Structured Literacy vs Balanced Literacy

Kenny Gibson  
MDE Regional Coordinator

Julie Anne Hall  
MDE Literacy Coach

Cartessia Angrum  
MDE Literacy Coach

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State Board of Education  STRATEGIC PLAN GOALS

1. ALL Students Proficient and Showing Growth in All Assessed Areas
2. EVERY Student Graduates from High School and is Ready for College and Career
3. EVERY Child Has Access to a High-Quality Early Childhood Program
4. EVERY School Has Effective Teachers and Leaders
5. EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. EVERY School and District is Rated “C” or Higher

State Board of Education
Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Goals

• What is the difference between balanced literacy and structured literacy when teaching early foundational skills in reading instruction?
• What are some examples of balanced literacy and structured literacy used in early foundational skills classrooms?
• What should be seen and heard during structured literacy lessons aligned to the science of reading?
Balanced Literacy vs Structured Literacy

Differences in Teaching Early Foundational Skills

Balanced Literacy
Balanced Literacy

• Balanced reading instruction has been used to describe literacy programs that balance reading to children, reading with children, and reading by children (Holdaway, 1980).

• A balanced literacy program is one that includes reading, writing, spelling, phonics, and other skills-based instruction (Cassidy & Cassidy, 1999/2000).

• Basal readers, direct instruction, workbooks, quality children’s literature, independent reading and writing can all be part of a balanced reading program (Cassidy, Brozo, & Cassidy, 2000).

Balanced Literacy

Key Features of Balanced Literacy

• Whole group and small group instruction
• Guided reading
• “Authentic” literature
• Strategies taught based on teacher observations
• Running records
• Phonics taught in mini-lessons or as word study
Balanced Literacy

- Based on a 3 Cueing System - using semantic, syntactic, syntactic, and graphophonic cues

- Students are prompted to identify a word by asking, "Does it make sense?", "Does it sound right?", "Does it look right?"

Balanced Literacy

Guided Reading - What is it?

- Homogeneously grouped
- Leveled readers
- Cueing strategies
- "Decoding" strategies
Balanced Literacy is NOT Based on Science

- NO clear evidence that it benefits ALL students
- NOT taught explicitly and systematically
- NOT aligned with sequential phonics programs

Structured Literacy
Structured Literacy

- Phonology
- Orthography
- Morphology
- Syntax
- Semantics
- Pragmatics
- Discourse

Structured Literacy

- Explicit instruction - clear, direct teaching
- Systematic - follows a plan, methodical, routine
- Cumulative - each skill is built upon the previous skill
- Sequential instruction - begins with basic concepts and progresses to more difficult concepts and elements
Structured Literacy

- Structured literacy instruction addresses all the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills (IDA).

The Simple View of Reading

Reading comprehension is the product of decoding and language comprehension.

Key Features of Structured Literacy

- Scope and sequence
- Explicit instruction
- Practice to mastery
- Cumulative skill practice
- Foundational skills and comprehension taught separately
**Structured Literacy**

- Scope and sequence - skills begin easy and become more complex with progress
- Practice to mastery - students will be assessed on skills taught before being taught a new skill
- Decodable text - connects the letter-sound correspondences taught

**Curriculum Examples**

Balanced Literacy vs Structured Literacy
Balanced Literacy

60 seconds

30 seconds

15 seconds

Balanced Literacy - Plan

- Consider Your Children

  This lesson extends children’s knowledge of the sounds represented by the vowels. Use this lesson after your children have developed a strong understanding of short vowel letter-sounds relationships, long vowel letter-sounds relationships, and, also, understand that sometimes two or more vowels are connected to a particular sound. Use this lesson after these variations in letter-sound relationships have come up informally in shared reading and interactive writing.
Balanced Literacy - Teach

Listen carefully to the vowel sounds as I read the list of words. Read both lists of words. Invite children to tell how to sort the words in two columns. What do you notice about each of the words? (They all have an o vowel in them.) What do you notice about this column? (These words have a single vowel o.) What do you notice about this column? (These words have a two vowels “oo” per word.)

