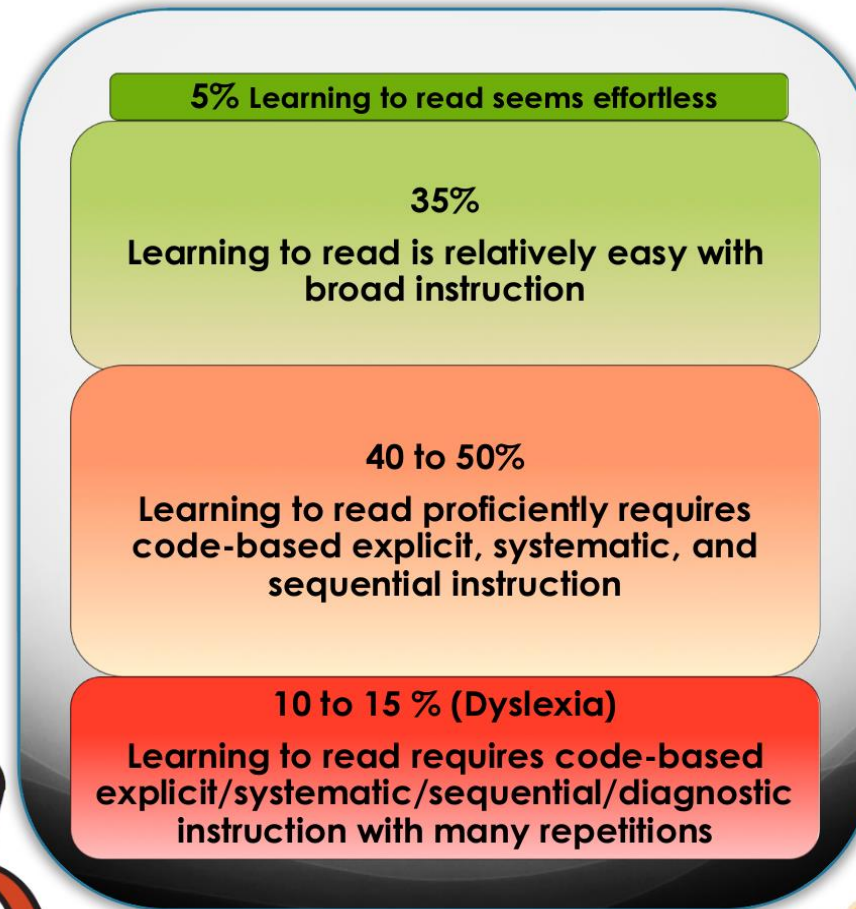


AN INTRODUCTION TO STRUCTURED LITERACY



Questions: info@orbida.org

The Ladder of Reading



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

SL IS *ESSENTIAL* FOR MOST READERS AND *EFFECTIVE* FOR ALL

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**

WE ARE LIKELY VERY FAMILIAR WITH THESE CLASSROOMS

- 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

WHY THE DIFFERENCE MATTERS

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)

