Effective literacy instruction includes both code-based and meaning-based instruction.1,2,3

- Students must develop solid code-based skills that support fluent word reading in order to construct meaning from text.
- Vocabulary and background knowledge must be developed along with code-based skills to strengthen comprehension.

Instructional time spent on code-based and meaning-based skills varies according to grade and the individual needs of the student.1,2,3

- More focus is spent in the early grades on code based instruction to promote automaticity.
  - Students at risk for reading failure require more time and repetition to master code-based skills.
- More focus is spent on meaning-based instruction as students progress and master code-based skills.
  - Students in upper grades who are unable to read words automatically require more time in code-based instruction.

All instructional time promotes a love of reading and learning.

All instructional methods are based on scientifically tested structured literacy practices.

STRUCTURED LITERACY PRACTICES TO SUPPORT CODE-BASED SKILLS AND WORD RECOGNITION 2,4,5

- Explicit, systematic, sequential and cumulative
- Involve a high level of student-teacher interaction
- Include carefully chosen examples and non-examples
- Students read decodable text
- Teachers provide prompt, corrective feedback
- Beneficial for all students learning to read, including students with dyslexia and other learning disabilities

STRUCTURED LITERACY PRACTICES TO SUPPORT MEANING-BASED SKILLS AND READING COMPREHENSION 2,5,6

- Direct and indirect vocabulary building strategies
- Direct cumulative instruction to build background knowledge
- Explicit instruction in the role of sentence structure in comprehension
- Promote engagement with text through explicit instruction in the strategies most effective for various text structures
- Explicit instruction in listening comprehension lessons

INTERACTION BETWEEN CODE-BASED AND MEANING-BASED SKILLS 7,8,9,10

Reading Comprehension = Word Recognition x Language Comprehension

- As students become more automatic in decoding skills, they become more automatic in word recognition.
- As students develop more robust language comprehension skills, they become more strategic in their reading.

Together, word recognition and language comprehension interact to produce skilled reading.
**ESSENTIAL KNOWLEDGE BASE FOR TEACHERS**  

- The reading development process
  - The neurobiology of reading
  - The relationship between oral language development and reading
  - Typical progression of skill development
  - Diverse learning profiles, including knowledge of dyslexia and other learning disabilities
  - Environmental, cultural and social factors that affect literacy development
- Deep knowledge of English language structures across all language domains: phonology, orthography, morphology, semantics, syntax and discourse organization
- Understanding of, and ability to identify, evidenced-based instructional practices and how to implement in the classroom
- Ability to administer assessments, and interpret and use the data to inform instruction

**ARE YOU FAMILIAR WITH THE KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING?**

- Provide detailed guidelines for teacher preparation at the pre-service and in-service levels
- Prepare teachers to implement explicit, systematic instruction that integrates listening, speaking, reading and writing
- Emphasize the structure of the English language across all language domains
- Detail structured literacy methodology and guidelines for applied training
- Teach about student assessment in the context of multi-tiered systems of support
- Outline ethical standards for professional practices

Additional resources can be found at bit.ly/RB4StructuredLiteracy

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**NOTES**


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These Talking Points were developed by Philadelphia Read by 4th campaign partners - Arcadia University, Drexel University, Saint Joseph's University, Temple University, AIM Institute for Learning and Research, and the Pennsylvania Branch of the International Dyslexia Association.