4. Help students generate that in one column, the single “o” in the medial position has the /o/ sound. In the other column, the two “o”s in the medial position has the /oo/ sound.

Students notice, generalize, or arrive at information

suggesting specific language as needed. Write the principle at the top of the charts to summarize the learning. Children may generalize that “oo” stands for the /oo/ sound which is different from the /o/ sound that one “o” will make.

How many “notices” or “generalizes” does the teacher ask in the Teach section?

Balanced Literacy - Teach

6. Invite children to suggest more words you can add to the list. They may suggest words that they cannot spell. They may also contribute words that contain the letters “ue” that make the /oo/ sound. If this happens, recognize that these words have the same sound as one of the sounds represented by “oo” and place them on the chart outside of the columns or write them on a separate chart. (Such examples mean that children are hearing the sounds and have categorized them; they are searching for subcategories.)

Students may provide incorrect responses
**Balanced Literacy - Apply**

**Apply**

Have children play Concentration with a partner. Distribute a set of game cards to each pair of players. Have children mix up the cards and turn them face down in rows. Explain that each word on the cards have “o” or “oo” as the vowel. (You may wish to review all of the words or even place a small picture cue on certain cards, if necessary.) Players take turns turning over two cards and reading each word. To make a matching pair, the two words must have the same vowel sound. When all the cards have been matched, the game is over. The player with the most pairs wins.

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**Balanced Literacy - Share**

- Ask children to share some matching pairs of words from the game.
- Talk about any patterns they may notice. For example, they may notice the “oo” sounds like the vowel sound in moon or soon. They may also notice that two letters, “o” and “o” make just one sound, /oo/. The observations children make may not hold in every case. The important thing is for them to search for patterns.

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Students are asked to share a pattern that they noticed

Teacher facilitates as students share learning
Balanced Literacy - Assess

- Notice whether children are spelling words with the /oo/ sound conventionally in their writing.
- Ask children to write three or four words that have the /oo/ sound.
- You may wish to use a Letter-Sound Relationships Assessment to check.

Teacher will notice if student spellings are correct in their writing.

Balanced Literacy - Guided Reading Goals

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level J. Select goals that match the needs of your students. The following may be appropriate:

Reading
- Take words apart while reading for meaning
- Use multiple sources of information (meaning, language structure, visual information) to monitor and self-correct
- Read with phrasing
- Understand word meaning (herbivores, krill, carnivores, carrion, omnivores)

Phonics/ Letter and Word Work
- Take apart compound words and notice parts that appear in many compound words
- Understand animal names (horses, snakes, blue whales, birds, tigers, bears, and others)
- Understand that a nonfiction text tells facts
- Make predictions based on personal experiences, photographs, and text

1 word recognition goal

7 language comprehension goals
Balanced Literacy - Introduce

Introductory activities preview the comprehension of the story

Students are told what they will be expected to read

Horses eat grass. Can you name any other animals that eat grass? Cows, deer, and rabbits all eat grass. Animals that eat plants are called herbivores.

Balanced Literacy - Reading

- If a student has difficulty solving words when reading for meaning, point out that a word should make sense and look right, too. “That makes sense but look at this part.” Prompt with “Where can you break that word?”
- If a student needs support reading with phrasing, prompt with “Put your words together so it sounds like talking.” Reinforce with “You made it sound like talking.”

Scaffolding does not include decoding the word

Snakes eat mice, rats, rabbits, squirrels, and other animals. Some snakes eat other snakes!
Balanced Literacy - Teaching Point

Teaching Point
Select a teaching point that will be most helpful to your group of readers. If it is appropriate, use the suggestion below, which supports thinking within the text.

Maintaining Fluency: Noticing Punctuation
• Readers use periods, commas, quotation marks, exclamation marks, and question marks to guide their reading. Turn to page 2. Listen to me read the paragraph. Listen for when I pause. Note when my voice goes up. Read the paragraph modeling appropriate intonation and pausing.
• When did you hear me pause? Pause briefly after a comma. Pause slightly longer after an end punctuation mark, such as a period or exclamation mark.
• When did you hear my voice rise? Raise your voice when you read a question.
• Have students read the text on page 6 to a partner, using the punctuation to guide their reading.

