Structured Literacy

Instructional considerations for literacy components

A BREAKDOWN OF INSTRUCTION

Literacy Structure

The literacy structures and graphics represented in this document are intended to create a snapshot of the domains of language arts instruction that are included in a structured literacy framework. This document is a recommendation only and should be used in conjunction with professional conversations about literacy instruction. Although the literacy components are listed separately on the graphics, it is not expected that teachers silo the components in their instruction. Robust reading instruction and the components listed in this document should be integrated throughout the school day.

> The Science of Reading → Structured Literacy

> The terms of structured literacy and the science of reading are not synonymous. Structured literacy is founded on decades of research and instructional practice that are informed by the science of reading.
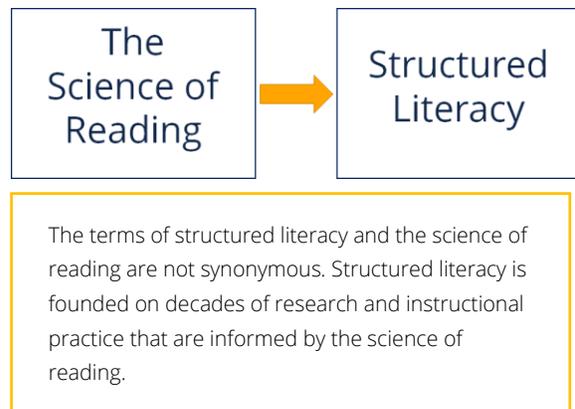
Lesson Plan _Recommendations_ for Pre-K

Phonological Awareness (20 mins)
- Rhyming
- Syllables
- Alliteration

Phonemic Awareness (20 mins)
- Letter Sounds
- Initial, ending, medial sounds in CVC words

Phonics (20 minutes)
- Letter Identification
- Handwriting (pencil grasp and making letter strokes

Language Comprehension (30 minutes)
- Vocabulary
- Background Knowledge
- Language Comprehension

Lesson Plan _Recommendations_ for Kindergarten

Word Recognition
- Phonological/Phonemic Awareness
- Alphabetic Knowledge
- The Alphabetic Principle
- Basic Phonics (including dictation/handwriting)

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Phonological Awareness 15 Minutes	Phonics 35 Minutes	Comprehension 20 Minutes	Writing 20 Minutes
Oral Language, Vocabulary, and Fluency			

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Lesson Plan *Recommendations* for
First and Second Grade

Word Recognition

- Phonemic Awareness
- Phonics
- Decoding
- Spelling (Orthography)
- Handwriting

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Writing
- Written Expression

Lesson Plan *Recommendations* for
Third and Fourth Grade

Word Recognition
- Advanced Word Study
- Morphology
- Syllables

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Writing
- Written Expression

First Grade *Recommendations* for Instructional Time

Phonemic 10 Minutes	Phonics 30 Minutes	Comprehension 25 Minutes	Writing 25 Minutes
Oral Language, Vocabulary, and Fluency			

Second Grade *Recommendations* for Instructional Time

Phonics 30 Minutes	Comprehension 30 Minutes	Writing 30 Minutes
Oral Language, Vocabulary, and Fluency		

3rd and 4th Grade *Recommendations* for Instructional Time

Advanced Phonics & Morphology 30 Minutes	Comprehension 30 Minutes	Writing 30 Minutes
Oral Language, Vocabulary, and Fluency		

Lesson Plan *Recommendations* for **Fifth Grade and Sixth**

Word Recognition
- Advanced Word Study
- Morphology
- Syllables

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning

- Literacy Knowledge

Writing
- Written Expression

5th and 6th Grade *Recommendations* for Instructional Time

Advanced Phonics & Morphology 30 Minutes	Comprehension 30 Minutes	Writing 30 Minutes
Oral Language, Vocabulary, and Fluency		

The focus of instruction in a structured literacy framework varies in the amount of time spent on each element. Instruction by a skilled general education teacher will ebb and flow as students' progress or as they need supplemental instruction to achieve mastery. Keeping this in mind, the following components should be included in your structured literacy lessons on a daily basis.

In grades **kindergarten through second grade** the instruction focus should include the following components as tied to Kansas ELA state standards. *The standards listed below are not intended to limit your instruction. These standards are listed to help educators understand the connection that already exists between structured literacy and the Kansas ELA Standards. All Kansas ELA Standards should be addressed at each grade level.*

Phonological Awareness
- Listening to and manipulating sound
    - *Demonstrate understanding of spoken words, syllables, and phonemes (RF.K.2 a,b,c,d,e). RF1.2 a, b, c, d)*
- Segmenting words
    - *Orally produce single-syllable words by blending phonemes, including consonant blends. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. Orally segment single-syllable words into their complete sequence of individual phonemes. (RF1.2 b, c, d)*
- Blending Words
    - *Read common high-frequency words by sight (RFK.3c, RF1.3g)*

Phonics
- Letter / sound correspondence
    - *Know and apply grade-level phonics and word analysis skills in decoding words (RFK.3 a,b,c,d) (RF1.3 a,b,c,d,e,f,g) (RF2.3 a,b,c,d,e,f)*
- Reading learned skills in decodable text
    - *Read with sufficient accuracy and fluency to support comprehension (RF1.4 a,b,c) (RF2.4 a,b,c)*

Morphology
- Prefix instruction
    - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (RK11.b). Use frequently-occurring affixes as a clue to the meaning of a word or phrase (RL.1.11b). Determine the meaning of the new word formed when a known prefix is added to a known word (RL2.11b). Determine the meaning of the new word formed when a known prefix is added to a known word (RI.2.11b)*
- Suffix instruction
    - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (R11.b). Read words with inflectional endings (RF.1.3f). Decode words with common prefixes and suffixes (RF.2.3d)*
- Inflectional endings
    - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (RI.K.11b). Identify frequently-occurring root words and their inflectional forms (RL.1.11c). Identify frequently-occurring root words and their inflectional forms (RI.1.11b).*

