

Tab 1

UFLI Reflection & Coaching Tool

Teacher: _____ Grade: _____ Lesson #: _____
Date: _____

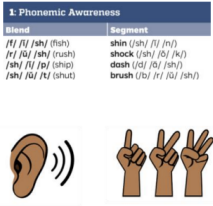
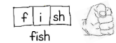
Lesson Reflection

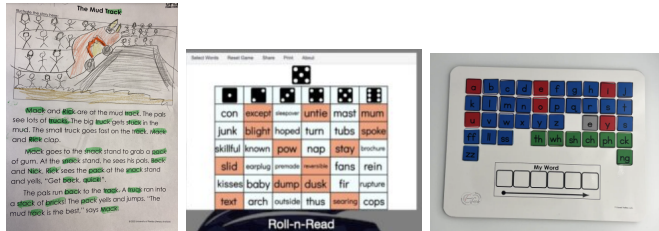
Glows (what went well)	Grows (what was challenging)

Possible Action Steps

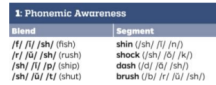
Pacing	
Routines & Prompts	
Student Participation (Cognitive load / scaffolds)	
Materials Organization	
Transitions	
Supporting English Language Learners	

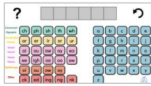
Day 1 Routines

Lesson Step	Materials	Sample Verbal Cues	Look for
Step 1: PHONEMIC AWARENESS (2 mins) Blending: Teacher segments, or breaks apart, word into individual phonemes (/sh//ō//p/). Students chorally blend the phonemes to form a word (shop). Warm up for decoding (reading). Segmenting: Teacher orally presents a word (shin). Students repeat word and chorally segment into individual phonemes (/sh//ī//n/). Warm up for encoding (spelling).	Lesson Plan 	Blending <i>"I'm going to say the sounds in a word, you put them together."</i> T: /c/ /a/ /t/ "Sound" S: cat Segmenting <i>"Repeat the word I say, then say the sounds in the word."</i> T: "say__"(cat)" S: cat T: "sound__"(cat)" S: /c/ /a/ /t/	- Activities are taught orally (no written words presented) - Students chorally blend and segment phonemes - Students use fingers to "pound and sound" - Teacher models directionality (left to right) with fingers or visual scaffold
Step 2: VISUAL DRILL (3 mins) Begin by reviewing/modeling the procedure. Teacher presents selected graphemes. Students respond by saying the name of the letter or letter combination followed by its sound. Reinforces grapheme-phoneme correspondences.	Lesson Slides 	<i>(Show students one letter/ grapheme at a time)</i> T: "Spelling?" S: <i>(Say name of letter(s))</i> T: "Sound?" S: <i>(Say sound that letter(s) make)</i> OR T: <i>(point to grapheme)</i> S: <i>("d spells /d/", "sh spells /sh/"...)</i>	15 to 20 phoneme/grapheme correspondences review of current and previously taught sound/sp patterns - Pointing used to cue a choral response - Students respond chorally (T does not say sounds or letter) - Students say the letter name or combination followed by the sound
Step 3: AUDITORY DRILL (5 min) Begin by reviewing/modeling the procedure. Teacher says sound (/ă/). Students form the letter or letter combination while saying the sound (" /ă/ is a"). Reinforces grapheme-phoneme correspondences. Teacher models blendable sounds.	Lesson Plan For students: Whiteboard/marker or paper/pencil 	T: <i>"I am going to say a sound, you write the letters that spell that sound"</i> "Say /_/" (letter sound) S: <i>(Repeat the sound)</i> T: "Write /_/" (letter sound) S: <i>(Write the letter(s) on whiteboards)</i> T: <i>"What letter(s) did you write?" (show correct answer for students to check their work)</i>	- Teacher presents sound with clear articulation - Students repeat sound while forming letter(s) on whiteboard - Teacher circulates and provides scaffolds as needed - Teacher shows correct model after each sound. Students correct errors
Step 4: BLENDING DRILL (5 min) Begin by reviewing/modeling the procedure. Teacher presents words with previously taught concepts using the word chain provided. Students read words chorally. Prepare the Blending Board app in advance.	Lesson Plan Blending board app or whiteboard 	T: <i>(Display each word in the chain using digital blending board, whiteboard, or letter cards)</i> More scaffolded (K-1) T: "Sound" (point to each letter) S: <i>(Say each sound)</i> T: "Read" (Slide finger under word) S: <i>(Read word)</i> Less scaffolded (1-2) T: "Think" (pause) "Read" (slide finger under word) S: <i>(Read word)</i>	- Digital blending board, whiteboard, or physical manipulatives are used to present each word (prepped in advance) - Crisp, clear pointing - Students chorally sound and read each word - Instruction includes scaffolded blending as needed - Teacher drops voice as soon as possible (students hold the cognitive load)
Step 5: NEW CONCEPT (15 mins) <i>Use the Lesson Slides to introduce a new concept. Introduction should include:</i> - discussion of placement and example words - articulatory gesture - letter formation practice, as needed - word reading and spelling with new concept (modeling, guided practice) <i>For spelling, use Elkonin Boxes or Pound-and-Sound phoneme segmentation strategies.</i>	Lesson Plan Lesson Slides  For students: Whiteboard/marker or paper/pencil  Spelling Strategies: 	<i>(Follow script in manual to introduce the new concept and articulatory gesture)</i> Read: <i>(Model continuous blending for the first 2 words, then:)</i> T: "Sound" (point to each letter) S: <i>(Say each sound)</i> T: "Read" (Slide finger under word) S: <i>(Read word)</i> Spell:	- New sound/spellings are introduced using slides Introduction should include: - discussion of placement and example words - articulatory gesture - letter formation practice, as needed - word reading and spelling with new concept (modeling, guided practice) - Crisp, clear pointing to words - Choral student response - Teacher drops voice as soon as possible to listen to student responses and provides corrective feedback and scaffolding as needed - Students sound out decodable words and segment