Balanced Literacy - Phonics / Letter and Word Work

Take Apart Compound Words
• Write the word someone on the whiteboard. What do you notice about this word? It is a compound word, a word made up of two words. The first part is the word some. Now, write the word in two parts: some-one.
• Give the students whiteboards and wipe-off markers. Write the word someone. Now, write the word in its two parts, or words. What words do you see? Say the two words and then say the compound word.
• Repeat the procedure with the words something and somewhere.
• If students do not notice, point out that all three compound words have the word some.
Balanced Literacy - Assessment

Sample of a Completed Record
Running Record Sheet

Significant Behaviors
Pauses
Repetition
Errors
Self-corrections

Structured Literacy

60 seconds
30 seconds
15 seconds
Structured Literacy - Lesson Goals

- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- Segment and blend phonemes to form one-syllable words (RF.1.2d)
- Compare words with /oo/ and /ue/ vowel sounds (RF.1.2d)
- Read and write one-syllable words spelled with the vowel digraph ‘oo’ > /oo/ (RF.1.3b)
- Read one-syllable words spelled with the vowel digraph ‘oo’ > /oo/ and then write each word under its corresponding picture (RF.1.3b)
- Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- Read and understand decodable text in the story “King Log and King Crane” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)

Structured Literacy - Lesson Time

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling Words</td>
<td>Introduce Spelling Words and Review Family Letter</td>
<td>Worksheets 1.1, 1.2</td>
<td>10</td>
</tr>
<tr>
<td>Introducing the Sound</td>
<td>Minimal Pairs</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Teacher Modeling</td>
<td>Vowel Code Flip Book; Spelling Card for ‘oo’ &gt; /oo/ (soon); Individual Code Chart; green markers</td>
<td>15</td>
</tr>
<tr>
<td>Practice</td>
<td>Writing the Spellings/Word Box</td>
<td>Worksheet 1.3</td>
<td>10</td>
</tr>
<tr>
<td>Reading Time</td>
<td>Whole Group Reading: “King Log and King Crane”</td>
<td>Fables Readers; Worksheet 1.4</td>
<td>20</td>
</tr>
<tr>
<td>Take-Home Material</td>
<td>Spelling Words and Family Letter</td>
<td>Worksheets 1.1, 1.2</td>
<td>*</td>
</tr>
</tbody>
</table>

Both the phonemic awareness and the phonics tasks have explicitly stated goals.

Use publisher’s recommended times of instruction when planning your schedule.
Structured Literacy - Lesson Review

- Read and write each spelling word, underlining and reviewing the vowel team in each word. Have students repeat each word after you.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know. The words for the week are:

<table>
<thead>
<tr>
<th>‘a_e’ &gt; /ae/</th>
<th>‘ee’ &gt; /ee/</th>
<th>‘o_e’ &gt; /oe/</th>
<th>‘l_e’ &gt; /le/</th>
<th>Tricky Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td>green</td>
<td>stone</td>
<td>line</td>
<td>they</td>
</tr>
<tr>
<td>make</td>
<td>seed</td>
<td></td>
<td>hide</td>
<td></td>
</tr>
</tbody>
</table>

Skills are cumulatively practiced as a review during units

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Structured Literacy - Phonological Awareness

- Tell students that you are going to say word pairs. The words may sound similar, but one word will contain the /oo/ sound and the other word will contain the /ue/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /oo/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Work through the remaining pairs.

1. food—feud
2. pooh—pew
3. ooh—you
4. ooze—use
5. fool—fuel

Explicit and systematic phonemic awareness instruction is crucial
Structured Literacy - Teacher Modeling

I do

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write ‘oo’ on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a digraph or team to stand for the /oo/ sound.
- Restate that the /oo/ sound is spelled as a vowel team, ‘oo’. Model writing and saying the spelling two or three times.
- Have students trace the spelling on their desk with a pointed finger while saying the sound.

