STRUCTURED LITERACY CHECKLIST
for Language Comprehension Instructional Tools

Explicit, systematic, cumulative, and diagnostic instruction can be accomplished two ways…

INSTRUCTIONAL DESIGN

Curriculum-controlled aspects of lessons are engineered by intervention designers and curriculum developers to make the job of teaching easier and more effective.

DELIVERY PROCEDURES

Teacher-controlled aspects are the important ways in which teachers deliver lessons to maximize its effectiveness for all their students.

Areas where the curriculum falls short become the burden for the teacher to deliver!

Instructions for Use

- Review the current or proposed instructional tool (i.e., curriculum or intervention) for teaching the language comprehension strands of the Reading Rope.

- Use the Structured Literacy Checklist to determine how well the instructional tool addresses the critical features of structured literacy. Answer each question either *yes*, *somewhat*, or *no*.

- Checking *somewhat* or *no* indicates the instructional design is lacking for that feature and teachers will need to compensate using delivery procedures.

- The features of structured literacy are in a general order of importance in the checklist. If several features are missing or only somewhat covered, consider prioritizing those at the top of the list over those at the bottom of the list. It can be overwhelming to compensate for all the missing features all at once.

Final Note. Not everyone will be involved in choosing instructional tools, but all educators can provide valuable input into the selection process. Use this checklist to advocate for the tools that will make the job of teaching easier and more effective.

STRUCTURED LITERACY CHECKLIST

Language Comprehension Instructional Tools

- Background Knowledge
- Vocabulary
- Language Structure
- Verbal Reasoning
- Literacy Knowledge

Language Dynamics GROUP

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STRUCTURED LITERACY FEATURES	YES	SOMEWHAT	NO
Frequent Student Responding: Do lessons ensure students are responding frequently? Do lessons minimize the amount of teacher talk?	○	○	○
Direct Teaching: Do lessons ensure concepts and targets are taught directly and deliberately involving modeling, explanations, and practice?	○	○	○
Specific and Comprehensive: Does the program specifically target all of the language comprehension strands in an integrated and interleaving manner?	○	○	○
Contextualized: Do lessons ensure targets are practiced within meaningful communication contexts that reflect academic complexity?	○	○	○
Focused and Efficient: Do lessons have a clear focus and introduce new targets gradually? Do lessons facilitate a brisk instructional pace?	○	○	○
I Do, We Do, You Do: Do lessons provide for sufficient guided and independent practice of new material across activities or exercises?	○	○	○
Clear Language: Do lessons clearly specify what the teacher should say/do and what the students should say/do?	○	○	○
Corrective Feedback: Do lessons include guidance on how to deliver immediate corrections that result in correct student responses?	○	○	○
Within Lesson Sequence: Do lessons have a logical, intentional, and systematic sequence of related and meaningful activities?	○	○	○
Across Lesson Sequence: Do lessons follow a planned sequence that builds from simple to complex skills and reviews previous targets?	○	○	○
Differentiation: Do lessons include guidance for accommodating diverse language needs?	○	○	○
Progress Monitoring: Do lessons allow for informal monitoring of learning? Is there an assessment tool that aligns with the program?	○	○	○