

Planning Structured Literacy Small Group Instruction

Prepare: With the goals for a series of small groups in mind, the teacher is prepared with a systematic scope, sequence, and plan¹ for addressing a need and has collected necessary materials. The teacher also plans for establishing behavioral norms and a schedule for small group instruction.

Principles of Structured Literacy Instruction

Direct, Explicit

Teacher models or explicitly teaches a new or reviewed concept.

Systematic, Cumulative

Teacher reviews what is mastered and follows a scope and sequence for what is not-yet-mastered. The ultimate goal is moving students to fluently reading phrases, sentences, and decodable texts, and then more authentic, leveled texts.

After instruction, the teacher refers to their systematic plan for guidance on the next needs-based small group.

Diagnostic

Teacher takes notes about response-to-instruction and adapts instruction “on-the-spot.”

After instruction, the teacher uses those notes to plan for the next needs-based small group based on today’s instruction and the goals for the overall small group series.

Multisensory, Engaging

Teacher utilizes manipulatives (such as blocks and counters to represent sounds) and multisensory techniques to engage the student. Multisensory techniques involve tactile, visual, auditory, and kinesthetic methods simultaneously.

Analytic

When possible, the teacher asks questions to guide the student to think about English sounds, letters, and syllables.

¹ Foundations and Heggerty Scopes and Sequences available on DCPS Canvas Elementary ELA page.



Small Group Lesson Plan Components

1 min	Preview-It	Review Schedule and Expectations for the Lesson
1-2 mins	Review-It	Practice for Automaticity sound and/or letter identification high-frequency word reading
3-5 mins	Hear-It	Phonological Awareness word awareness and rhyming syllable-level identification, isolation, blending, segmenting, and manipulation Phonemic Awareness phoneme-level Identification, isolation, blending, segmenting, and manipulation (addition, deletion, substitution)
3-5 mins	Decode-It	Phonics Proficiency introduce (or reinforce) letter/sound concepts alphabetic principle knowledge: explicit teaching of letter identification, letter-sound relationships, and left-to-right letter orientation decoding automaticity: rapid conversion of letter to sound and vice-versa, reading whole words with automaticity blending automaticity: converting letters to sounds and successively blending 2-5 sounds together to articulate a word. high-Frequency word teaching and reading
3-5 mins	Read-It	Decodable Texts or Phrases applying foundational skills to connected, decodable texts and reading 2-4 word phrases fluently
3-5 mins	Spell-It	Encoding phonemes, words, sentences encoding automaticity: rapid conversion of letter to sound and vice-versa

Notes

- Teachers may focus on 1-3 related skills during a group based on student need, but get them into “Read-It” as soon as possible.
- The timing of small group lessons can and should be adjusted throughout the school year as children develop greater stamina. The components of each lesson depend on students’ needs and abilities to engage for ___ minutes.
- The goal for most tier 2 classroom-based in-person small groups is 15-20 minutes while virtual lessons can be longer, guided by student engagement.

DCRC modified from: Mesmer, Heidi Anne. (2019). *Letter Lessons and First Words: Phonics Foundations that Work*. Heinemann.



Lesson Plan Template

Students:	Week of Intervention Cycle:	Notes from Previous Week:
Student Goal(s) PA	Student Goal(s) Phonics	
Focus Area(s): phonological awareness, phonemic awareness, alphabetic principle knowledge, decoding/encoding automaticity, blending automaticity, decodable texts/fluency		

Time	Component	Skill/Objective and Activities	Student Notes
1 mins	Preview-It		
1-2 mins	Review-It		
3-5 mins	Hear-It		
3-5 mins	Decode-It		
3-5 mins	Read-It		
3-5 mins	Spell-It		

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- Teachers may focus on 1-3 related skills during a group based on student need, but get them into “Read-It” as soon as possible.
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Example Lesson Plan Template

Kindergarten – Well Below Benchmark in Phonemic Segmentation Fluency (PSF) and CLS (Correct Letter Sounds), No Words Read Correctly (WRC)

Students:	Date: 10/30 Week of Intervention Cycle: Cycle 1, week 2	Notes from Previous Week: -phonemes (/t/, /a/, /b/, /f/, /n/) and graphemes from last week -reinforce successive blending -need multisensory supports: hand-motions and visual markers
Student Goal(s) PA Correctly and automatically segment words with four phonemes in 8/10 trials	Student Goal(s) Phonics Correctly and automatically ID letter names and sound for single consonants and short vowel phonemes and graphemes	
Focus Area(s): phonological awareness, phonemic awareness, alphabetic principle knowledge, decoding/encoding automaticity, blending automaticity, decodable texts/fluency		

Time	Component	Skill/Objective and Activities	Student Notes
1 mins	Preview-It	schedule, spelling today!	
1-2 mins	Review-It	sound → letter drill, letter → sound drill “t” “a” “b” “f” “n”	
3-5 mins	Hear-It	Sorting game: 2, 3, 4 phonemes	
3-5 mins	Decode-It	Introduce new: /i/ vowel Mirror: itch, is, icky, igloo, it Mouth: vocal cords vibrate, high smile, the vowel where lips are closest together (tightest mouth) Grapheme: “i,” itch, /i/ Elkonin (decode): at, tat, ab, tab, bat, bab, fab, fat, taf, nat, naf, mat, maf, mab, it, if, in, tif, tin, tim, fit, min, bim, bin, nib, nif, fib	
3-5 mins	Read-It	fat mat, fab mat, in bin, tan bib, fit bit (still working on letter/sound ID so no high frequency words yet)	
3-5 mins	Spell-It	Elkonin Chaining (encoding): it, if, in, tin, tim, mim, min, bin, bif, nif, mif	

Notes

- Teachers may focus on 1-3 related skills during a group based on student need, but get them into “Read-It” as soon as possible.
- The timing of small group lessons can and should be adjusted throughout the school year as children develop greater stamina. The components of each lesson depend on students’ needs and abilities to engage for ____ minutes.
- The goal for most tier 2 classroom-based in-person small groups is 15-20 minutes while virtual lessons can be longer, guided by student engagement.

