EXAMINING THE BALANCE IN
LITERACY INSTRUCTION

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.

STRUCTURED LITERACY PRACTICES TO SUPPORT
Code-Based Skills and Word Recognition

- 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

- 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

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

C·A·T
Word Recognition
X
Language Comprehension
=
Reading Comprehension
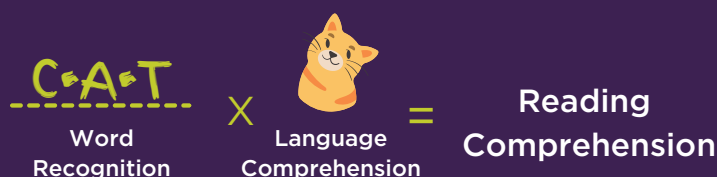
- As students become more automatic in decoding skills, they become more automatic in word recognition.

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

Essential Knowledge Base for Teachers [2,11,12]

- 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

Knowledge and Practice Standards for Teachers of Reading [2,13]

- 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

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