



# Structured Literacy and the Science of Reading

Mountain West Associates  
2022



# Objectives

Review the Characteristics of Dyslexia

Extend our knowledge of Structured Literacy

Deepen our understanding of the importance of Science of Reading

Understand the difference between SoR/SoR+ Multisensory

# Let's chat

1

How common is dyslexia?

2


What are some of the characteristics of dyslexia?



Idaho Comprehensive Literacy Plan [www.sde.idaho.gov](http://www.sde.idaho.gov) > [communications](#) > [files](#)

Dyslexia Legislation: <https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH18/SECT33-1806/>

Course Reference Material



# What is structured literacy?

- Explicit
  - I do, We do, You do
- Systematic
  - Follows a clear scope and sequence
  - Pre-requisite skills are mastered
- Based on Data – Formative Assessment
- Highly Engaging
- Monitoring, Feedback, Distributed Practice



# Science of Reading

5

## PILLARS OF LITERACY



Phonological  
Awareness



Phonics



Fluency

Mountain West



Vocabular

y



Comprehension

# Structured Literacy

## What We Teach

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



## How We Teach

- Explicit Instruction
- Systematic & Cumulative Curriculum
- Differentiation
- Opportunities for Practice & Feedback
- Effective Instructional Strategies

## Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

### Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

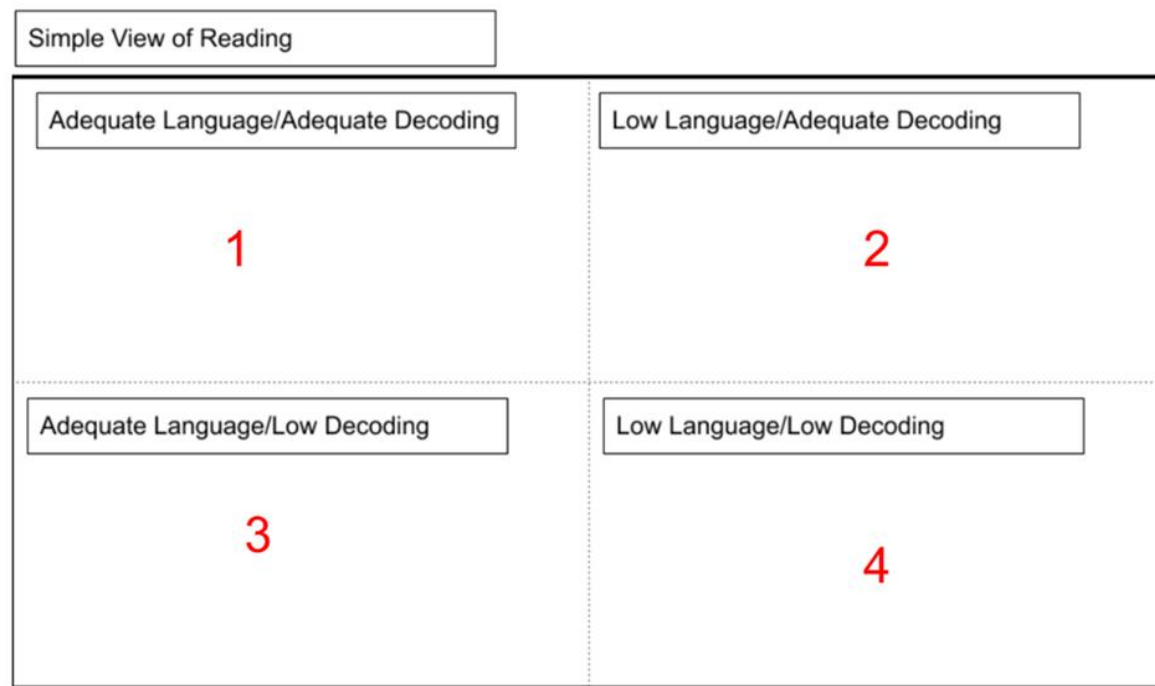
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# Simple view of reading: $AD \times LC = RC$

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)



Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, pgs 6–10.



I

For the struggling readers in your school, in which quadrant would you place the majority of your students?

2

In which quadrant would most dyslexic students fall?

# Institute of Educational Science



PRACTICE GUIDE

## Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Released: July 2016

PDF (6.2 MB)

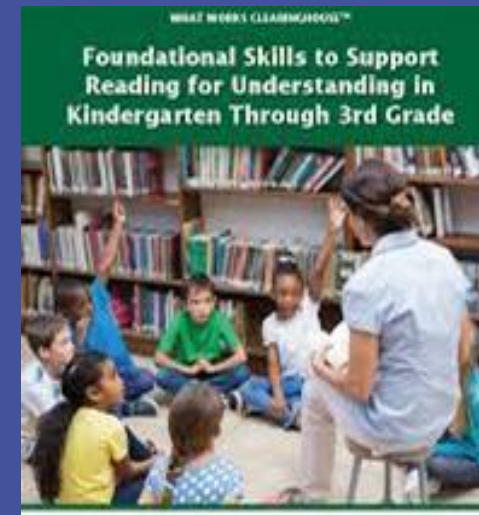
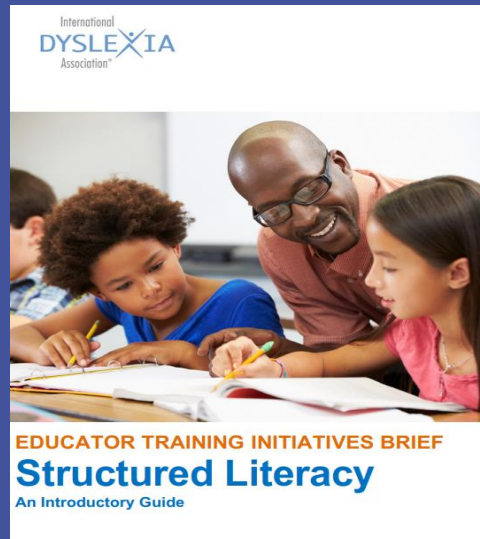


- Recommendations
- Details
- Panel

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, **Improving Reading Comprehension in Kindergarten Through 3rd Grade**.