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**Week at a Glance Template**

Students:	Week of Intervention Cycle:	Notes from Previous Week:
Student Goal(s) PA	Student Goal(s) Phonics	
Focus Area(s): phonological awareness, phonemic awareness, alphabetic principle knowledge, decoding/encoding automaticity, blending automaticity, decodable texts/fluency		
Lesson 1 Date:	Lesson 2 Date:	Lesson 3 Date:
Preview-It	Preview-It	Preview-It
Review-It	Review-It	Review-It
Hear-It	Hear-It	Hear-It
Decode-It	Decode-It	Decode-It
Read-It	Read-It	Read-It
Spell-It	Spell-It	Spell-It
Notes to keep in mind while planning and/or to capture student data:		

Notes

- Teachers may focus on 1-3 related skills during a group based on student need, but get them into "Read-It" as soon as possible.
- The timing of small group lessons can and should be adjusted throughout the school year as children develop greater stamina. Therefore, the number of components in each lesson depends on students' needs and abilities to engage for ____ minutes.
- The goal for most tier 2 classroom-based in-person small groups is 15-20 minutes while virtual lessons can be longer, guided by student engagement.
- Daily lesson plans should have more details regarding specific activities in each component as well as a place to record observational notes regarding student progress.



Week at a Glance Example

Kindergarten – Well Below Benchmark in Phonemic Segmentation Fluency (PSF) and CLS (Correct Letter Sounds), No Words Read Correctly (WRC)

Students:	Week of Intervention Cycle: week 2	Notes from Previous Week: -phonemes (/t/, /a/, /b/, /f/, /n/) and graphemes from last week -reinforce successive blending -need multisensory supports: hand-motions and visual markers
Student Goal(s) PA Correctly and automatically segment words with four phonemes in 8/10 trials	Student Goal(s) Phonics, Correctly and automatically ID letter names and sound for single consonants and short vowel phonemes and graphemes	
Focus Area(s): phonological awareness, phonemic awareness , alphabetic principle knowledge , decoding/encoding automaticity, blending automaticity, decodable texts/fluency		
Lesson 1 Date: 10/28	Lesson 2 Date: 10/29	Lesson 3 Date: 10/30
Preview-It	Preview-It	Preview-It
Review-It letter → sound drill	Review-It sound → letter drill	Review-It sound → letter drill, letter → sound drill
Hear-It Sorting game: 2, 3, 4 phonemes	Hear-It Say It and Move It: 3 phonemes	Hear-It Elkonin Boxes: 3 phonemes
Decode-It: Introduce new: /m/, /i/ Mirror: man, map, milk, monkey, most Mouth: lips pressed together forcing air through the nose. <i>Second nasal sound—cannot be made with nose passage blocked. Avoid “-am,” as /m/ modulates /a/.</i> Grapheme: “m,” man, /m/ Mirror: itch, is, icky, igloo, it Mouth: vocal cords vibrate, high smile, the vowel where lips are closest together (tightest mouth) Grapheme: “i,” itch, /i/ Elkonin (decode): at, tat, ab, tab, bat, bab, fab, fat, taf, nat, naf, mat, maf, mab, it, if, in, tif, tin, tim, fit, min, bim, bin, nib, nif, fib	Decode-It Introduce new: /u/ Mirror: umbrella, under, up, ugly, uncle Mouth: vocal cords vibrate, relaxed jaw, mouth open Grapheme: “u,” up, /u/ Matching Game (picture cue for sound with letter grapheme) Elkonin (decode): at, tat, ab, tab, bat, bab, fab, fat, taf, nat, naf, mat, maf, mab, it, if, in, tif, tin, tim, fit, min, bim, bin, nib, nif, fib, ut, uf, un, um, mut, fun, nuf, nun, mun, num, nub, bun, but, tub reinforce closed syllables	Decode-It vowel intensive /i/, /u/ Use the mirror or mouth formation cards to show students the mouth feel of each vowel. Say a vowel sound, have the student repeat, and point to the grapheme card, saying the grapheme name.
Read-It fat mat, fab mat, in bin, tan bib, fit bit (still working on letter/sound ID so no high frequency words yet)	Read-It fun bun, fun tub (still working on letter/sound ID so no high frequency words yet)	Read-It Bam! fat mat, bat in bin, fun at bat, fun in tub (still working on letter/sound ID so no high frequency words yet)
Spell-It N/A (new concept will take more time and effort, students will get lots of encoding practice during lesson three)	Spell-It N/A (new concept and reinforcing closed syllables will take some more time and effort, students will get lots of encoding practice during lesson three)	Spell-It Elkonin Chaining (encoding): at, ab, tab, bab, fab, fat, taf, nat, naf, mat, maf, mab, it, if, in, tin, tim, fit, min, bim, bin, nib, nif, fib, ut, uf, un, um, mut, fun, nuf, nun, mun, num, nub, bun, but, tub
Notes to keep in mind while planning and/or to capture student data: don't forget to preview the lesson schedule before starting		

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