word searches
- Anti-spelling method
 - Write several spellings and select the one that looks “right”
- Memorizing spelling “rules”
 - Unlikely to support spelling
 - Unlikely to support reading

Practices to Promote

- Explicit instruction routines
 - I Do, We Do, You do
 - Say the letter sounds as they write the word
 - Provide corrective feedback
- Follow a scope and sequence
- Highlight the “tricky” or “heart part” of the word
 - Ensure that other phoneme-grapheme correspondences are recognized as decodable
 - Focus on critical content
 - Frees up cognitive space

Spelling Screener

- Quick indicator of basic skills
- Identify student difficulties to inform support
- Does not give information regarding the underlying problem

Writing Skills: Summary and Review

- Letter formation, handwriting and spelling are foundational to skilled writing
- Explicit instruction required for handwriting and spelling
- Student spelling gives us insight into what a student knows
 - Is our instruction sticking?

5.0 Supporting Comprehension with Sentence-Level Writing

Development of Writing Review

- Critical Thinking
- Syntax
- Text Structure
- Writing Craft
- Transcription

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5.1 Syntax

What is syntax?

- The rules that dictate word order
- The system in a language that specifies how words, phrases, and clauses can be sequenced
- **Who** is doing **what**, **to whom**, and in **what way**?

Moats & Tolman, 2019

- Oral syntactic ability
- Reading syntactic ability
- Writing syntactic ability

Gillis, & Eberhardt, 2018

Syntactic Awareness

- The ability to monitor the relationships among the words in a sentence in order to understand while reading or composing orally or in writing

Word Order

- Zack painted the blue door.
- Zack painted the door blue.

Teaching Grammar

- In order to teach syntax, teachers need to be knowledgeable about grammar
- Grammar is a tool
- Focus on function first
 - How do the **naming part** (who) and the **action part** (do) in a sentence work together?
 - Later label as noun/subject and verb/predicate

Examples

- The girl swims. She jumps in the water.
- Today, I walked the dog.
- After lunch, I walked the dog.

5.2 Comprehension

Interpretation of sentences is required if students are to comprehend whole texts.

Scott, 2009

Example: Grade 2 student

- “You have to zip up the tent,” said Jaz. “**If you zip it**, the bugs do not get in.”
- The student asked, “Why do they add words that don’t make sense?!”

How To Teach Syntax

- Pre-readers: Classifying pictures according to function
 - Combine a **naming part** (who/what) picture and an **action part** (do) picture to create a complete thought
- Early readers: Sort words according to function
- Readers: Sentence building – combine a **naming part** and an **action part** to create a complete sentence

Basic Sentence Structure

- Who?
 - Subject
- Did What?
 - Predicate



Three Basic Sentence Structures

- Simple
- Compound
- Complex

Three Basic Sentence Structures: Simple

- Simple: naming part and action part
 - One subject and one predicate
 - One complete thought (one independent clause)
- The children jumped.

Three Basic Sentence Structures: Compound

- Compound: naming part and action part & naming part and action part
 - Two complete thoughts (two independent clauses)
 - Joined by a coordinating conjunction
 - FANBOYS
 - (for, and, nor, but, or, yet, so)
- The dog shook his toy, but the cat walked by without stopping.

Three Basic Sentence Structures: Complex

- Complex: naming part and action part & naming part and action part
 - One complete thought and one incomplete thought (one independent clause and at least one dependent clause)
 - Joined by a subordinating conjunction
 - Because, before, when, while, after, as
- The children talked loudly after he left the room.
 - Complete thought: The children talked loudly
 - Incomplete thought: after he left the room

5.3 Function Based Questions

Masterpiece Sentences

Naming Part (Subject)	Action Part (Predicate)
Who (or what) did it?	What did they (he, she, it) do?
How many?	Who or what did they (he, she, it) do it to?
What kind?	When?
Which one?	Where?
	How?

Masterpiece Sentences

Naming Part (Subject)	Action Part (Predicate)
Who (or what) did it? noun	What did they (he, she, it) do? verb
How many? adjective	Who or what did they (he, she, it) do it to? noun
What kind? adjective	When? preposition/phrase
Which one? prepositional phrase	Where? preposition/phrase
	How? adverb/adverbial phrase How much? quantity How often? daily/weekly

Sentence-Level Writing: Summary and Review

- Syntax instruction is taught during reading, writing and speaking
- Comprehension at the sentence level is required for comprehension of connected text
- Identify function first; label later
- Use function based questions to expand sentences

6.0 Vocabulary and Morphology: Essential for Comprehension

Vocabulary

- Oral Vocabulary
- Print Vocabulary
- Receptive Vocabulary
- Expressive Vocabulary

Honig et al., 2008

6.1 The Word Knowledge Network

The Word Knowledge Network

- Phonology
 - Study of sounds in spoken words including phonemic awareness
- Sound-Symbol
 - Mapping sounds to letters (graphemes) to read and spell words
- Syllables
 - Study of word parts based on their vowel sound. The syllable type helps readers determine the vowel sound based on its position

The Word Knowledge Network is a trade mark of 95 Percent Group

The Word Knowledge Network Continued

- Semantics
 - Study of word meaning
- Morphology
 - Study of word parts based on their meaning
- Syntax
 - Study of word function (grammar) and word order (syntax) and their impact on comprehension and writing

The Word Knowledge Network is a trade mark of 95 Percent Group

6.2 Explicit Vocabulary Instruction

Expanding vocabulary is important because...

