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# Structured Literacy

## *Instructional Targets*

Educators who adopt a Structured Literacy approach to reading instruction teach all aspects of language in support of reading development. Students capable of reading are equipped with the lifelong skill of being able to gain knowledge from text. Here are some of the areas taught as part of Structured Literacy in support of reading.

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### ***Phonological Structure and Phonemes***

Educators provide instruction in the sounds of spoken words. They help their students become aware that spoken words are made up of sound segments smaller than a syllable (i.e., phonemes). They help them to learn the individual phonemes within a language that are used to create spoken words.

### ***Sound-Symbol Correspondences***

Educators provide instruction in letters, the speech sounds that letters represent, and how letters are combined to form words.

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### ***Word Structure and Patterns***

Educators teach their students the representation of the sounds of a language by written or printed symbols. Word structure is the orthography of a language. It specifies the conditions for spelling spoken words using visual symbols (i.e., letters).

### ***Morphology***

Educators teach their students how to build and understand words using the meaningful units of words (i.e., morphemes).

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### ***Word Meanings***

Educators teach word meanings (vocabulary), interpretation of phrases and sentences, and understanding of text structure.

### ***Grammatical and Text Structure***

Educators teach their students how words are combined to convey meaning. They teach their students how text is structured to convey meaning.

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