


**Structured Literacy:
The Science of Reading**

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Learner Profiles


1 Word Recognition ↑ Language Comprehension ↑	2 Word Recognition ↓ Language Comprehension ↑
3 Word Recognition ↑ Language Comprehension ↓	4 Word Recognition ↓ Language Comprehension ↓

(Aaron, Joshi, & Williams, 1999; Catts, Hogan, & Fey, 2003; IIDA, 2018)




Structured Literacy: Components of Instruction

phonology (the sound system)	orthography (the writing system)	morphology (the meaningful parts of words)
semantics (the relationships among words)	syntax (the structure of sentences)	pragmatics (the use of language)
discourse (the organization of communication)		




Structured Literacy: Principles of Instruction

explicit (directly taught)	systematic (logically ordered skills; simple to complex)
cumulative (new learning building on prior learning)	diagnostic/responsive (progress is monitored; instruction is adjusted)




Learner Profile 2

(Aaron, Joshi, & Williams, 1999; Carr, Hogan, & Fey, 2003; ISA, 2018)



Learner Profile 2

Relative Strengths	Areas of Instructional Need	Instructional Strategies
<ul style="list-style-type: none"> semantics syntax pragmatics discourse (at the listening level) 	<ul style="list-style-type: none"> phonology orthography morphology 	<ul style="list-style-type: none"> phonemic awareness reading and spelling patterns practice reading words and sentences decodable texts prefixes, roots, suffixes, and combining forms. listening to increasingly complex texts



A box containing three green cubes arranged in a row. Below the cubes is a horizontal line, and below that is an arrow pointing to the right. The Lexia logo is in the bottom right corner.

Detecting and Discriminating Phonemes

/d/ /t/ _____

/m/ /n/ _____

/i/ /e/ _____

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How Many?


WORDS	LETTERS	PHONEMES
catch		
each		
eight		
six		

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Six Syllable Types

Closed	Open	Silent-e	Vowel-r	Vowel Pair	Consonant -le
as ask task	mē he she	cake shake theme	c <u>a</u> r st <u>a</u> rt her	r <u>a</u> in pl <u>a</u> y seed	n <u>o</u> ble unc <u>l</u> e c <u>a</u> ndle
bet best itch pitch gym	h <u>i</u> g <u>o</u> s <u>o</u> fl <u>y</u> cr <u>y</u>	h <u>i</u> de sl <u>i</u> de h <u>o</u> pe sl <u>o</u> pe t <u>u</u> ne	h <u>e</u> rd f <u>o</u> r f <u>o</u> rk f <u>i</u> rst t <u>u</u> rn	m <u>oo</u> d b <u>oo</u> k o <u>u</u> t c <u>ow</u> o <u>il</u>	r <u>u</u> ffle j <u>u</u> ngle a <u>n</u> kle p <u>ur</u> ple b <u>o</u> ttle


Based on a list of 17,602 high-frequency words (Sta-roads, 1992)



Reading Patterns


ec | lec | tic

- Count the number of vowels to determine the number of syllables in a word.
- Divide the word into syllables using the VCCV pattern that states: When two consonants stand between two vowels, divide between the consonants.
- Clarify the sounds of short *e* as in *edge* and short *i* as in *itch*.



Spelling Patterns

cat keep
cot kite
cut sky
clasp
crab



Doubling Rule

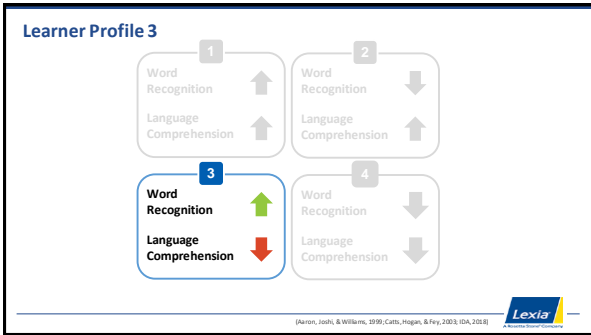
		1Syl	fV	tE	v	
ship + ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
cup + ful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
long + est	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
hum + ing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Morphology

