

Teacher Name: _____

Grade: _____

School: _____

Teacher Checklist for Lesson Planning

Domains	Group Name or # (fill in blank) _____				
A. Phonemic Awareness	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
1. Songs and rhymes					
2. Work on blending sounds orally					
3. Work on segmenting sounds orally					
B. Graphophonemic Knowledge	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
1. Work on identifying letter sounds					
2. Work on identifying letter names					
3. Work on word building w/manipulatives (e.g., using letter blocks to blend words, add/change beginning, middle, or endings to words)					
4. Work on sounding out words by phonemes/syllables (parsing and/or chunking)					
5. Work on phonic elements and structural analysis (e.g., plurals & past tense, silent e, vowel teams, blends, etc.)					
6. Word work w/individual words/manipulatives (e.g., word sort, word wizard)					
7. Work on whole words, sight words, and/or high frequency words					
C. Reading Practice	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
1. Oral reading with text (choral, echo, partner)					
2. Silent reading with text					

Domains	Group Name or # (fill in blank) _____					
D. Spelling	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
Spelling instruction based on spelling list, spelling curriculum, or adopted text (sound symbol patterns, word structure, spelling rules, etc.).						
E. Oral Language/Listening Comprehension/Writing		<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
1. Read Aloud						
a. Work on listening comprehension						
b. Work on vocabulary building						
2. Writing						
F. Reading Comprehension	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
1. Work on improving vocabulary by use of examples, synonyms, definitions.						
2. Work on identifying main idea and summarizing the text						
3. Work on identifying story elements, features, and structure						
4. Work on answering text-related questions and story understanding (explicitly stated in text).						
5. Work on identifying inferences and implicit information.						
6. Work on developing reading and thinking strategies.						

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Directions: For whole group instruction, circle the numbers which indicate the skill that will be addressed. For small group instruction, write the number for each skill that will be targeted in the boxes next to the domain under which the skill is listed.