



STRUCTURED LITERACY



OUR APPROACH TO K-4 LITERACY INSTRUCTION AT RWBB

WHAT IS STRUCTURED LITERACY?

STRUCTURED LITERACY IS AN EVIDENCE-BASED INSTRUCTIONAL APPROACH THAT FOSTERS STRONG READING AND WRITING SKILLS FOR ALL STUDENTS. STRUCTURED LITERACY IS CHARACTERIZED BY HOW CONTENT IS TAUGHT, AS WELL AS WHAT CONTENT IS TAUGHT.

HOW CONTENT IS TAUGHT?

SYSTEMATIC & CUMULATIVE

Systematic means that there is a planned sequence of instruction that follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements, and progresses to the more difficult. Cumulative means each step is based on concepts previously learned.

EXPLICIT

Structured Literacy requires direct teaching of concepts with continuous student-teacher interaction, not assuming that students infer concepts. Explicit instruction also involves carefully considered practice, as well as prompt and specific feedback.

DIAGNOSTIC

Assessment is used to identify and target specific skills that should be addressed for individual students, and to create groups for small group instruction. It is also used to monitor progress at regular intervals throughout the year, and plan additional intervention where needed.



WHAT IS TAUGHT IN STRUCTURED LITERACY?

Research shows that the most effective way to teach all children to read is to help them learn the relationships between letters and sounds (phonics), and get them sounding out words. It is important to provide instruction in “the big 5.” This includes:

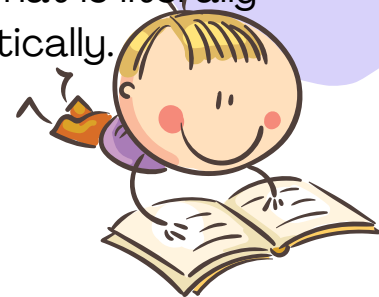
Phonemic awareness - An awareness of and ability to work with the individual sounds in words. For example, a child needs to know how to take the sounds /m/ /a/ /t/ and blend them together to say “mat.”

Phonics - The relationships between letters and their sounds. This can be as simple as the letter “p” representing the /p/ sound, or the letters “igh” representing the long i sound, like in the word “light.”

Fluency - The ability to read easily, quickly, accurately, and with expression. The greater a child’s fluency is, usually the better their comprehension is.

Vocabulary - Knowledge of words, phrases, and their meanings. Vocabulary knowledge helps children improve their comprehension.

Comprehension - The ability to understand a text, both what is literally stated in the text and by making inferences or thinking critically. Comprehension is the end goal of reading!



IF YOU HAVE QUESTIONS ABOUT STRUCTURED LITERACY AND HOW YOUR CHILD IS LEARNING TO READ, SPELL AND WRITE USING THIS APPROACH, PLEASE REACH OUT DIRECTLY TO YOUR CHILD’S CLASSROOM TEACHER.