- “...direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.”
- The direct teaching of vocabulary related to content has a .97 effect size!

Marzano, 2001; Stahl & Fairbanks, 1986

Explicit Vocabulary Instruction

- Step 1: Introduce the word's pronunciation
- Step 2: Introduce the word's meaning
- Step 3: Illustrate the words with examples (and non-examples when helpful)
- Step 4: Check students' understanding

Archer & Hughes, 2011

Step 1. Introduce the word's pronunciation

- The word is **relieved**. What word? *relieved*
- Tap and say the syllables in **relieved**. *re lieved*
- Again. *re lieved*
- What word? *relieved*

Step 2. Introduce the word's meaning

- Student-friendly explanation

When something difficult is over or never happened at all, you feel relieved. If something that is difficult is over, you would feel _____ *relieved*

Step 3. Illustrate with examples

- Concrete examples
 - Watch me show **relieved**. (Teacher demonstrates relived.) Show me how you would feel If you were **relieved**. (students demonstrate)
- Visual representations
- Verbal examples
 - When a difficult spelling test is over, you feel _____. *relieved*.

Step 4. Check Student's Understanding

- If you were nervous singing in front of an audience, would you feel **relieved** when the concert was over? *yes* Why?
- If you loved singing in front of an audience, would you feel **relieved** when the concert was over? *no* Why not?
- One time when I was **relieved** was...