LATIN		GREEK	
Morpheme	Derivatives	Morpheme	Derivatives
ex- (out)	exit, expire, exhale	geo (earth)	geography, geology
audi (sound)	audible, audience	phobia (fear)	acrophobia, hydrophobia
duct (lead)	conductor, abduct	photo (light)	photograph, photosynthesis
-or (person or thing)	actor, refrigerator	micro (small)	microscope, microwave

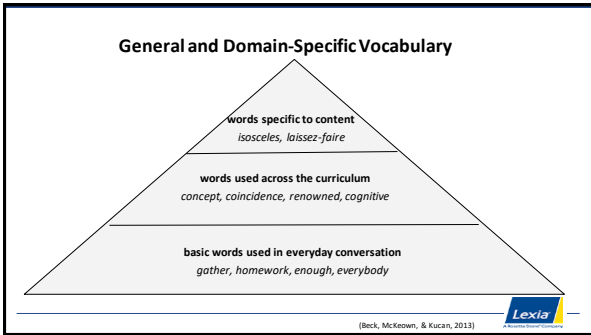
How Many?

WORDS	SYLLABLES	MORPHEMES
helplessness		
photographic		
interrupting		
misunderstand		



Learn Profile 3

Relative Strengths	Areas of Instructional Need	Instructional Strategies
<ul style="list-style-type: none"> phonology orthography 	<ul style="list-style-type: none"> morphology semantics syntax pragmatics discourse 	<ul style="list-style-type: none"> prefixes, roots, suffixes, combining forms academic language grammar and syntax background knowledge making inferences text elements and structures concrete examples and graphic organizers repetition



**Lexical Cohesion:
Pronoun Reference**

The man gave the dog a bone. He liked it.



**Lexical Cohesion:
Connectives**

The adolescent wakes up because the alarm goes off.

The adolescent wakes up after the alarm goes off.

The adolescent wakes up if the alarm goes off.

Robert had to rake the leaves, so he didn't finish his homework.

Robert had to rake the leaves because he didn't finish his homework.



Multiple Meanings

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Functions

The quarterback will down the ball. _____


He took the down escalator. _____

Down comes from geese and ducks. _____

The baby fell down. _____

They drove down the street. _____

Down comes the rain! _____



Background Knowledge



(Adams, 2009)




Activating Background Knowledge

How tall are elephants and how much do they weigh?

Are there different kinds of elephants?

What do elephants eat?

How does an elephant use its trunk?



(Neuhaus Education Center, 2004)

Prediction Tasks

All the cars come to a stop. ? All the cars speed up again.

The candle flickers and lights the room. ? The candle flickers but no longer lights the room.

The farmer picks the plump grapes as the clouds overhead grow darker and darker. ? The soaked farmer runs for cover under a tree.

Generating Questions

Passage	Questions	Inferences
<p>As the few remaining leaves drift from the trees, tiny ants work hard gathering food to store for the cold days ahead. A grasshopper just fiddles on his fiddle and teases the ants. His tune will change when the falling flakes cover the land.</p>		<ul style="list-style-type: none"> It is probably fall as there are few leaves remaining and cold days (winter) are ahead. The ants work hard while the grasshopper fiddles and doesn't work. When the falling flakes (snow) cover the ground, it will be difficult for the grasshopper to find food, and he will wish he had gathered food instead of fiddled.

(Carnegie, 2015; Yull & Galbraith, 1988, 1991)

Learner Profile 4

Relative Strengths	Areas of Instructional Need	Instructional Strategies
<ul style="list-style-type: none"> may have pockets of skills and background knowledge 	<ul style="list-style-type: none"> phonology orthography morphology semantics syntax pragmatics discourse 	<ul style="list-style-type: none"> phonemic awareness reading and spelling patterns decodable text prefixes, suffixes, roots academic language background knowledge making inferences text elements and structures concrete examples and graphic organizers repetition



Word Profile

Word: <i>bark</i>	
<ol style="list-style-type: none"> 1. Number of letters 2. Number of phonemes (speech sounds) 3. Number of graphemes (letters or letter groups that represent a phoneme) 4. Rime pattern (the vowel and everything after it) 5. Rhyming words 6. Word with suffixes added 7. Definition 8. Multiple meanings 9. Synonyms 10. Figurative expressions 	

(Cramer, 2011, 2015)

Expository Text

