KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST

Structured Literacy Components Checklist

The Structured Literacy Components Checklist is intended to support school leaders and teachers in the analysis of current literacy instructional practices and to enhance literacy instruction to be aligned with the science of reading. The tool can be used as a basis for foundational conversations and collaborations, to determine professional learning needs, or to conduct brief and frequent walkthroughs throughout the school year. The checklist encompasses the necessary components and principles of structured literacy as documented in the *KSDE Evidence-Based Reading Instruction Guidelines.*

When used as the basis for foundational conversations and collaborations, the checklist should be used in combination with KSDE ELA Standards and scope and sequence recommendations from specific instructional resource materials.

When used as a walkthrough tool, the recommendation would be to focus on one or two components at a time during literacy instruction. Ensure that the teacher has a copy of this tool and that an overview has been provided. There is an area for comments that is intended for the leader to record evidence, note reflections or pose questions from the observation. Comments may be from teacher instruction; student learning or the instructional materials being used. This is not intended to be an evaluative tool for teachers.

It is recommended that professional learning occurs prior to the use of this document.

Observed ✔	Component Descriptor	Comments
Phonological Awareness		

	Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	
	Syllable segmentation and blending (i.e., segment a name “Ra-chel, Rod-ney” and blend syllables “spi-der, win-dow” to make a word)	
	Onset - rime (i.e., /d/ + og; /b/ + oat)	
	Alliteration (i.e., Elephants eating eggs.)	
Phonemic awareness including segmentation, blending, and manipulation.		
	Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words)	
	Phoneme Blending (i.e., blending sounds to form words)	
	Phoneme Segmentation (i.e., breaking words into individual phonemes)	
	Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word)	
	Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word)	
Sound-Symbol Association		
	Sounds and letters are connected for both reading (visual to auditory) and spelling (auditory to visual) using explicit strategies.	
	Blending sounds and letters into words using an explicit decoding strategy (i.e., phoneme mapping, orthographic mapping, etc)	

	Segmenting whole words into individual sounds using explicit decoding strategy.	
	English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)	
	Irregular high frequency words are taught by drawing attention to both regular and irregular sounds.	
Syllable Instruction		
Instructions on the 6 basic syllable types and the identification of the vowel within a syllable		
	Closed Syllable (i.e., short vowel followed by one or more consonants; dap-ple, doll, mess, sis-ter,…)	
	Vowel-consonant-e Syllable (i.e., long vowel sound+one consonant+e; com-pete, des-pite…)	
	Open Syllable (i.e., long vowel sound, no consonant ending; pro-gram, ta-ble, re-cent…)	
	Diphthong (vowel team) Syllable (i.e., long, short or diphthong vowels using two to four letters to spell the vowel; ou/ow and oi/oy are included in this category - aw-ful, train-er, spoil-age	
	R-Controlled Syllable (i.e., with er, ir, or, ar, or ur, vowel pronunciation often changes before /r/; con-sort, char-ter)	
	Consonant-le Syllable (i.e., unaccented final syllable that contains a consonant before /l/ followed by a silent e; drib-ble, bea-gle, lit-tle…)	

	Multisyllabic word construction and division principles (i.e., VC/CV, V/CV, VC/V, CV/VC; com – mit – ment, e – vent, ev – er – y, po – et	
	Oddities and schwa (i.e., usually final, unaccented syllables with odd spellings; dam-age, act-ive, na-tion)	
Orthography		
	Explicit instruction in letter formation	
	Explicit teaching of spelling patterns and rules integrated with phonology and sound-symbol knowledge	
	Focus on word meanings including parts of speech and word origin	
	Analysis of spelling errors informs instruction/intervention	
Morphology		
	Study of morphemes, the smallest word parts containing meaning (i.e., base words, roots, prefixes and suffixes) are part of routine instruction.	
	Study of endings (inflectional and derivational)	
	Instruction is applied through spelling and decoding when reading	
	Strategies for decoding are explicitly taught (i.e., word sorts, word building connected to word meaning)	
Syntax		

	Following a scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing	
	Focus on grammar and sentence variations	
	Study of mechanics of language and function of word order to convey meaning	
Vocabulary		
	Teach vocabulary explicitly combining individual sounds, correct spelling patterns, meaning, and context	
	Provide opportunities for students to use new vocabulary in a variety of contexts including discussion, writing, and extended reading	
	Synonyms, antonyms, and multiple meanings integrated into classroom discussion	
	Essential features with visual representations for concepts (i.e., visual schema, semantic mapping, etc)	
	Teach everything about the word: spelling, pronunciation, parts of speech, synonyms, antonyms, visual representation, other related words, using the word in context, multiple meanings (if applicable)	
Fluency		
	Instruction includes teacher-led modeling, oral reading by students, and immediate feedback	

	Attention to accuracy, rate, and prosody during read aloud, shared reading, small group work	
	Read a variety of texts with purpose and understanding	
	Use a normed Oral Reading Fluency assessment to ensure adequate progress	
Reading Comprehension		
	Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc.)	
	Process of deriving meaning and establishing a coherent mental model of the text's content	
	Attention to integration of ideas within text and between texts	
	Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)	
	Inferencing is explicitly taught within text to apply metacognition and use of appropriate/accurate background knowledge.	
	Purposeful teaching of strategies related to appropriate instructional text with opportunities to apply in new situations	
	Use of graphic organizers	
Structured Literacy Principles Present		

	Explicit - Content and skills are directly taught	
	Systematic - Concepts follow the scope and sequence of skills from simple to complex	
	Cumulative- New learning is built upon prior learning	
	Multisensory - Various learning pathways are used simultaneously (visual, auditory, kinesthetic, tactile)	

	Automaticity - Students have multiple opportunities to practice and apply skills to become automatic.	
	Diagnostic - Instruction is based upon students' instructional needs and strengths.	
	Responsive - Student progress is frequently monitored with adjustments made to instruction.	

For More Information:

Phonological Awareness - Resource for more information Sound-Symbol Association - Word Decoding and Phonics Syllable Instruction - Six Syllable Types

Orthography - Etymology Online

Morphology - Morphology Instruction

Syntax - *KSDE K-12 Vertical Alignment for ELA Writing - Language in Writing CL.LS.p4.1 Reading - Foundational*

Vocabulary - *Semantic Mapping to Grow Vocabulary*

Reading Comprehension - *Key Comprehension Strategies to Teach* by Texas Education Agency

Fluency - *Reading 101: A Guide to Teaching Reading and Writing* by the Center for Effective Reading Instruction and The International Dyslexia Association

Scarborough's Rope - *What is Scarborough's Reading Rope and How do Teacher's Use It?* By Jill Staake

Resources:

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Annals of Dyslexia, 44, 81-101.

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Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice.* In S. B. Neuman & D. K. Dickinson (Eds.), Handbook of early literacy research (Vol. 1, pp. 97-110). New York: Guilford Press.

Sedita, J., "Vocabulary: Templates for Teaching Words In-Depth", *https://keystoliteracy.com/blog/vocabulary-templates-for-teaching-words-in-depth/,* Keys to Literacy, 2-3-2022. Accessed 7-17-2022.

For more information, contact:

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

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

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