# STRUCTURED LITERACY

**Specialized Learning**

**BEpremier**

*Note how each principle or method helps ALL students, and how they are especially critical for students with dyslexia.*

| Structured Literacy Principle or Method | How the Method or Principle Supports ALL Students | Why It Is Especially Crucial for Struggling Readers, Including Students with Dyslexia |
|---|---|---|
| Explicit | The direct teaching of skills with modeling and guided and independentpractice that provides many opportunities to respond and receive immediate feedback. Students are not left to try and discover or master newlearning without instruction. | Students with dyslexia often rely on inefficient/ineffective strategieswhile reading, causing frustration. They require many more repetitions to master reading skills. Explicit instruction provides these repetitions and ensures students are using the most effective approaches to reading. |
| Systematic and cumulative | The material follows the logical order of language, progressing from basic skills to more complex ones. Each stepis based on the previous one, so that students are building onto concepts already mastered. | Systematic and cumulative instructionfor students with dyslexia does not assume students have mastered content that has not been taught. Thistype of instruction provides students with dyslexia with many opportunitiesto practice reading skills with material they have been taught so they can experience reading success. |
| Hands-on, engaging,and multimodal | All students benefit from multimodal instruction in reading—see the word (visual), say the word (auditory), and write the word (tactile)—that is hands-on and engaging. These multimodal experiences can focus on reading and spelling or on word meaning. These diverse opportunities support key areas of literacy. | Multimodal instruction can be used to provide the many repetitions students with dyslexia need to master the literacy skills being taught. Struggling readers often do not successfully generalize their knowledge, so ensuringstudents can read, spell, write, and use words orally is critical to assessing mastery. |
| Diagnostic and responsive | Diagnostic and responsive teaching ensures that data are used to guide instruction to ensure that students arebeing taught to mastery. Using data allows teachers to provide instruction aligned with students' needs to maximize instructional time. | Students with dyslexia may learn at a different pace than typically developing readers. By ensuring that instruction is diagnostic and responsive, educators can ensure that lessons are mastered before progressing to the next lesson, so that instruction stays systematic and cumulative. |