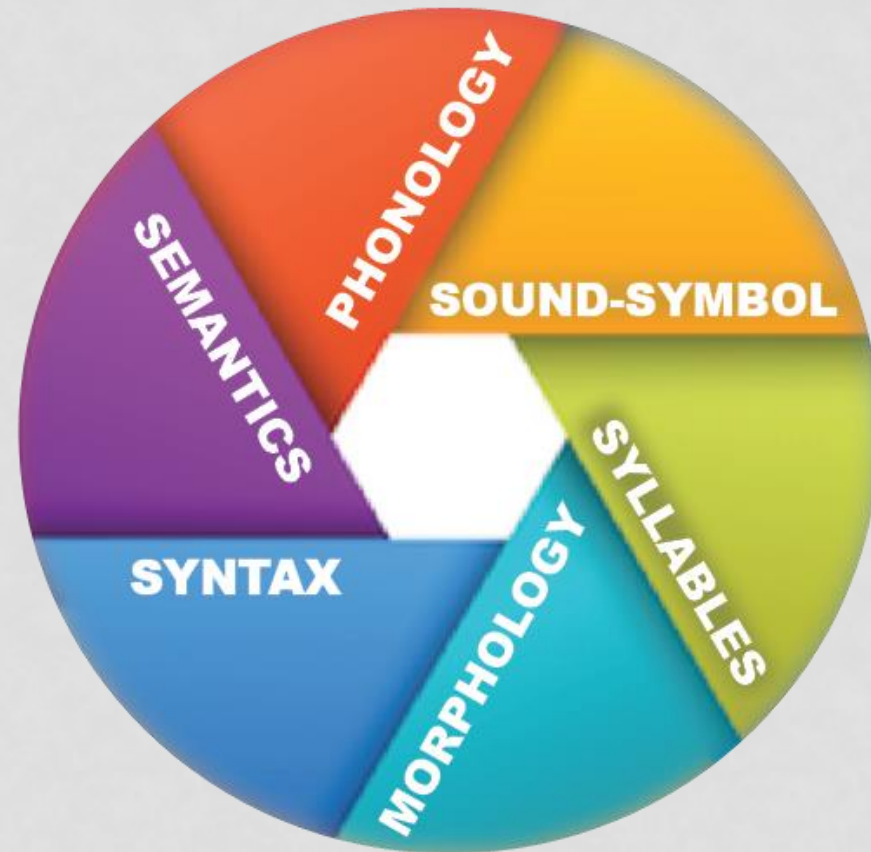
HIGHLY EFFECTIVE READING COMPONENTS

- 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

STRUCTURED LITERACY

Includes:

❖ **WHAT is Taught**



SL CONTENT COMPONENTS

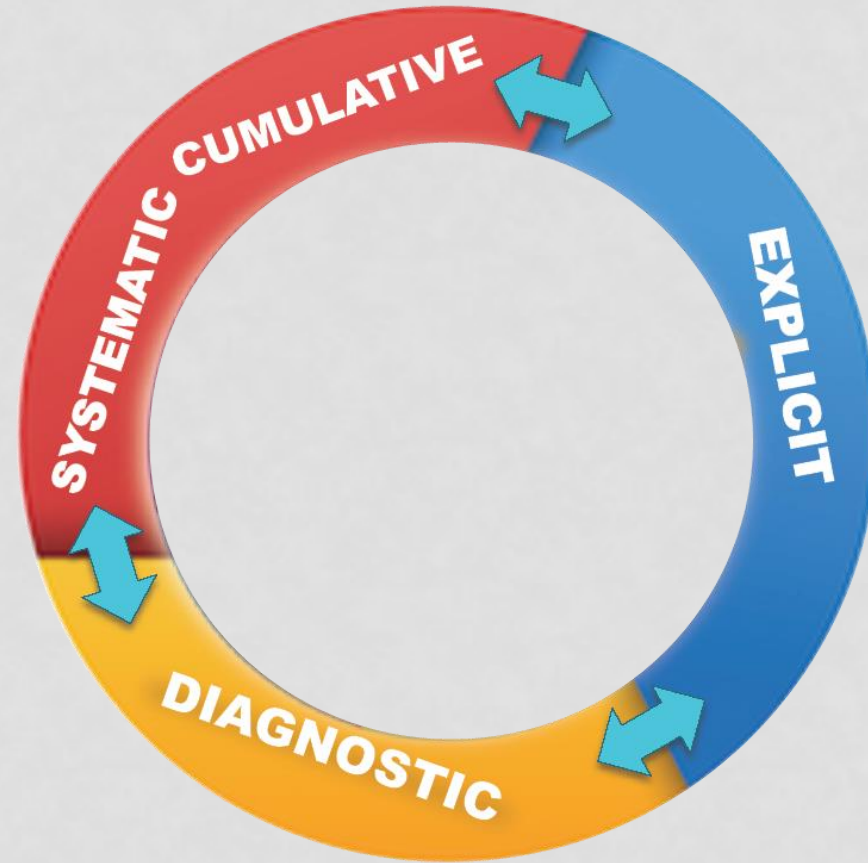
Analysis and production of language at all levels including:

- 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)

STRUCTURED LITERACY

Includes:

❖ **How it is Taught**



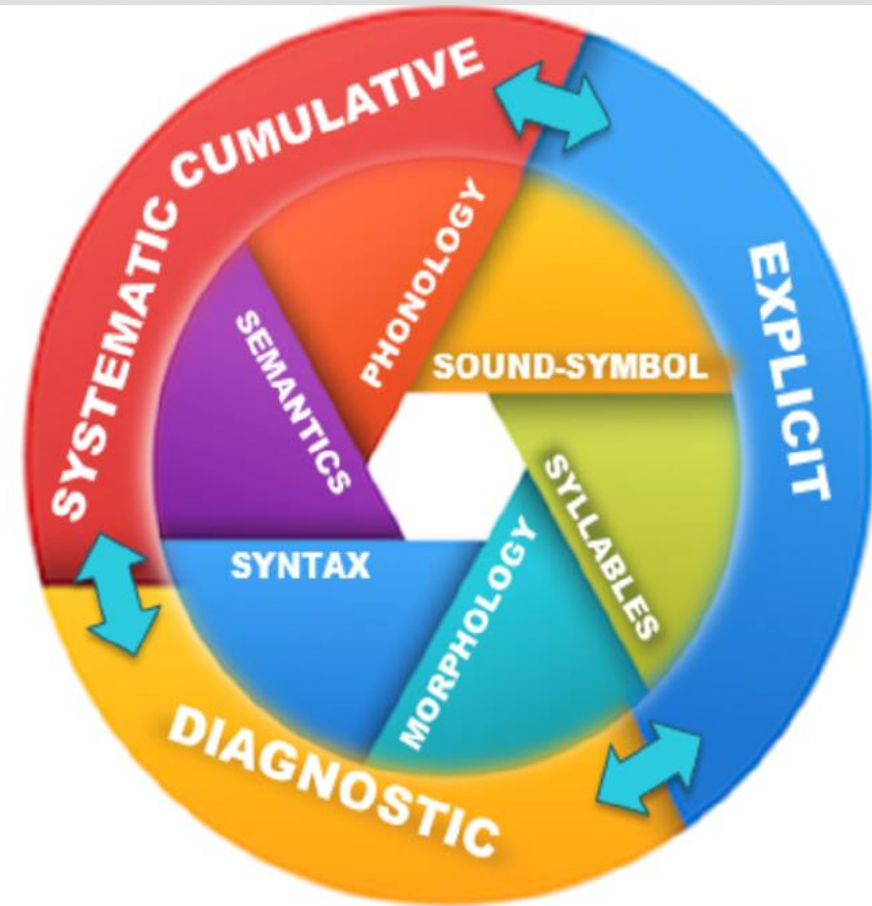
STRUCTURED LITERACY TEACHING PRINCIPLES

- **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



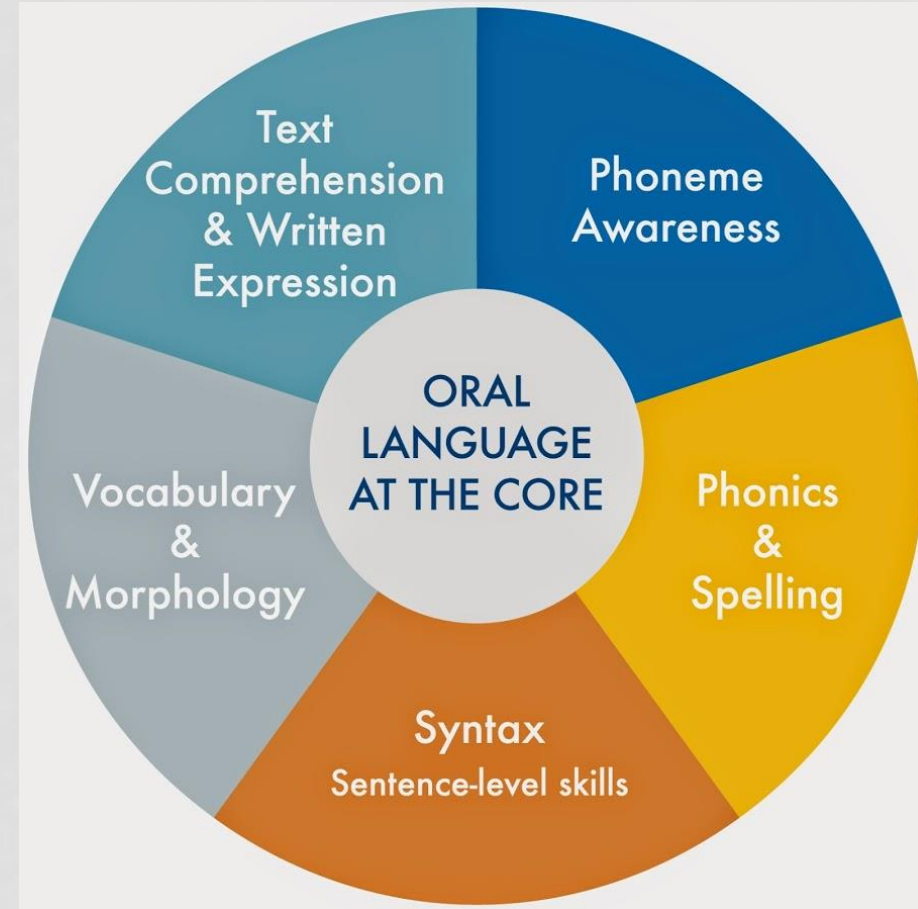
Inner Circle: Elements
Outer Circle: Teaching Principles

STRUCTURED LITERACY

ANOTHER VISUAL

From Literacy How

❖ **WHAT is Taught**



OREGON'S DYSLEXIA LAWS

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.**”



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