New skills are explicitly taught using a gradual release model

Structured Literacy - Practice

Writing the Spellings/Word Box

- Write the ‘oo’ spelling on the board and describe the motions as you write. Remind students that ‘oo’ is a letter team, which means the two letters work together to make one sound.
- Have students trace the ‘oo’ spelling on their desks, making the /oo/ sound as they do so.
- Have students take out Worksheet 1.3. Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

Explicit instruction is followed by sufficient correct practice
Structured Literacy - Reading Time

Skills practiced independently with teacher supervision

Previewing the Spellings
- Please review the following spellings and Tricky Words before reading today’s story.

<table>
<thead>
<tr>
<th>'oo' &gt; /oo/</th>
<th>Tricky Words</th>
<th>'a_e' &gt; /ae/</th>
</tr>
</thead>
<tbody>
<tr>
<td>fools</td>
<td>once</td>
<td>crane</td>
</tr>
<tr>
<td>soon</td>
<td>we</td>
<td>hate</td>
</tr>
<tr>
<td>too</td>
<td>were</td>
<td>made</td>
</tr>
</tbody>
</table>

Previewing the Vocabulary
- Please preview the following vocabulary before reading today’s story:

1. fools—silly people
2. tame—calm; not wild

after practice \[\rightarrow\] read a decodable reader

Structured Literacy - Reading Time

Phonics skills are practiced with decodable readers

Students apply previously learned and new skills as they read the passage

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask the gods, to send us a strong king, and send him soon!”
Structured Literacy - Dictation

- Explicit instruction is followed by sufficient correct practice.
- Tell students to write each word that you say. The words will contain the /oo/ sound spelled ‘oo’. Write the spelling on the board.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word broom, four lines would be drawn on the paper: __ __ __ __.
- Once students have drawn one line for each sound, remind them that the sound /oo/ is spelled with two letters.
- Have students write the spellings on their respective lines: b r o o m.
- Finally, ask students to read the word back to you.

Structured Literacy - High Frequency Words

- Write the Tricky Word because on the board and ask students how they would pronounce it by blending. (They might say something like /b/ /ee/ /k/ /aw/ /z/ or /b/ /ee/ /k/ /u/ /z/; or they may simply not know how to approach decoding a multi-syllable word.)
- Explain that we pronounce this word /b/ /ee/ /k/ /aw/ /z/ ; /b/ /ee/ /k/ /u/ /z/ ; or /b/ /u/ /k/ /u/ /z/ as in, “I like apples because they are crunchy.”
- Circle the letter ‘b’ and the letter ‘c’ and explain that they are pronounced just as one would expect, as /b/ and /k/.
- Underline the letter ‘e’, the letters ‘au’, and the letters ‘se’, and explain that these are the tricky parts. The ‘e’ stands for the /ee/ sound. The letters ‘au’ stand for the /u/ sound, and the letters ‘se’ stand for the /z/ sound.

Look for parts of the word that match phonemes and graphemes.

Focus on parts that don’t have a regular correspondence to memorize.
Structured Literacy - Assessment

- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: point. I will say the word again: point. Now find the word that you heard and circle it.” You may repeat the word up to three times.

1. punt point put pout
2. wood want wool wet

Assessments are used diagnostically to determine next steps in instruction.

Both word level and connected text level of decoding is assessed.

Record Sheet for Unit 3 Assessment

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Word Recognition</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Activity: Is it Balanced or Structured?

Balanced
- 3-cueing system
- Decodable texts
- "I do. We do, You do" method

Structured
- Leveled readers
- Word attack strategies based on guessing
- Explicit, systematic, cumulative, and sequential
Activity: Is it Balanced or Structured?

<table>
<thead>
<tr>
<th>Balanced -1</th>
<th>Structured - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-cueing</td>
<td>&quot;I do, We do, We do&quot; method</td>
</tr>
<tr>
<td>leveled readers</td>
<td>decodable texts</td>
</tr>
<tr>
<td>word attack strategies based on guessing</td>
<td>explicit, systematic, cumulative, and sequential</td>
</tr>
</tbody>
</table>

Structured Literacy
Ensuring the Science of Reading is Happening in Your School
Why Should the Science of Reading be Taught at Your School?

