

# Components of Structured Literacy Intervention Checklist

This rubric is designed to help educators evaluate intervention programs. It identifies the necessary components of structured literacy interventions and will help to identify areas that may need to be supplemented with additional evidence-based instructional practices.

Intervention Name: \_\_\_\_\_

Date: \_\_\_\_\_

Does the intervention program include all components of structured literacy instruction?

Yes	No	Phonological Awareness
		Segmenting Sentences Into Words
		Syllable Segmentation and Blending
		Phonemic Awareness - Segmentation, Blending & Manipulation

Yes	No	Sound-Symbol Association
		Sounds & Letters Connected for Both Reading (visual) and Spelling (auditory) to Mastery
		Blending of Sounds & Letters into Words to Mastery
		Segmenting Whole Words into Individual Sounds to Mastery

Yes	No	Syllable Instruction
		6 Basic Syllable Types: Identify the Sound of the Vowel Within a Syllable
		Syllable Division Rules: Enhance Accuracy for Reading Unknown Words to Mastery

Yes	No	Orthography
		Focus on Spelling Patterns and Rules as well as Word Meanings, Parts of Speech and Word Origins
		Explicit Instruction in Letter Formation

Yes	No	Morphology
		Study of Base Words, Roots, Prefixes and Suffixes

Yes	No	Grammar/Syntax
		Focus on Grammar & Sentence Variations
		Study of Mechanics of Language & Function of Word Order to Convey Meaning

YES	NO	Vocabulary
		Words Taught Explicitly in Multiple Settings
		Synonyms, Antonyms and Multiple Meanings Integrated into Discussions
		Essential Features with Visual Representations for Concepts Identified During Discussions
		Idioms Integrated When Appropriate to Situations

Yes	No	Fluency
		Attention to Accuracy, Rate and Prosody
		Use of Normative Data to Ensure Adequate Progress

Yes	No	Reading Comprehension
		Process of Deriving Meaning & Establishing a Coherent Mental Model of the Text's Content
		Attention to Integration of Ideas Within Text and Between Texts
		Use of Text Structure to Accomplish a Goal (i.e., explaining main idea or recalling details)
		Purposeful Teaching of Strategies Related to the Text Structure with Opportunities to Apply in New Situations
		Access Background Knowledge & Identify Language in Text that May be Problematic (indirect meanings, figurative language, complex sentences, pronoun referents, new vocabulary)
		Use of Graphic Organizers

Yes	No	Delivery of Instruction
		Training Standards and Fidelity of Implementation Measures Defined
		Explicit Instruction is Provided One Language Concept at a Time
		Sequence of Instruction is Systematic and Cumulative
		Provides Multisensory Instruction
		Includes Assessments for Diagnostic Teaching (Pre/Post Tests, Mastery Checks)
		Establishes Guidelines for Student Grouping (Size, Homogenous Needs)

Notes	