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## characteristics of effective **STRUCTURED LITERACY INSTRUCTION**



### 1

**Explicit.** The teacher tells the student what they want the student to know. They explain a concept directly, demonstrate its use, support students through initial application, and provide practice exercises for mastery.

### 2

**Systematic and Cumulative.** The teacher explains new concepts in relation to other elements, building one skill on what is already known. Instruction follows a planned scope and sequence of skills that progresses from easier to more difficult.

### 3

**Multimodal.** Lessons involve a variety of hands-on techniques. Listening, speaking, reading, and writing are often paired with one another to foster multimodal language learning across the board.

### 4

**Diagnostic and Responsive.** The teacher uses student response patterns, diagnostic skill surveys, and progress monitoring assessments to adjust instructional goals, pacing, presentation, and amount of practice given.

### 5

**Multilinguistic.** A comprehensive lesson will address and weave all the layers and systems of language together, like the strands of the well-known “reading rope.”

**BROOKES**

Adapted from *Speech to Print, Third Edition*, by Louisa Cook Moats