

Structured Literacy Instruction

Teaching Word Recognition (Decoding)

Use this tool as a checklist when planning out your word recognition (decoding) lessons. There are many Structured Literacy formats, and your core curriculum may use one that is slightly different. This example of a Structured Literacy lesson plan follows the gradual release of responsibility model (I Do, We Do, You Do).

Step 6: Instruction

- ☐ **Statement of Objective (30 seconds):** (How can I introduce the lesson in a way that captures students' attention and sets clear learning goals?)
 - ☐ Introduction includes the objective based upon the standards.
 - ☐ Objective is written in student-friendly terms.
 - ☐ Students can name the objective of the lesson.
- ☐ **Brief Warm-Up (2 minutes):** (How can I help students connect to previously taught graphemes and reinforce correct letter formation and phoneme articulation?)
 - ☐ Review of known phonemes or graphemes using visual cards or manipulatives is included.
 - ☐ Students practice articulating phonemes with correct mouth positions (with mirrors or teacher modeling).
 - ☐ Quick letter formation practice is included (air writing, whiteboards, etc.).
 - ☐ Teacher prompts frequent oral participation from all students.
 - ☐ Warm-up builds momentum and transitions smoothly into the core lesson.
- ☐ **Phonological/Phonemic Awareness Exercise (3–5 minutes):** (How can I choose tasks that match students' developmental levels and support their progress along the PA continuum?)
 - ☐ Activities focus on listening and speaking, with no print involved.
 - ☐ Tasks are selected based on students' current PA skill level.
 - ☐ Teacher clearly models the task before students try it.
 - ☐ Students use tools (e.g., counters, fingers) to segment phonemes.
 - ☐ Oral practice is accurate, fast-paced, and engaging.
- ☐ **Review Previously Taught Concepts (3–5 minutes):** (How can I use previously taught concepts to strengthen students' automaticity before introducing a new concept?)
 - ☐ Targeted review of previously taught phonics patterns, graphemes, or high-frequency words is included.
 - ☐ Students decode or encode words with teacher guidance.
 - ☐ Practice includes quick drills.

- ☐ Errors are corrected immediately with clear feedback.
- ☐ **Teach New Concept via I Do, We Do, You Do (5–7 minutes):** (How will I plan to incorporate gradual release in introducing a new concept, ensuring it is clearly modeled, practiced, and aligned with the scope and sequence?)
 - ☐ Instruction is aligned to the phonics scope and sequence.
 - ☐ Instruction is explicit, sequential, and multisensory.
 - ☐ Teacher explicitly models the new phonics pattern or skill, including phoneme articulation, blending, and writing, and leads students through applying their knowledge of this new concept to different activities
- ☐ **Extended Practice (10 minutes):** (What types of practice activities will best support students in achieving mastery and accuracy with both new and previously taught concepts?)
 - ☐ Students practice reading and spelling words.
 - ☐ Students receive immediate, specific feedback on performance.
 - ☐ Practice supports automaticity and generalization of skills.
- ☐ **Word Meanings and Text Application (15 minutes):** (How will I use decodable text to reinforce phonics patterns and develop students' fluency with expression?)
 - ☐ Decodable text includes high density of the target phonics pattern.
 - ☐ Teacher previews vocabulary and tricky words with students.
 - ☐ Students read aloud with guidance, feedback, and expression.
 - ☐ Text is revisited for comprehension questions and vocabulary reinforcement.
- ☐ **Dictation with Integrated Word Work (5 minutes):** (What kinds of dictation tasks will best support students in reinforcing and applying their knowledge of spelling patterns and concepts?)
 - ☐ Dictation includes phonemes, words, phrases, and sentences using the target phonics skill.
 - ☐ Students segment and write each phoneme in correct grapheme form.
 - ☐ Teacher provides immediate correction and models correct spelling.
 - ☐ Sentences include capitalization, spacing, and punctuation checks.
 - ☐ Students read back what they wrote to reinforce decoding and encoding connection.
- ☐ **Closure/Reflection (2 minutes):** (What reflective questions or activities can I use at the end of the lesson to help students consolidate their learning and set goals for improvement?)
 - ☐ Return to the objective and the key concept that was taught in the lesson.
 - ☐ Students complete an Exit Ticket demonstrating their learning