Inner Circle: Elements
Outer Circle: Teaching Principles

KNOWLEDGE AND PRACTICE STANDARDS



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>

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

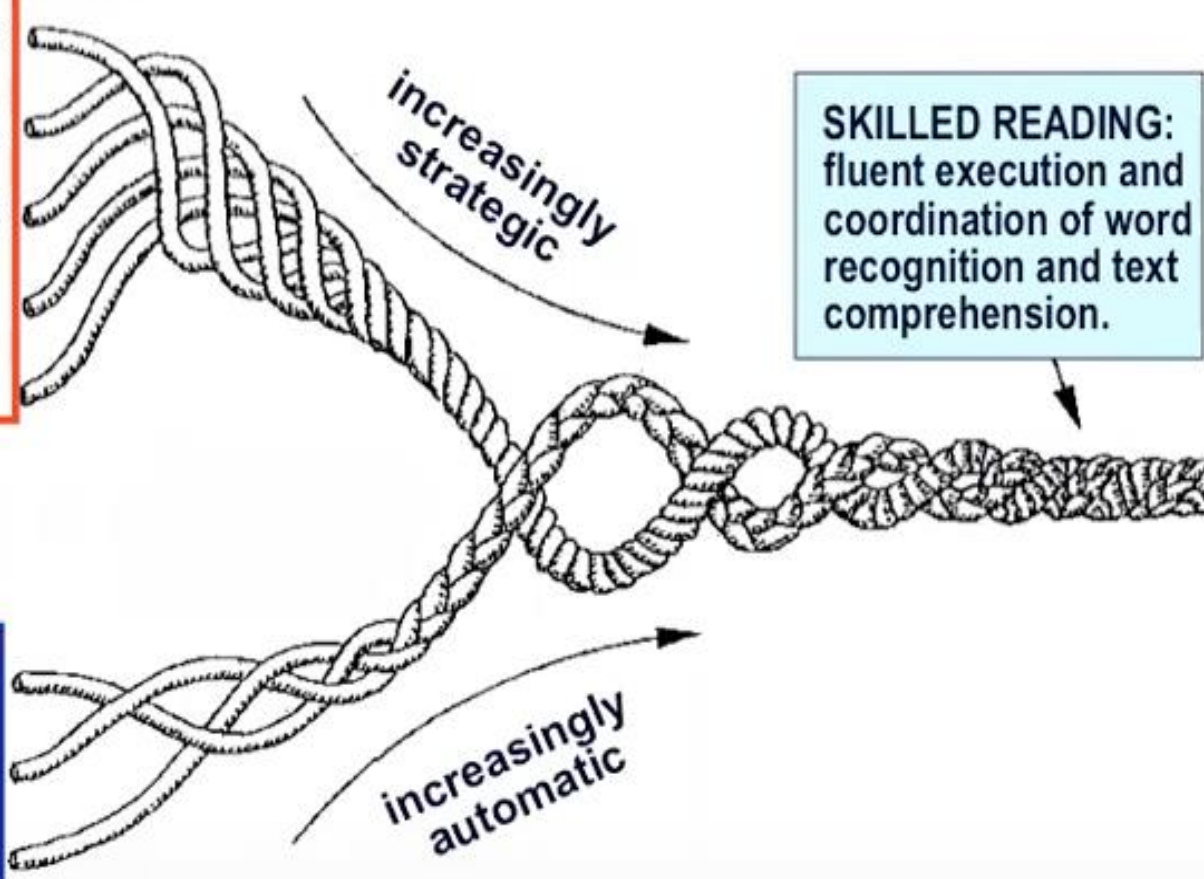
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
VOCABULARY KNOWLEDGE
LANGUAGE STRUCTURES
VERBAL REASONING
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS
DECODING (and SPELLING)
SIGHT RECOGNITION



