

Structured Literacy Instruction

Structured Literacy Lesson Plan Review

Directions: As you review a lesson plan, read each criteria and decide if the lesson plan meets that criteria, selecting either “Y” or “N.” If the lesson plan does not meet that criteria, respond in the last box with how you would adjust the lesson.

	Criteria		Y	N	If no, how can you adjust this lesson?
PLANNING					
The Basics	Content Area	A specific subject or field of study where lessons focus on teaching the knowledge and skills related to that subject			
	Lesson Topic	The specific subject or theme that is being taught within a lesson, focusing on a particular concept or skill			
	Lesson Duration	How long the lesson takes			
	Technology/ Materials/ Resources	The things needed to teach the lesson (books, papers, markers, etc.)			
	Instructional Format	The grouping the instruction will be taught in			

Facts About Student Learners	Reader Profiles	Descriptions or summaries of individual students' strengths, weaknesses, learning styles, and other relevant characteristics that help teachers tailor instruction to meet each student's needs			
	Content Engagement	The level of interest, involvement, and active participation that students demonstrate while interacting with the lesson's material, which helps deepen their understanding and retention			
	Learning Barriers	Obstacles or challenges that hinder a student's ability to learn effectively, which can be related to cognitive, emotional, physical, or environmental factors			
Content	Essential Question	A broad, open-ended question that guides the focus of a lesson, encouraging deep thinking and inquiry around key concepts or theme			
	Learning Objective	Specific, measurable goals that outline what students should know or be able to do by the end of the lesson			

	Standards Alignment	Making sure the lesson matches the required rules or guidelines for what students should learn at their grade level			
	Academic Vocabulary	Identifying key vocabulary that is essential for students to know to understand the concept being taught			
	Integration	How the lesson content can be used in other content areas			
Assessment /Product	Assessment Type	The method used to evaluate students' understanding and mastery of the lesson's content, either formative or summative			
	Knowledge Criteria	Specific standards or benchmarks used to measure what students should know and be able to do at the end of a lesson or unit, often aligned with learning objectives or outcomes			
Process of Instruction	Instructional Strategies	The steps followed during the lesson by the teacher and what the students will do			
	Differentiation Strategies	How the lesson will be adjusted to help all students, especially if some need more help or extra challenges			

TEACHING - WORD RECOGNITION (DECODING)

	Criteria	Y	N	If no, how can you adjust this lesson?
TEACHING - WORD RECOGNITION (DECODING)				
Instruction Aligned to the Gradual Release of Responsibility Model	Statement of Objective	The beginning of the lesson where the topic is introduced and an explanation of what will happen.		
	Brief Warm-Up	A short activity that helps students recall previously taught graphemes and practice correct letter formation and phoneme articulation.		
	Phonological/Phonemic Awareness Exercise	An auditory task that helps students practice detecting and manipulating phonemes in words.		
	Review Previously Taught Concepts	A time to revisit prior phonics skills and build automaticity before adding new learning.		

	Teach New Concept via I Do, We Do, You Do	The explicit teaching portion where the new phoneme or grapheme is introduced and practiced through gradual release.			
	Extended Practice	Students practice reading and writing the new concept along with previously learned concepts to build accuracy and fluency.			
	Word Meanings and Text Application	Students read decodable text to apply the new phoneme-grapheme correspondence and work on comprehension and fluency.			
	Dictation with Integrated Word Work	A writing activity where students apply phonics skills through spelling dictated words, phrases, and sentences.			
	Closure/ Reflection	Wrapping up the lesson by reviewing what was learned and reflecting on the key points			

TEACHING - LANGUAGE COMPREHENSION

	Criteria	Y	N	If no, how can you adjust this lesson?
TEACHING - LANGUAGE COMPREHENSION				

Instruction Aligned to the Gradual Release of Responsibility Model	Introduction	The beginning of the lesson where the topic is introduced and an explanation of what will happen			
	Activation of Background Knowledge	Activities or questions that help students recall what they already know about the topic			
	Direct Instruction	The teacher teaches new material to the class in a clear, step-by-step way.			
	Guided Practice	The students practice what they've learned with the teacher's help.			
	Independent or Partner Practice	Students practice on their own or with a partner, using what they've just learned.			
	Closure/ Reflection	Wrapping up the lesson by reviewing what was learned and reflecting on the key points			