Decoding x Language Comprehension = Reading Comprehension

Ensuring SOR is happening: The Main Elements of Structured Literacy

- A **well-defined sequence of phonics skills** is taught, starting with the easiest skills and building to more complex skills.
- Foundational skills are directly taught with **explicit instruction**.
- Phonics skills are practiced to **mastery** before learning the next skill.
- Lessons include **cumulative skills practice**.
- Foundational skills and comprehension skills are taught **separately** until students have mastered foundational skills.
### Look For: Decoding Instruction

#### Phonological Awareness
- Instruction on how to identify, blend, segment and manipulate:
  - Syllables
  - Oset-Rimes
  - Phonemes
- Can be promoted in the classroom with explicit reference to a sound wall

#### Print Concepts
- Letter recognition and formation
- Introducing students to the alphabetic principle and to sound /symbol (phoneme /grapheme ) correspondence
- Understanding the features and organization of print.

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### Look For: Decoding Instruction

#### Phonics and Word Recognition
Instruction follows a systematic scope and sequence
- Understanding sound and spelling patterns through analysis of the relationship among sounds, letters, and roots within words
- Improves with knowledge of morphology, the study of the structure of words

#### Fluency
- Application of sound, letter, and word knowledge through accurate decoding
- Involves the rate, accuracy, and expression (or prosody) of one's reading
- Improves through practice with decodable readers and increased automaticity of word recognition
Look for: A Systematic Scope and Sequence of Foundational Skills

Pre-Reading Skills
- Phonological Awareness
- Alphabetic Principal

Basic Phonics
- Short vowels
- Digraphs
- Blends
- Two syllable words

Advanced Phonics
- R-controlled syllables
- 3 or more syllables
- Silent e
- Vowel Teams

Look for: Explicit Phonics Instruction

- Modeling new skills with clear descriptions, visuals, and multisensory activities
- Assessments to determine mastery of phonics skills
- Cumulative practice

"When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts. Students don't have to infer what they are supposed to learn."

-Carolyn Denton (retrieved from RTI Action Network Website)
“How our brains learn to read”: At least 50% of our K-2nd reading block should focus on learning to decode. This is a critical first step to take before vocabulary and comprehension skills are taught.

### Look For: Time Spent Teaching Foundational Skills

<table>
<thead>
<tr>
<th>Grade</th>
<th>Phonological Awareness</th>
<th>Print Concepts</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Comprehension Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>20 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>25 min</td>
</tr>
<tr>
<td>1st</td>
<td>10 min</td>
<td>10 min</td>
<td>20 min</td>
<td>25 min</td>
<td>25 min</td>
</tr>
<tr>
<td>2nd</td>
<td>5 min</td>
<td>5 min</td>
<td>25 min</td>
<td>25 min</td>
<td>30 min</td>
</tr>
</tbody>
</table>

### Pre-Reading Skills: Phonological Awareness

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Should See or Hear</th>
<th>Should Not See</th>
</tr>
</thead>
</table>
| **Phonological Awareness** | • The “I do, we do, you do” gradual release model  
• Choral responses with signals  
• Quick pace, consistent language  
• A well-established routine  
• Errors are being corrected  
• The use of manipulative chips representing words, syllables, or phonemes | • Looking at letters or hearing teachers say letter names |
Structured Literacy Lesson: Phonological Awareness

Review of a Previously Taught Skill

- “Yesterday we learned these letter sounds…”
- A displayed and referenced alphabet with picture cards
- Students saying letter sounds or reading words with targeted letter sounds using choral response with signal
- Corrective feedback
- Student reviewing previously taught high frequency words

Pre-Reading Skills: Review

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Should See or Hear</th>
<th>Should Not Hear</th>
</tr>
</thead>
</table>
| Review of a Previously Taught Skill| • “Yesterday we learned these letter sounds…”
                                 | • A displayed and referenced alphabet with picture cards
                                 | • Students saying letter sounds or reading words with targeted letter sounds using choral response with signal
                                 | • Corrective feedback
                                 | • Student reviewing previously taught high frequency words                        | • The explicit routine
                                 |                                                                                   | • The teacher reading                                                            |
Structured Literacy: Review