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

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

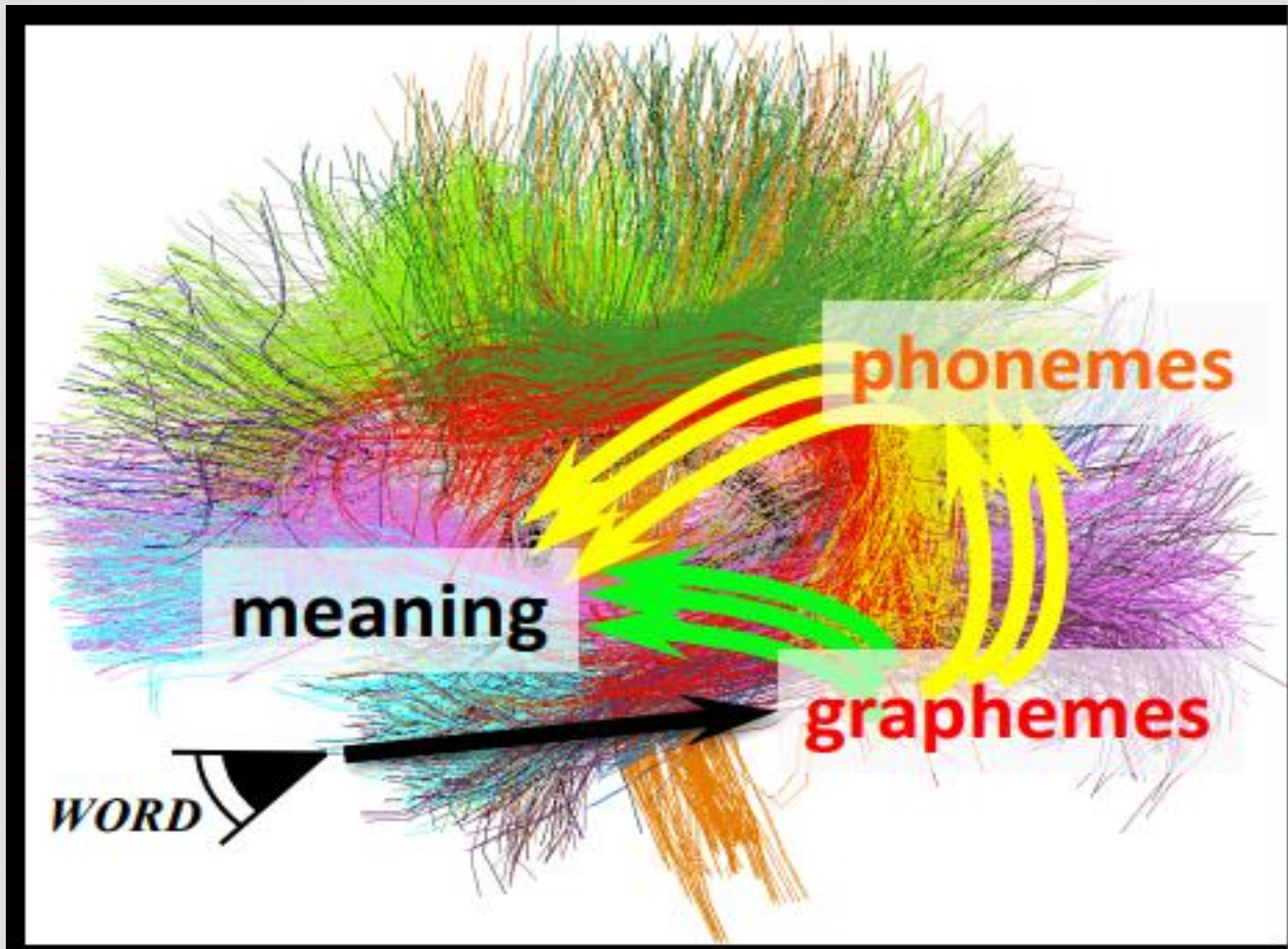
ANIMATED READING ROPE

- <https://institute.aimpa.org/aim-pathways/readingrope>

SCOPE AND SEQUENCE EXAMPLES

SCOPE AND SEQUENCE TAKEAWAYS