<div>1</div> <div>Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</div> <div> MINIMAL EVIDENCE</div> <div>▼ Show More</div>	<div>2</div> <div>Develop awareness of the segments of sounds in speech and how they link to letters.</div> <div> STRONG EVIDENCE</div> <div>▼ Show More</div>	<div>3</div> <div>Teach students to decode words, analyze word parts, and write and recognize words.</div> <div> STRONG EVIDENCE</div> <div>▼ Show More</div>	<div>4</div> <div>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</div> <div> MODERATE EVIDENCE</div> <div>▼ Show More</div>
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# What instructional practices would you need to acquire to use a Structured Literacy Approach and incorporate the Science of Reading?



Give Three Examples

Think, Ink, Share

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Increasingly  
Strategic

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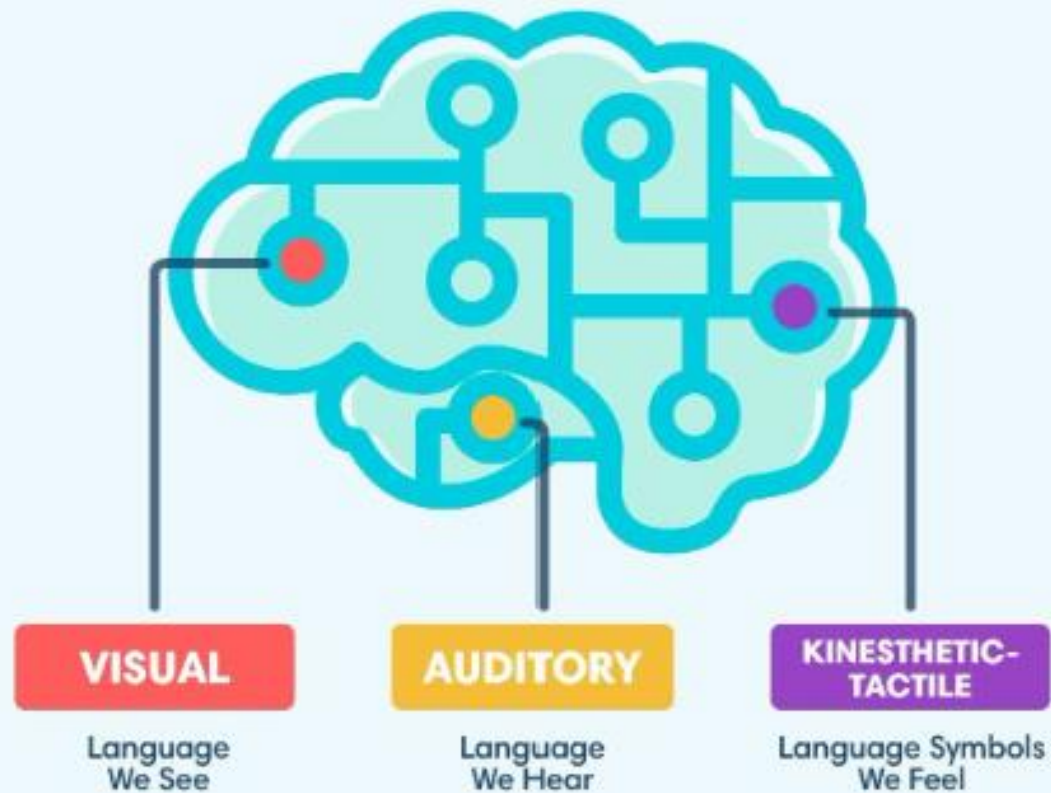
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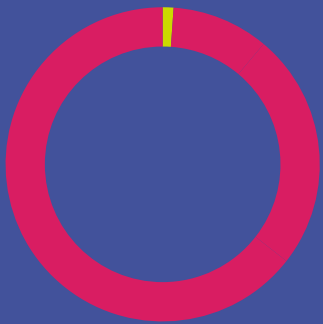
# How Multisensory Learning Takes Place



**Dyslexic students need:  
Structured Literacy, based  
on the science of reading,  
delivered through multiple  
modalities**

# This will be a show not tell!

How will we get them 85% or higher?

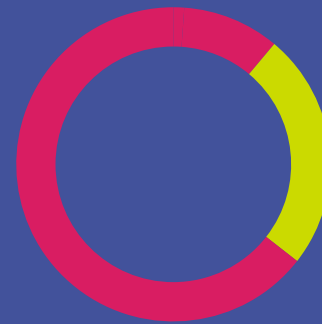


Traditional Instruction

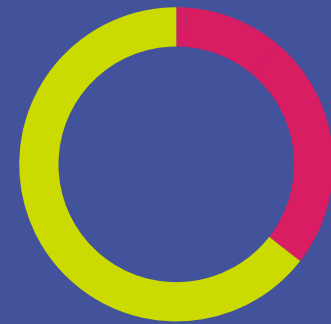
Distributed practice!



Structured Literacy



Based on SoR



Multisensory