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 vary 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.

<table>
<thead>
<tr>
<th>STRUCTURED LITERACY PRACTICES TO SUPPORT Code-Based Skills and Word Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit, systematic, sequential, and cumulative</td>
</tr>
<tr>
<td>• Involve a high level of student-teacher interaction</td>
</tr>
<tr>
<td>• Include carefully chosen examples and non-examples</td>
</tr>
<tr>
<td>• Students read decodable text</td>
</tr>
<tr>
<td>• Teachers provide prompt, corrective feedback</td>
</tr>
<tr>
<td>• Beneficial for all students learning to read, including students with dyslexia and other learning disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRUCTURED LITERACY PRACTICES TO SUPPORT Meaning-Based Skills and Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Direct and indirect vocabulary-building strategies</td>
</tr>
<tr>
<td>• Direct cumulative instruction to build background knowledge</td>
</tr>
<tr>
<td>• Explicit instruction in the role of sentence structure in comprehension</td>
</tr>
<tr>
<td>• Promote engagement with text through explicit instruction in the strategies most effective for various text structures</td>
</tr>
<tr>
<td>• Explicit instruction in listening comprehension lessons</td>
</tr>
</tbody>
</table>

Together, word recognition and language comprehension interact to produce skilled reading.7,8,9,10

- 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.
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

NOTES