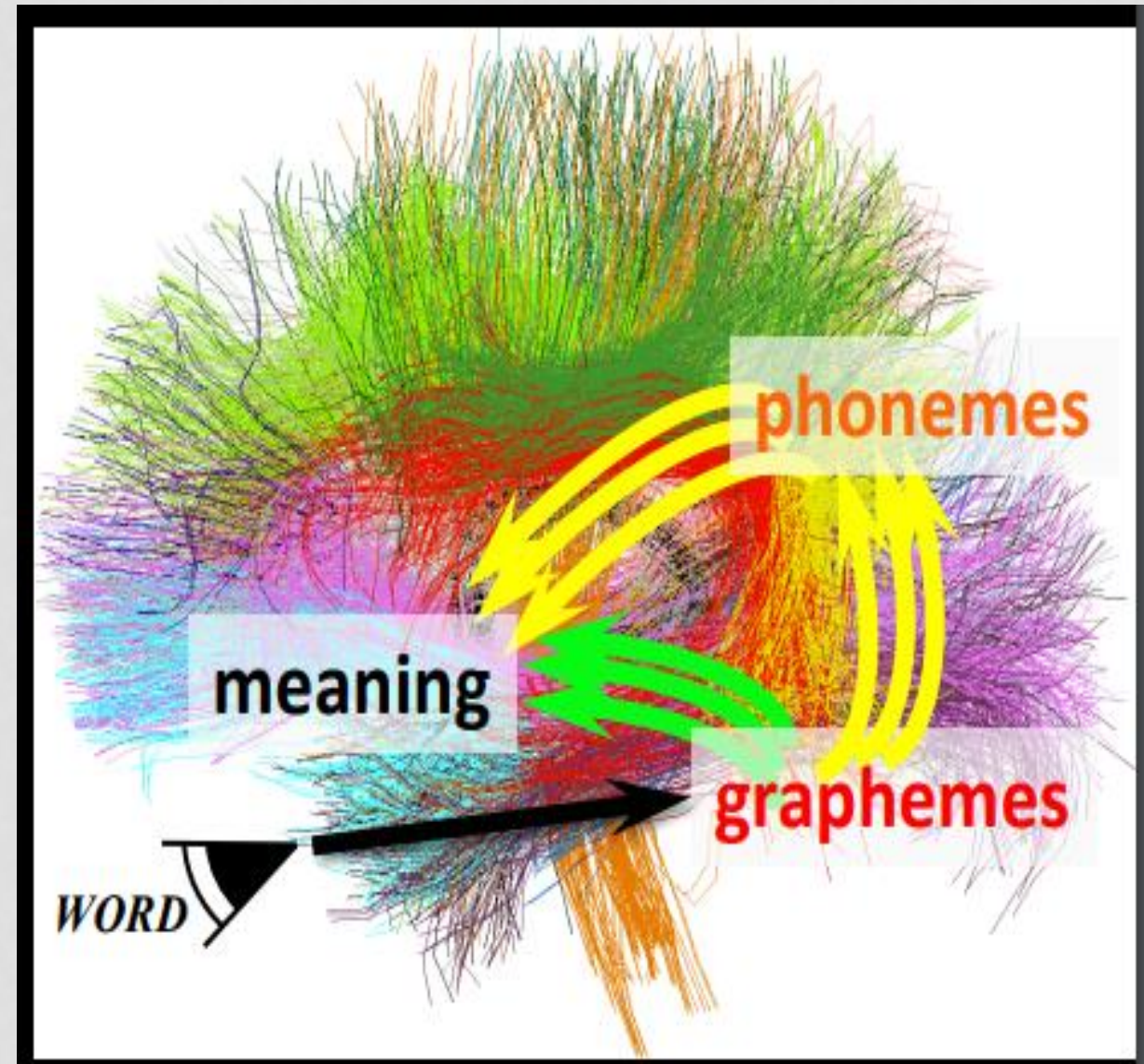
- **Each** content component of Structured Literacy is ordered in accordance with the structure of our language and begins with foundational skills and builds to more complex skills.
- The scope and sequence is supported by the science of how we learn to read



