

# Interconnectedness of components of structured literacy

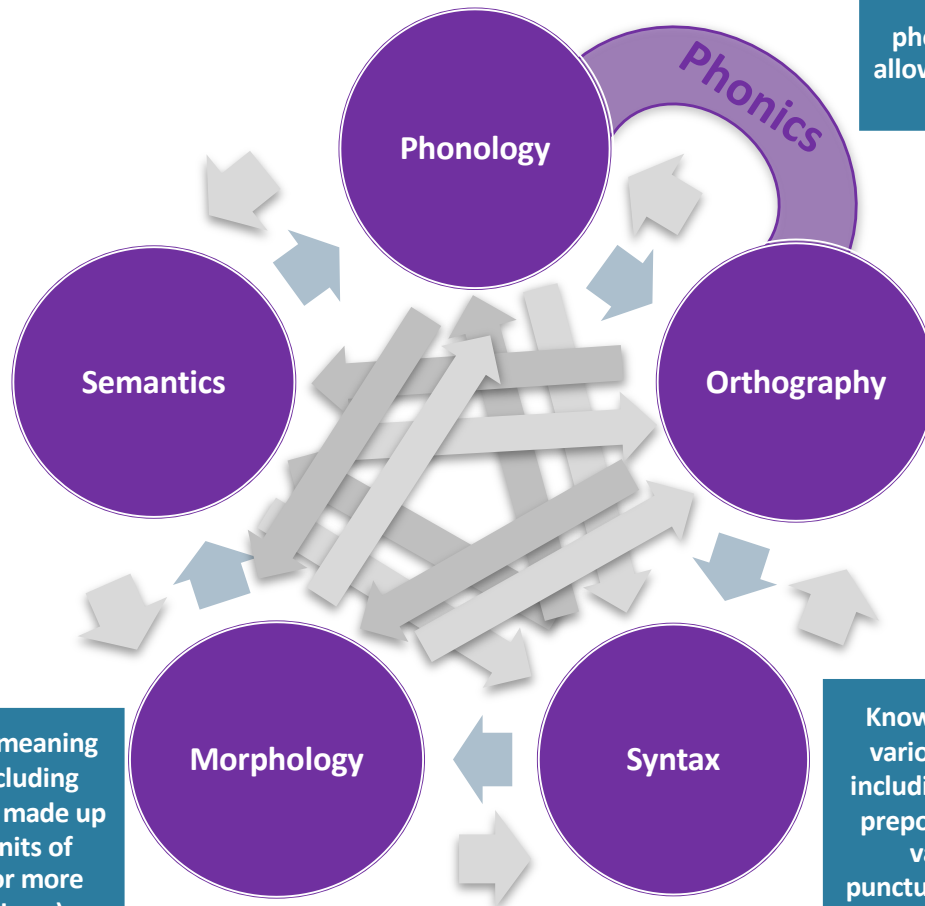
Teach using multiple modalities –

Visual

Auditory

Fine motor

Gross motor



Reading (decoding) and writing (encoding) require knowledge of the alphabetic code, symbols (graphemes) representing the phonemes in spoken words, features such as allowable grapheme positions, word origin, and the rationale for certain spellings.

Words can have many different meanings in various forms of text. Vocabulary and background knowledge support reading & writing, comprehension strengthened at all times.

Learning about the units of meaning (morphemes) in words, including understanding words can be made up of just one or combined units of meaning (e.g. adding one or more affixes to a free or bound base), possibly resulting in changed grapheme pronunciation.

Knowing that words can be arranged in various ways in spoken & written text, including parts of speech (e.g. verb, noun, preposition), sentences and paragraphs, varied text type, and the role of punctuation, taught from kindergarten up.

Wolf (2009), Birsch (2011); Seidenberg (2017)