



Structured Literacy Observation & Feedback Tool

This tool can be used with any curriculum.

For classroom teachers, special educators, MLL teachers, interventionists, and tutors teaching foundational literacy skills.

Components of a Structured Literacy Lesson

Explicit: All concepts are deliberately taught and modeled by the teacher with continuous student-teacher interaction before being gradually released to students (gradual release model employed).

Multisensory: Multisensory methods (that include the use of at least two pathways: visual, auditory, and kinesthetic) are utilized whenever possible.

Systematic: There is a clear scope and sequence that guides concepts taught in a logical progression from simple to more difficult.

Cumulative: Lessons build on and review previous knowledge.

Diagnostic-Prescriptive: Students' strengths and needs are known and shape instruction. Progress is monitored and instruction focuses on building upon strengths and resolving students' difficulties noted in the previous lesson. Concepts are developed until the student is *automatic* and *metacognitive*.

Teacher Stages of Growth (TSG)

Beginning (B): Coach, teacher, and/or administrator models and leads the task using a structured literacy approach.

Developing (D): Teacher leads the task using a structured literacy approach with guidance from a coach, teacher, or administrator

OR

Teacher *attempts* to lead the task using a structured literacy approach independently; see feedback for areas of growth.

Proficient (P): Teacher successfully leads the task using a structured literacy approach without guidance from a coach, teacher, or administrator.

High Performer (HP): Teacher successfully leads other teachers in the task using a structured literacy approach.

Teacher:

Observed by:

Date:

Class/Group:

Time in & Time out:

Lesson Objective:

Literacy Goal: I can provide structured literacy instruction in word recognition & spelling.

Structured Literacy Word Recognition & Spelling Lesson		
Key Feature	TSG	Look Fors
<p>Reference/explain how the brain learns to read and write as necessary to demystify the learning process and sustain students' emotional well being. Notes:</p>		<ul style="list-style-type: none"> • Brain talk • Visuals • Growth mindset language
<p>Proper pencil grip and paper orientation (K&1) Notes:</p>		<ul style="list-style-type: none"> • Tripod grip • Paper slant (different for left vs. right handed)
<p>Alphabet knowledge (1 - 5 min) Notes:</p>		<ul style="list-style-type: none"> • Say/sing/write the alphabet • Use of alphabet arc • Letter card sorts & games
<p>Letter formation (Print K&1, Cursive grades 3+) (2 - 5 min) Notes:</p>		<ul style="list-style-type: none"> • Starting point • "Trace/write and say" directional cues or letter name (e.g., make a c, then go up, then go down) • All lowercase letters taught first, then uppercase
<p>Phonological & Phonemic awareness (1 - 2 min in isolation; AND built into encoding) Notes:</p>		<ul style="list-style-type: none"> • Correct pronunciation • Discuss how the sound is formed in the mouth (place, manner, voice) • Use of materials (mouth pictures, sound walls, mirrors) to guide students to correctly produce phonemes • Sound drill with phoneme deletion, blending, substitution, etc. • Kinesthetic aids (blocks, chips, felt, beads, Elkonin boxes, arm tapping, finger tapping, left to right hand motions to tap syllables) • MLLs: Discuss similarities & difference of phonemes of English vs. student's first language
<p>Letter-sound correspondence (2 - 5 min) Notes:</p>		<ul style="list-style-type: none"> • Card drill (reading): "Trace & say" letter name, key word, letter-sound • Spelling rules incorporated into card drill • Sound drill (spelling): "Repeat /sound/, what spells /sound/, write and say (letter name)" • MLLs: Discuss similarities & differences of letter sound correspondence of English vs. student's first language
<p>Decoding & Spelling (5 - 10 min each) Notes:</p>		<ul style="list-style-type: none"> • Morpheme card/spelling drill (affixes & bound bases) - discuss meaning • Coordination of decoding & spelling instruction • Letter-sound mapping to read and spell words • Word list • Assess/build students' understanding of words after they're decoded • Mapping words with irregularities (e.g., high frequency words) • Reading/spelling words by syllables, morphemes, and compound words • Student friendly definitions • Posters / visuals • Word chaining • Use of tactile/kinesthetic aids for spelling (Elkonin boxes, letters, arm tapping, finger tapping, left to right hand motions for syllables) • Immediate teacher correct feedback of student errors • Developing metacognition
<p>Decodable Text (5 - 10 min) Notes:</p>		<ul style="list-style-type: none"> • Text corresponds with concepts taught • Pre-teach/review unknown words • Guided application of decoding strategies • Immediate teacher corrective feedback of student oral reading errors • Before, during, after reading focus • Teacher promotes metacognition (e.g., "What do readers do when...") • Use of support materials (anchor charts, posters, cognitive strategies, graphic organizers, checklists) to propel student independence

Feedback

Glow:

Grows:

Wonders