Dehaene, Stanislas. Education Matters: How Literacy and Numeracy Improve the Brain. 2016.

<https://politicaspUBLICAS.uc.cl/wp-content/uploads/2016/03/Stan.pdf>

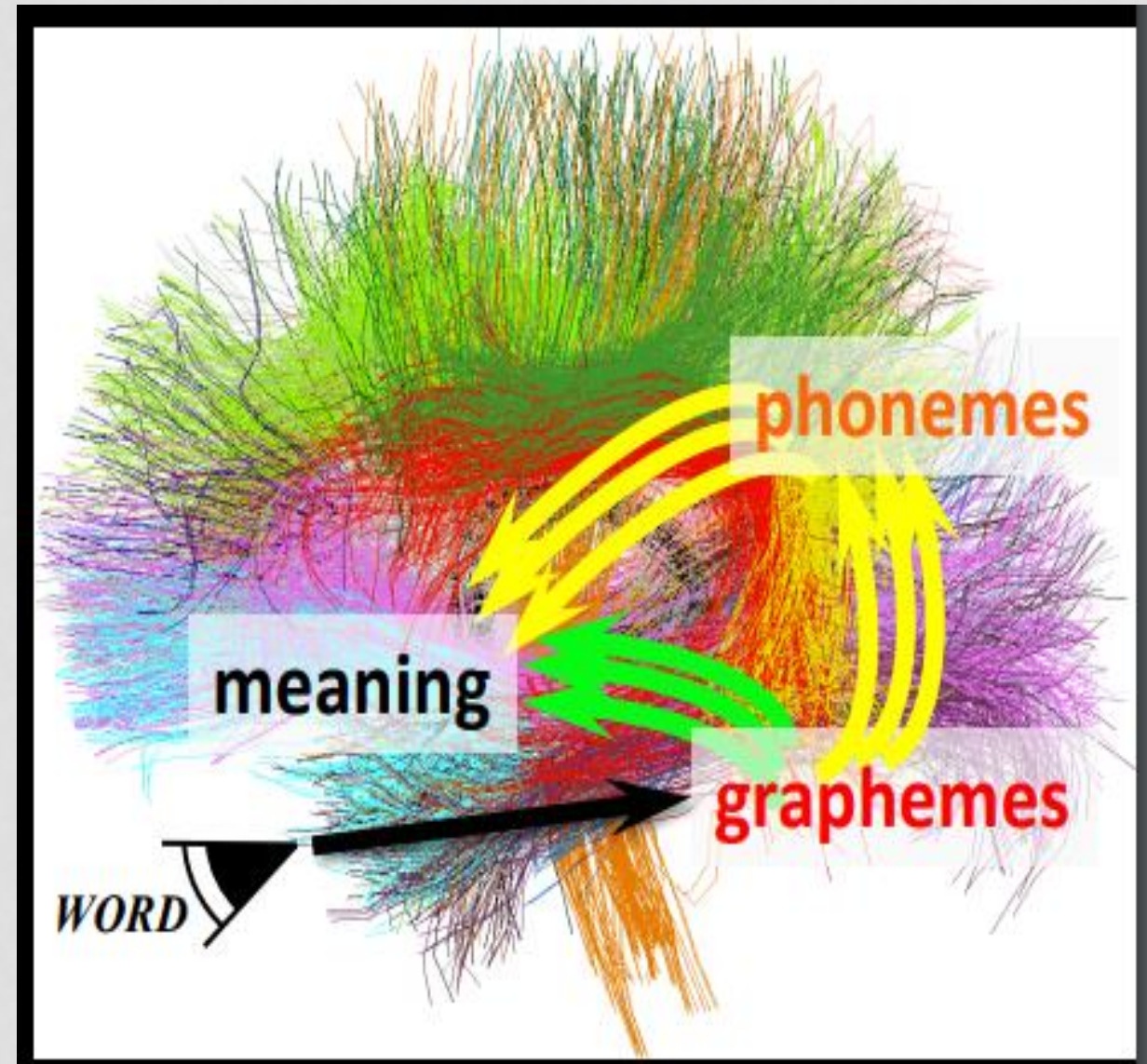
- **Initially**, children decipher words (**yellow pathway**): they effortfully analyze words, convert each grapheme into a phoneme, then “listen” and understand.
- Assembling a string of letters into a series of phonemes is **difficult** for readers: it must be explicitly taught.
- With teaching and practice, as reading automatizes words take more of a direct route (green route). All letters are processed simultaneously.