Pre-Reading Skills: Phonics

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Should See or Hear</th>
<th>Should Not Hear</th>
</tr>
</thead>
</table>
| Phonics          | • One new skill being explicitly introduced and practiced using "I do, we do, you do"  
                    • Students sounding out words                                                      
                    • “Sound it out. What is the word?”                                              
                    • Varying degrees of “I do” based on the number of lessons students have had with this skill | • Teacher reading the words                                                         
                                                                                | • Students reading words with sounds that haven’t been explicitly taught            |
### Structured Literacy: New Phonics Skill

**Pre-Reading Skills: Phoneme-Grapheme Mapping**

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Should See or Hear</th>
<th>Should Not See or Hear</th>
</tr>
</thead>
</table>
| **Phoneme-Grapheme Mapping** | • Steps of the phoneme-grapheme mapping routine.  
  1. Say the word aloud  
  2. Count the sounds (phonemes)  
  3. Ask what the first sound is  
  4. Write it  
  5. Repeat for all remaining sounds  
  6. Write the whole word, read the whole word  
• Teacher with a predetermined word list that includes only spelling patterns previously taught | • Students looking at a printed copy of the whole word  
• Students mapping spelling that have not been taught                                                                                                                                                      |
### Structured Literacy: Phoneme Grapheme Mapping

![Image of a visual aid for literacy instruction]

### Pre-Reading Skills: Apply New Skills to Text

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Should See or Hear</th>
<th>Should Not Hear</th>
</tr>
</thead>
</table>
| Apply New Skills to Text | • Students reading the text before receiving any scaffolding by the teacher  
• Teachers listening in and correcting errors, prompting students to go back and reread the decodable word, possibly by saying, “Sound it out.” | • Teacher reading the text to the students  
• Students reading the text with a device                                                                                                                                                                           |
Structured Literacy: Apply New Skills to Text

- Have students identify the words in the story that contain the targeted skill.
- Have students read the identified words.
- Have students read the story.

Complete explicit phonics lessons are accessible at https://education.mpbonline.org/mpb-classroom-tv/

MDE Approach to Structured Literacy

Components of Structured Literacy Instruction:
- Phonological Awareness
- Word Recognition
- Comprehension
- Vocabulary
- Fluency
- Text.

Features of Effective Structured Literacy Instruction:
- Systematic, include a carefully planned scope and sequence,
- Explicit, scaffolded, and differentiated.

Instructional Resources:
- Instructional Planning Guides for ELA K-12
- Mississippi Resources Book 2016 and 2017
- Comprehension and Fluency Development Strategies and Resources
- K-3 Reading Resources: Reading Street
- literacy resources for Educators

Theを利用する Reading Rope Model

Mississippi’s Approach to K-3 Literacy Instruction
### Resources

- CKLA Lessons, [https://www.coreknowledge.org/curriculum/download-curriculum/](https://www.coreknowledge.org/curriculum/download-curriculum/)


- MPB Classroom TV [https://education.mpbonline.org/mpb-classroom-tv/](https://education.mpbonline.org/mpb-classroom-tv/)


- "Structured Literacy Instruction: The Basics." International Dyslexia Association, 2018

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### Resources


- [www.lexialearning.com/sites/default/files/resources/Structured_Literacy_Applying_the_Science_of_Reading.pdf](https://www.lexialearning.com/sites/default/files/resources/Structured_Literacy_Applying_the_Science_of_Reading.pdf)
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit https://strongreadersms.com for more information

Academic Vocabulary

- **Phonology**: study of different sounds and the way they come together to form speech and words
- **Orthography**: structure of sentences
- **Morphology**: the study of meaningful word parts
- **Semantics**: meaning of words and word relationships
- **Syntax**: structure of sentences
- **Pragmatics**: rules of discussion with interpretation in a particular context
- **Discourse**: organization of spoken and written communication
• **Phonological Awareness**: the ability to recognize and work with the sounds in a spoken language

• **Phonics**: the relationship between letters and sounds in a language and the ability to apply knowledge of letter-sound correspondences to read

• **Blending**: joining together the sound-spellings in words

• **Segmenting**: separating the sound-spellings in words

• **Syllabication**: dividing a word into parts that contain a vowel sound