OVERVIEW
The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

STRUCTURED LITERACY INSTRUCTION
Application of the Science of Reading
Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches all the components that evidence has found to be foremost in ensuring reading success.

Structured Literacy is not just about phonics; it includes much, much more. The Simple View of Reading (Gough and Tummer, 1986) and Scarborough’s Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING

![Simple View of Reading Diagram]

SCARBOROUGH’S READING ROPE MODEL

![Scarborough’s Reading Rope Model Diagram]

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION

- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

*Emphasis on knowledge building and access for ALL to complex text.*

FEATURES OF EFFECTIVE STRUCTURED LITERACY INSTRUCTION
Effective, high-quality instruction is...

- **systematic,**
- inclusive of a carefully **planned scope and sequence,**
- **explicit,**
- **scaffolded,** and
- **differentiated.**

INSTRUCTIONAL RESOURCES
Instructional Planning Guides for ELA K-12
Virtual Literacy Instruction Guide for K-5 Teachers
MDE Literacy: Resources for Teachers
MDE Literacy: Resources for Administrators
MDE Literacy: Professional Development and Resources
Barksdale Reading Institute: Reading Universe
REL-Southeast: Emergent Literacy PLC Guide

MISSISSIPPI’S APPROACH TO K-3 Literacy Instruction