

Purpose

The Bridge to Application Resources includes classroom activities, graphic organizers, lesson templates, and other tools to help you apply what you've learned in each course to your classroom instruction.


Guidance

Many of the provided resources can also be used digitally so that you can adjust to suit your instructional needs. Note that some activities list additional classroom materials that are not provided with the resources but should be assembled before instruction.

Planning Resources

- Principles of Structured Literacy Reference Chart
- Structured Literacy Instructional Practice Alignment Checklist


Principles of Structured Literacy Reference Chart

Description	The Principles of Structured Literacy Reference Chart provides examples of how to deliver Structured Literacy instruction in the classroom.
Materials	Principles of Structured Literacy Reference Chart
Implementation 	<ol style="list-style-type: none"> 1. Print the Principles of Structured Literacy Reference Chart or save an electronic copy. 2. Refer to the chart when planning instruction.

Principles of Structured Literacy Reference Chart

Principles	Description	Example
Explicit Instruction	During explicit instruction, concepts and skills are directly taught through a responsive, systematic, and comprehensive approach with modeling, and expectations focused on individual learner needs.	A seventh-grade science teacher is beginning an earth science unit. She selects five vocabulary words to explicitly teach each week. When introducing a new word, she has students listen to her pronounce the word, repeat the word, and count the syllables. Then, she provides a student-friendly definition and uses the word in a sentence. She also points out morphemes that she knows the English Language Arts (ELA) teachers on her grade-level team have already introduced to her students (e.g., <i>geo</i> , <i>therm</i> , <i>chron</i>).
Systematic and Cumulative Instruction	Systematic instruction is a logically ordered presentation of concepts and skills (from simple to complex). In cumulative instruction, new concepts and skills are taught by building on students' prior knowledge.	A sixth-grade ELA teacher is working with students to analyze the structure of narrative texts. He starts out with students identifying problem and resolution. Once his students are able to accurately identify those components, he introduces the concepts of exposition, rising action, climax, and falling action. To pull it all together, he then asks his students to read a short story. After the reading, students meet in groups to create a graphic showing each component and how it was illustrated in the story they read.
Diagnostic and Responsive Instruction	Diagnostic instruction is instruction that is informed by students' strengths and needs, and responsive instruction is instruction that is adjusted based on data.	A sixth-grade teacher reads students' essays comparing the governmental structures of the United States and the United Kingdom. Using a rubric as a guide, he notes two strengths and two areas for growth for each student's writing skills. After reviewing the rubric, he groups students according to the areas in which they need support, then plans for further explicit instruction individualized to meet the needs of each group.

Structured Literacy Instructional Practice Alignment Checklist

<p>Description</p>	<p>The Structured Literacy Instructional Practice Alignment Checklist is a tool that can be used to evaluate whether instruction is aligned with the principles and practices of Structured Literacy. Use the checklist when reviewing a previously taught lesson.</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Structured Literacy Instructional Practice Alignment Checklist • Previously taught lesson plan
<p>Implementation</p> 	<ol style="list-style-type: none"> 1. Print a copy of the Structured Literacy Instructional Practice Alignment Checklist or save an electronic copy. 2. Go through the practice items listed on the checklist and indicate in the Yes or No columns whether your lesson included each one. 3. In the Notes column, record notes on what went well, what could be improved, or any other information that will help improve that portion of the instruction in future lessons.

Structured Literacy Instructional Practice Alignment Checklist

Lesson Plan: _____

Structured Literacy Principles	Practice	Yes	No	Notes
Diagnostic and Responsive	I planned or adjusted the lesson based on screening or progress-monitoring data.			
Explicit	I modeled the instructional task.			
	I provided opportunities for practice that included immediate corrective feedback.			
	I encouraged student effort.			
	I monitored whether my students were engaged.			
	I had high expectations for my students for this lesson.			
	I provided opportunities for meaningful interaction with language.			
	I used two or more modalities in my practice activities.			
Systematic and Cumulative	I ensured skills were logically ordered. I reviewed previously taught concepts to build on prior knowledge.			