



Dyslexia Intervention 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 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. This is a template, not a cookbook. Instruction should always be individualized to meet students' needs (including prior/prerequisite knowledge and skills), so 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 dyslexia toolkit section (e.g., phonological awareness, alphabet knowledge, decoding, encoding) for additional information about the order in which to teach new skills.

Lesson Segment	Instructional Routines and Approaches	~Time
Review	Review previously learned skills/concepts (phonological awareness, sound-symbol relationships, decoding, encoding, etc.). Every lesson should include a phonological awareness (PA) review until PA blending, segmenting, and manipulation are mastered. Reviews can be: <ul style="list-style-type: none">● Cumulative - most/all previously learned skills/concepts● Targeted - one or two new skills/concepts from a previous lesson	<i>5-8 minutes</i>
Lesson Opening: Goal and Relevance	Tell students the goal of the day's lesson and the reason why it is important for students to learn this skill/concept. Include when and where students might use this skill/concept as appropriate.	<i>2-3 minutes</i>
New Skill: Modeling and Practice	Explicitly teach new skill(s) for the day (incorporating multisensory engagement strategies as appropriate): <ul style="list-style-type: none">● Phonological Awareness● Alphabet Knowledge (including sound-symbol relationships)● Decoding (including irregular and high-frequency word-reading)● Encoding <i>Note: Most lessons will include multiple components (e.g., phonological awareness and alphabet knowledge; alphabet knowledge, decoding, and encoding). Refer to the sample</i>	<i>15 minutes</i>

	lesson segments and skill-specific resources from the corresponding Dyslexia Toolkit sections and to guide new skill instruction (modeling and guided practice).	
Extended Practice	Practice activities to help students develop automaticity (fluency) with previously taught skills. See the practice resources in each dyslexia toolkit resource section .	<i>5 minutes</i>
Spelling (Encoding)	Practice writing/spelling sound-symbol relationships in isolation (e.g., a, e, t, k, ai, ea, ch, sh, igh) and decodable words (i.e., words in which the sound-symbol relationships necessary to sound out the word have been explicitly taught to students).	<i>5 minutes</i>
Sentence or Text Reading	Practice reading decodable sentences and texts in which a student can sound out the majority of words (~70-85%).	<i>5-8 minutes</i>
Lesson Closing	Interactive/multisensory review of the new skill(s) taught during the lesson. Preview of next lesson skill/concept.	<i>2-3 minutes</i>
Total Time		<i>35-45 minutes</i>
Additional Notes	<ul style="list-style-type: none"> ● 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). ● Lessons should include multisensory components (e.g., visual, auditory, kinesthetic, tactile) as necessary. Multisensory inclusion guiding questions: <ul style="list-style-type: none"> ○ Is there a song, mnemonic device that the students can say while looking at a visual of the rule? ○ Can the student tap, stomp, or clap out a pattern that goes along with the rule? ○ Are there visuals that help explain how this skill builds on and connects to previously taught skills? 	

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).