

SPECIAL EDUCATION: Specialized Instruction Lesson Plan Template

Directions: This lesson plan template is designed to provide an overall guide to the sequential implementation of skills within a succinct lesson. The highlighted sections are specific to Reading Intervention. The purpose of the lesson plan is to ensure that all recommended approaches are covered and all aspects of structured literacy are reviewed or taught during the lesson. Instruction should always be individualized to meet students' needs (including prior/prerequisite knowledge and skills). It is vital that lessons are designed and adapted based on progress monitoring and/or diagnostic assessment data. Refer to the Scope and Sequence section of each corresponding intervention toolkit section for additional information about the order in which to teach new skills.

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|---|-----------------------|--|--------------|
| Teacher: | Subject/Grade: | Date: | Time: |
| Title of Lesson: | | | |
| Objectives | | Assessment (Formative and/or Summative) | |
| | | | |
| Grade-Level Standard (Reference # and Text of Standard) | | | |
| | | | |
| Materials & Preparation | | | |
| Research-based Instructional Resource(s): | | | |
| Materials for Teacher Instruction: | | | |
| Materials for Student Learning: | | | |
| Preparation required: | | | |
| Planned Supports (UDL, DI, 504 and IEP Accommodations and Modifications, Multisensory Components) Highlight how they are used throughout the Instructional Routines & Approaches below. | | | |
| Environment | | | |
| Content | | | |
| Process | | | |
| Product | | | |

| Lesson Segment | Instructional Routines & Approaches (with Fidelity) | Time |
|---------------------------------------|---|----------------------|
| Review | | <i>5-8 minutes</i> |
| Lesson Opening: Goal and Relevance | | <i>2-3 minutes</i> |
| New Skill: Modeling and Practice | | <i>15-20 minutes</i> |

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|--|---|-----------------------------|
| Extended Practice | | <i>5 minutes</i> |
| Spelling (Encoding) | | <i>5 minutes</i> |
| Sentence or Text Reading | | <i>5-8 minutes</i> |
| Lesson Closing | | <i>2-3 minutes</i> |
| Total Time | | <i>20-50 minutes</i> |
| <p>IEP Goal Progress Monitoring</p> <p>Progress monitoring can occur before, during, or after an intervention lesson. Instructional leader must collect data about which skills students have learned/mastered (for cumulative review or extended practice), which need additional review (for extended practice), and which have not yet been mastered and require explicit instruction (new skill modeling and practice).</p> | | |
| <p>Teacher Reflection</p> <p>Completed AFTER the Lesson is Taught</p> | <p>1. In what ways was the lesson effective?</p> <p>2. How would you change this lesson if you teach it again?</p> <p>How will you adjust the next lesson based on how the student(s) engaged during the lesson and assessment?</p> | |

Note. This template was adapted from the explicit instruction framework (Archer & Hughes, 2010) and Language Essentials for Teachers of Reading and Spelling (LETRS; Moats & Tolman, 2019). Adapted from Indiana Department of Education (<https://www.doe.in.gov/sites/default/files/literacy/16-dyslexia-intervention-lesson-plan-template.pdf>)