

Structured Literacy Across the Tiers

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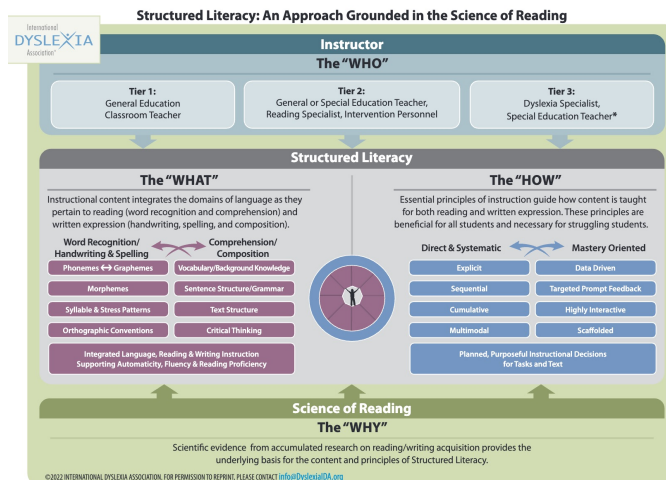
Reading Science Academy

STRUCTURED LITERACY™

Structured Literacy™ instruction is the umbrella term used by the International Dyslexia Association (IDA) to unify and encompass the many evidence-based programs and approaches for teaching reading.

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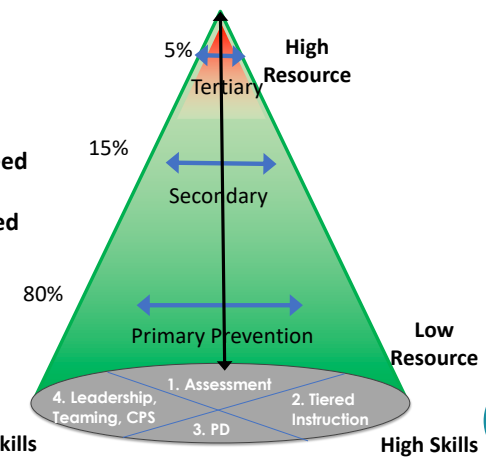


Structured Literacy: An Introductory Guide is available from www.dyslexia.org. This brief can be downloaded after logging into the IDA digital library.
 *For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor. See Accreditation at <https://nyapl.com/2023/03/> and <https://nyapl.com/2023/03/>.

(06/20/23)



1. Find out what students need
2. Provide that in Tier 1
3. Intensify support as needed



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5 BIG IDEAS

1. Students with reading disabilities such as dyslexia need intensive intervention to learn to read
2. Schools can only provide effective intensive intervention to a small number of students
3. When schools try to provide intensive intervention to lots of students they may dilute their resources to the point of being ineffective
4. Lack of generally effective classroom reading instruction makes it appear that more students have disabilities than actually do
5. The first approach to correcting these issues is to use universal screening data to improve the effectiveness of classroom reading instruction



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CORE READING INSTRUCTION AT TIER I

All students

Purpose – Primary Prevention - get most students to grade-level expectations

90-120 minutes every day

Evidence-aligned scope and sequence, instructional routines, materials

Highly differentiated

Whole group and small group formats

- Flexible skill-based groups (5-7 students)

Planned by grade-level team using universal screening data

Causes at least 80% of students to reach grade-level expectations



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STRUCTURED LITERACY QUESTIONS - TIER I

The What

- Do you have a comprehensive, common, core reading program that teaches the essential early literacy skills?
- Does instruction integrate the structures of language?
- Have you used universal screening data to determine what to teach?

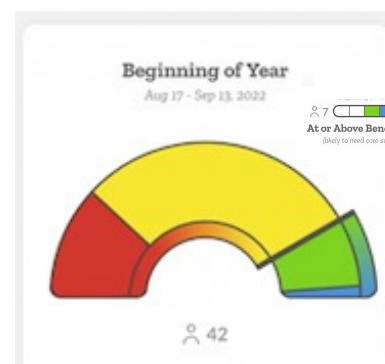
The How

- Do you have a comprehensive, common, core reading program that uses direct, explicit and cumulative instruction
- Have you used universal screening data to determine how to teach and how to group?



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EFFECTIVE TIER I



If 83% of the students in this grade don't have a minimal level of the foundational skills...

...the first step is to analyze and improve Tier 1 instruction.



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STRATEGIC READING INSTRUCTION AT TIER 2

Some students

Purpose – Secondary Prevention - catch up students who are at risk

- 30-45 minutes; 3-5 days/week; in addition to core instruction
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (3-5 students)
- More frequent progress monitoring
- Planned by grade level team with screening & diagnostic data
- Causes an additional 15% of students to reach grade-level expectations



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STRUCTURED LITERACY QUESTIONS - TIER 2

The What

- Is small group instruction targeting the language structures and skills that the students need support to learn?
- Do all students in the group need support with the same skills?