- Anglo-Saxon/Old English etymology
    - *Identify words with inconsistent but common spelling-sound correspondences (RF.2.3e). Use a known root word as a clue to the meaning of an unknown word with the same root (RL.2.11c)*

Semantics
- Tier II vocabulary
    - *With guidance and support from adults, explore word relationships and nuances in word meaning (RI.K.12). Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (RL.1.4)*
- Shades of meaning
    - *With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (RL.1.12 a,b,c,d). Demonstrate understanding of word relationships and nuances in word meanings (RL.2.12 a,b). With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (RI.1.12 a,b,c,d,). Demonstrate understanding of word relationships and nuances in word meanings (RI.2.12 a,b)*

Syntax
- Parts of speech
    - *Demonstrate command of the conventions of standard English grammar and usage when writing (W.K.1.10 b,c,d,e), (W.1.10 b,c,d,e,f,g)., (W.2.10 a,b,c,d,e,f). Demonstrate command of the conventions of standard English grammar and usage when speaking (SL.K.7 a,b,c,d,e), (SL.1.7 a,b,c,d,e,f), (SL2.7 a,b,c,d,e,f).*
- Sentence structure (including subject, verb, object, modifiers).
    - *Demonstrate command of the conventions of standard English grammar and usage when writing (W.K.11 a,b). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (W.1.11 a,b,c)), (W.2.11 a,b,c). Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly (SL,K.6,). Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar (SL.1.6). Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English (SL.2.6).*

Pragmatics
- Rules of conversation (as applicable by grade level) which includes tone and facial expressions.
    - *Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups (SL.K.1 a,b), (SL.1.1 a,b,c). (SL.2.1 a,b).*

Discourse
- Listen to and generate questions while reading or being read to
- Increasing background knowledge
- Learning to infer meaning

In grades **third through sixth**, the instruction focus should include the following components as tied to Kansas ELA state standards. ***The standards listed below are not intended to limit your instruction. These standards are listed to help educators understand the connection that already exists between structured literacy and the Kansas ELA Standards. All Kansas ELA Standards should be addressed at each grade level.***

Phonological Awareness
- Pronouncing words
    - *Acquire and use accurately grade appropriate conversational, general academic, and domain specific words (SL3.8, SL4.8, SL5.8, SL 6.8).*
- Listening for sounds in words

Advanced Phonics
- Vowel Teams, Syllabication, Advanced structures of the English Language (-dge, -tch, etc.)
    - *Know and apply grade-level phonics and word analysis skills in decoding words (RF3.3). Decode multisyllabic words (RF3.3c). Read grade-appropriate irregularly spelled words (RF.3.3d). Know and apply grade-level phonics and word analysis skills in decoding words (RF.4.3), (RF5.3).*

Morphology

- Latin affixes
  - *Identify and know the meaning of the most common prefixes and derivational suffixes (RF.3.3a). Decode words with common Latin suffixes (RF.3.3b).*
- Roots and Bases
  - *Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context (RF.4.3), (RF.5.3).*
- Greek-based combining forms
  - *Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word (RL.4.11b). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (RL.5.11b), (RL.6.11b). Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word (RI.4.11b, RI.5.11b, RI.6.11b).*

Semantics

- Tier II Vocabulary
  - *Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (SL.3.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic (SL.4.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (SL.5.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (SL.6.8). Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (RI.3.4) (RI.4.4) (RI.5.4)*
- Word connotation
  - *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL.3.4). Determine the meaning of words and phrases as they are used in a text (RL.4.4). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RI.6.12 a,b,c).*
- Figurative language
  - *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4). Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (RL.6.4). Demonstrate understanding of word relationships and nuances in word meanings (RL.3.12 a,b,c). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RL.4.12 a,b,c) (RL.5.12 a,b,c). RL.6.12 a,b,c). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning (RI.6.4). Demonstrate understanding of word relationships and nuances in word meanings (RI.3.12 a,b,c). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RI.4.12 a,b,c) (RI.5.12 a,b,c).*

Syntax

- Parts of speech
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.3.10 a-g). (W.4.10 a-i).*
- Sentence structure (including simple, compound, complex, and compound-complex sentences)
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.5.10 a-e). (W6.10 a-g). Use a comma before a coordinating conjunction in a compound sentence (W.4.11c). Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements (W.6.11a).*
- Pronoun Reference
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking (SL.3.7 a-h). (SL.4.7 a – i). (SL.5.7 a-e). (SL6.7 a-f).*
- Verb Tenses
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.5.10 a-e). (W6.10 a-g).*
- Words that signal a relationship between words in text
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.3.10 a-g). (W.4.10 a-i).*

Pragmatics

- Metaphor
  - *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4). Explain the meaning of simple similes and metaphors in context (RL.4.12a). Interpret figurative language, including similes and metaphors, in context (RL.5.12a). a. Interpret figures of speech in context (RL.6.12a). Interpret figurative language, including similes and metaphors, in context (RI.5.12a). Interpret figures of speech in context (RI.6.12a).*
- Hyperbole RL6.12a, RI 6.12a
  - *Interpret figures of speech in context (RL.6.12a) (RI.6.12a).*

Discourse
- Monitoring reading for comprehension
- Using graphic organizers to summarize text and understand text structure

---

For more information, contact:

Dr. Laurie Curtis
Early Literacy/Dyslexia Program Manager
Career, Standards, and Assessment
(785) 296-2749
lcurtis@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org

Feb. 2024