Dehaene, Stanislas. Education Matters: How Literacy and Numeracy Improve the Brain. 2016.

<https://politicaspUBLICAS.uc.cl/wp-content/uploads/2016/03/Stan.pdf>

- **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.



Dehaene, Stanislas. Education Matters: How Literacy and Numeracy Improve the Brain. 2016.

<https://politicaspUBLICAS.uc.cl/wp-content/uploads/2016/03/Stan.pdf>

PHONEMIC AWARENESS EXAMPLE

VIDEO EXAMPLE

SEGMENTING AND BLENDING

Literacy How

- <https://youtu.be/mKgfTjEjeZ0>

MORPHEMIC AWARENESS

EXAMPLE - OLDER STUDENT

VIDEO EXAMPLE SYNTAX

Literacy How

- <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.

BRINGING IT ALL TOGETHER CONTINUED

- 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.

- AIM Institute for Learning & Research. Animated Reading Rope.
<https://institute.aimpa.org/aim-pathways/readingrope>
- Dehaene, Stanislas. Education Matters: How Literacy and Numeracy Improve the Brain. 2016.
<https://politicaspUBLICAS.uc.cl/wp-content/uploads/2016/03/Stan.pdf>
- International Dyslexia Association, 2019, Educator training Initiatives Brief, Structure Literacy, An Introductory Guide,
www.dyslexiaIDA.org
- International Dyslexia Association. (2018, March) *Knowledge and Practice Standards for Teachers of Reading*, 2nd edition.
<https://dyslexiaida.org/knowledge-and-practices/>

RESOURCES AND FURTHER STUDY CONTINUED

- Kilpatrick, David. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley, 2015
- Literacy How YouTube channel.
<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>
- Moats, Louisa. Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties.
<https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties/>

RESOURCES AND FURTHER STUDY CONTINUED

- Structured Literacy Certification. Center for Effective Reading Instruction. <http://www.effectivereading.org>
- Young, Nancy, The Ladder of Reading. 2018. <https://dyslexiaida.org/ladder-of-reading-infographic-structured-literacy-helps-all-students/>
- Young, Nancy. Chart of Statistics Underpinning The Ladder of Reading infographic. <https://dyslexiaida.org/wp-content/uploads/2018/07/the-ladder-of-reading-statistics-2.pdf>



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Join IDA

or.dyslexiaida.org

#Until Everyone Can Read