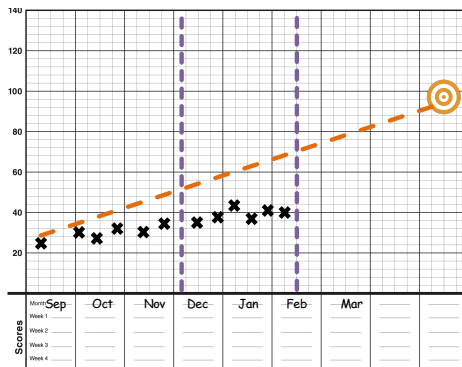
The How

- Is small group intervention more explicit and supportive than the small group instruction in Tier 1?
- Is small group intervention delivered by a more skilled instructor?
- Is progress monitored more frequently?

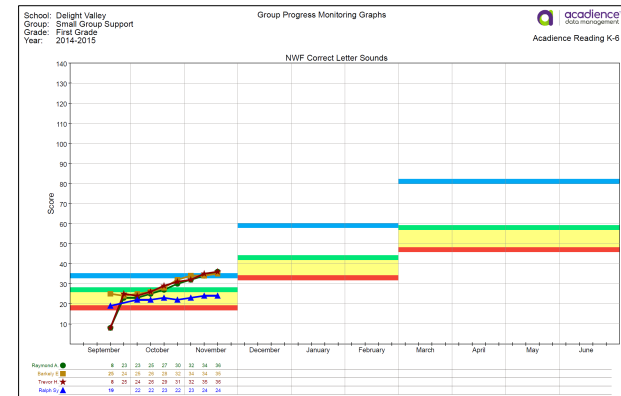


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STUDENT ISN'T ON TRACK FOR THE GOAL – TIME FOR A TEACHING CHANGE!



EFFECTIVE TIER 2



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WHAT & WHEN TO THINK ABOUT INTENSITY

Alterable Variables

1. Quick Check
2. Effectiveness
3. Match
4. Explicitness
5. Practice Opportunities
6. Engagement and Motivation
7. Progress Monitoring
8. Other

4. Plan Evaluation
Is It Working?



3. Plan Development
What Should We
Do About It?



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INTENSIVE READING INSTRUCTION AT TIER 3

A few students

Purpose – Tertiary Prevention - keep students' skills from getting worse, help them catch up

- 45–60 minutes; 5 days/week; in addition to core
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (1-3 students)
- More frequent progress monitoring
- Planned by student-level team with screening, diagnostic and progress monitoring data
- Causes the remaining 5% of students to reach grade-level expectations



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STRUCTURED LITERACY QUESTIONS - TIER 3

The What

- Did a problem solving team meet to individualize the intervention?

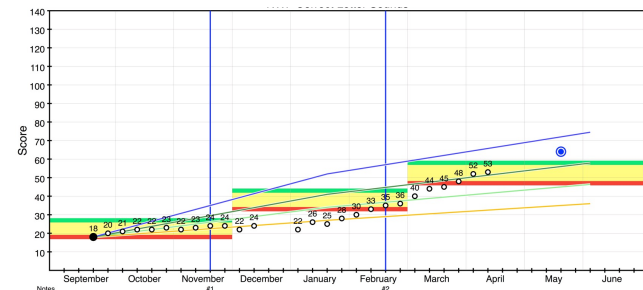
The How

- Has the intervention been made more intensive?
- Have you found what works to enable learning?



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TIER 3 FIND WHAT WORKS WHEN TO SUSPECT A DISABILITY?



#1: Changed focus of instruction
#2: Changed group size

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NOTES ABOUT SPECIALLY DESIGNED INSTRUCTION:

- Don't make the label a hurdle to accessing intensive instruction
- Provide flexible service delivery – special education staff can work with students not on IEPs
- To be able to offer intensive intervention you can't have too many students who need it – use Tier 1 & 2 to reduce the numbers
- Some students need intensive intervention at the beginning of year – (already on IEP, scored extremely low on screening etc.) – don't make them go through trials of Tier 1 & 2
- Unless you know exactly the specific instruction the special educator will do with the student, you aren't ready for writing an IEP
- Special education eligibility is not an end goal – problem solving continues until you find what enables learning
- The process of intensifying intervention applies to students who are already on an IEP



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KEY CONCEPTS TO CONSIDER

- What do the students need?
- Is your universal instruction reducing risk to a manageable number?
- How are you intensifying intervention for Tier 2 and Tier 3 support, in addition to Tier 1?
- Are you finding what works before referring for a special education evaluation?



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RESOURCES

IDA Definition of Structured Literacy

<https://dyslexiaida.org/what-is-structured-literacy/>

Louise Spear-Swerling article

[https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/#:~:text=Structured%20literacy%20\(SL\)%20approaches%20emphasize,reading%20comprehension%2C%20written%20expression\)](https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/#:~:text=Structured%20literacy%20(SL)%20approaches%20emphasize,reading%20comprehension%2C%20written%20expression)

IDA Knowledge and Practice Standards

<https://dyslexiaida.org/knowledge-and-practices/>

Anita Archer Explicit Instruction

<https://explicitinstruction.org/>

Intensifying Instruction Essential Practices

https://intensiveintervention.org/sites/default/files/Intensifying_Literacy_Instruction_Essential_Practices.pdf



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SCAN ME



QUESTIONS