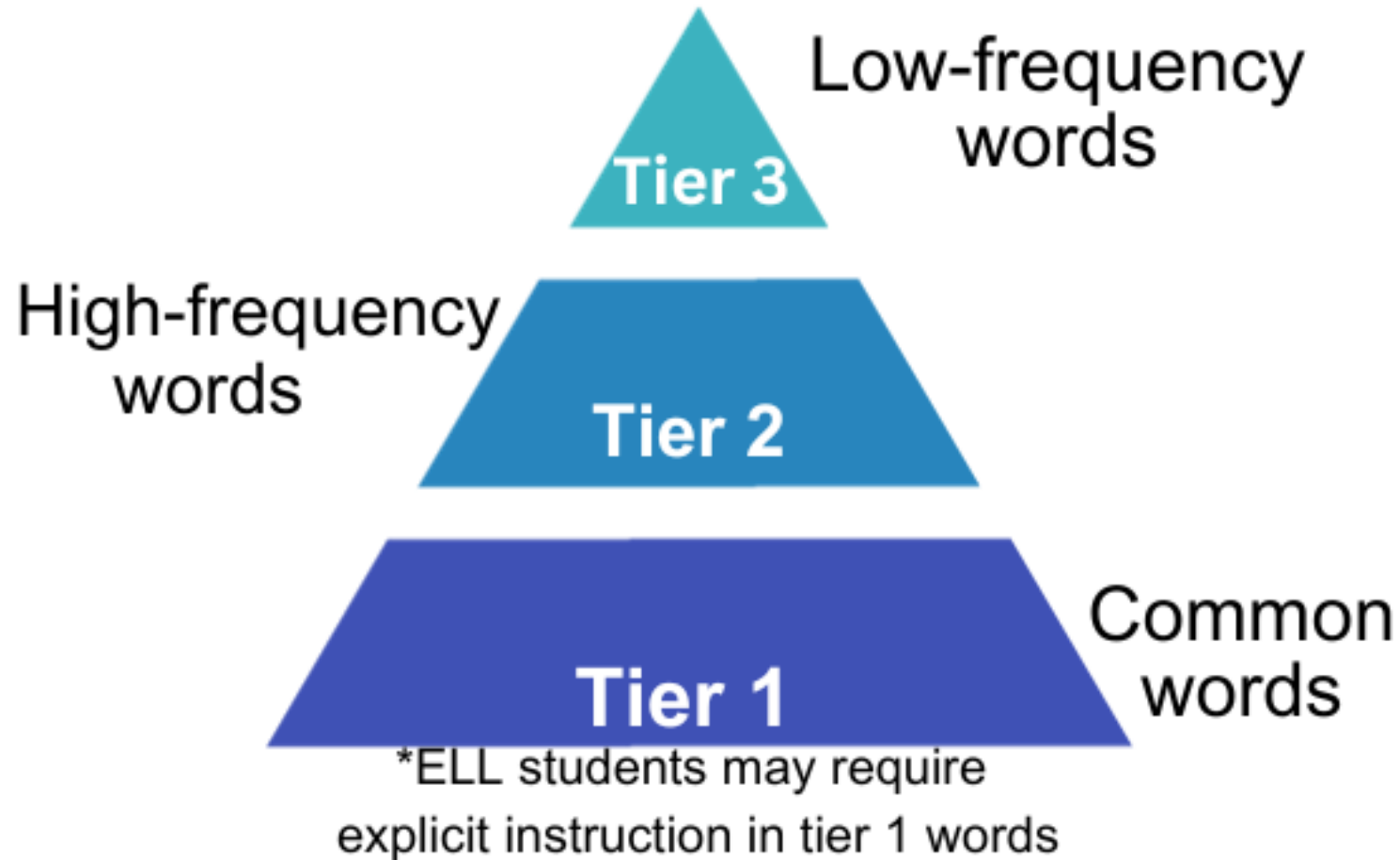
6.3 Vocabulary Word Selection

Our Why

**Adequate reading comprehension
depends on a person already
knowing between 90 to 95% of the
words in a text.**

Nagy & Scott, 2000

Vocabulary Tiers



Hennessey, 2021; Beck et al., 2013

How: Word Selection

- Choose **4-5 words** per lesson
 - Additional words addressed as needed
 - Tier 3 often need only a “light touch”
- Choose **unknown** words
 - Not defined in the text
 - Abstract words
 - Unknown concepts
- Choose **critical** words
 - Must know to understand the content
- Choose **generalizable** words
 - What will students use in the future?

Word Selection, cont.

- Choose **word families** (capital, capitalism, capitalize)
 - Big bang for the buck!
 - Build vocabulary connections
 - One of the family words may be more common and known!
 - Use existing knowledge to expand
 - Take advantage of background knowledge when possible
- Meaningful Parts & Etymology
 - Choose words that contain parts found in other words:
 - Prefix
 - Suffix
 - Root (Greek, Latin)
 - Help determine meaning as new words are encountered

Explicit Vocabulary Routine

- Introduce the word
- **P**rovide a Student-Friendly Explanation
- **I**llustrate with Examples
- **C**heck for understanding

6.4 Morphology

Morphemes

- Free Morpheme: Can stand alone
- Bound Morpheme: Must be attached to another morpheme

Building Morphological Awareness

Unreliable

- **Un**
 - Prefix
 - Negative, not
- **rely**
 - Base word
 - Depend on with trust
- **able**
 - Suffix
 - Capable of

readinguniverse.org

Morphology in Practice

- Suffix -s, -es
 - More than one
- A picture sort
 - A set of singular objects and a set of plural objects (pictures that show one thing and more than one thing)
- Decodable word sort
 - Hat/hats, vest/vests, cub/cubs

Gillis, & Eberhardt, 2018

Morphology in Practice Continued

- Suffix -s, -ed
 - tense
- A sort based on tense
 - Happening now vs. Already happened
 - He jumps vs. He jumped
- A sort based on the “sounds of ed”
 - -ed pronounced “id” – melted
 - -ed pronounced “d” – called
 - -ed pronounced “t” - fished

6.5 Vocabulary Instruction: When and Where?

Read Aloud Routine

- Before Reading
 - Select high-quality text
 - **Vocabulary instruction**
- During Reading
 - Ask text-dependent questions
- After Reading
 - Retelling a story with all story elements
 - Story grammar

Moats & Tolman, 2019

Vocabulary Instruction Across All Content Areas

- Math, Science, Social Studies
- Physical Education, Art, Media
- Lunch and Recess
- Implement the IPIC Routine in any content area instruction

6.6 Vocabulary Resources and Supports

English Learners

- Learning a second language is complex and challenging cognitive and social task for ELs
 - For ELs, receptive language typically develops first
- Overall Instructional Goal: Making language comprehensible
 - Small group instruction
 - Providing high contextual support – non linguistic representations
 - Build background knowledge
 - Make connections between students L1 and English
 - Concrete examples and non-examples

7.0 Closing

IDA Info Map Review

- The “WHO”: All teachers
- The “WHAT”: Instructional content integrates the domains of language as they pertain to reading
- The “HOW”: Essential principles of instructional delivery
- The “WHY”: Scientific evidence from accumulated research

International Dyslexia Association, 2025

PA 146 Defines Structured Literacy Review

“Structured literacy” means systematic, direct, explicit, cumulative, and diagnostic instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology); the writing system (orthography); the structure of sentences (syntax); the meaningful parts of words (morphology); the meaning of words, phrases, sentences, and text (semantics); and the processing of oral and written discourse.

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