		(Model sounding out and writing first 2 words, then introduce each new word in a sentence . Ex: the word is cub. The bear cub played with his mom T: “Say /_/_” (word) S: (Repeat the word) T: “Sound /_/_” (word) S: (Segment the word into sounds) T: “Write /_/_” (word) S: (Write the word on whiteboard or on paper)	words for spelling • Sound wall cards are used for corrections and scaffolds
Step 8 Intro: Connected Text (5 mins) Teacher presents sentences for students to read. Reinforces students’ generalization of decoding skills to a meaningful context.	Lesson Plan Lesson Slides 	(Display each sentence on slides <u>More scaffolded (K-1)</u> T: “Sound” / “Read” (point to each letter in decodable words and slide finger back under the word as students read) S: (sound out and read each decodable word. Read each sight word. Reread the sentence smoothly) <u>Less scaffolded (1-2)</u> T: “Whisper read the sentence to yourself” (pause) “Read” (point to each word) S: (Whisper read and then choral read the sentence)	•Crisp, clear pointing to words •Students do the work of sounding out and read each word and read sentences chorally •Sound wall cards (spelling cards and heart words) are used as supports •Teacher guides, scaffolds, and corrects students needed •Teacher discusses phrasing, and students read sentences again
Aligned Independent Work (30 minutes) Students get additional opportunities for accurate practice with the skills they are learning, including fluency practice and application to writing. Students in Tier 2-3 get intensive support in small groups.	Materials 	Look for • Students working independently or with structure • Students reread their UFLI decodable passage, concept words, and illustrate the story • Students are using Roll-n-Read or other UFLI strategy each word to a partner before coloring it in • If students are writing in journals they have a sound wall to support their writing • Students know what to do and why they are doing it • Students with Tier 2/3 needs get additional support	

Day 2 Routines

Lesson Step	Materials	Sample Verbal Cues	Look for
Step 1: PHONEMIC AWARENESS (2 mins) Blending: Teacher segments, or breaks apart, word into individual phonemes (/sh//ō//p/). Students chorally blend the phonemes to form a word (shop). Warm up for decoding (reading). Segmenting: Teacher orally presents a word (shin). Students repeat word and chorally segment into individual phonemes (/sh//ī//n/). Warm up for encoding (spelling).	Lesson Plan  	Blending <i>“I’m going to say the sounds in a word, you put them together.”</i> T: /c/ /a/ /t/ “Sound” S: cat Segmenting <i>“Repeat the word I say, then say the sounds in the word.”</i> T: /c/ /a/ /t/ “say__ (cat)” S: cat T: “sound__ (cat)” S: /c/ /a/ /t/	• Teacher selects 4-6 words from additional word list to provide an oral warm-up to the lesson • Activities are taught orally (no written words presented) • Students chorally blend and segment phonemes • Students use fingers to “pound and sound” • Teacher models directionality (left to right) fingers or visual scaffold

Step 5: NEW CONCEPT REVIEW (3 mins) Briefly review new concept introduced during Day 1 using abbreviated New Concept review slides.	Lesson Plan Lesson Slides 	(Follow script in manual to review the new concept and articulatory gesture) Read: T: “Sound” (point to each letter) S: (Say each sound) T: “Read” (Slide finger under word) S: (Read word) (As students become more fluent, move to in-the-head blending with prompts: “Think” (pause) “Read” (slide finger under word)	•New sound/spellings are reviewed using slides •Review should include: • discussion of placement and example words • articulatory gesture • word reading with new concept (guided practice) •Crisp, clear pointing to words •Choral student response •Teacher drops voice as soon as possible to listen for student responses and provides corrective feedback and scaffolding as needed (with sound wall cards) •Students sound out decodable words
Step 6: WORD WORK (6 mins) Use individual manipulative letters/tiles to guide students through word work activity. Word work provides students with decoding and encoding practice targeting the new concept reviewed in the previous step.	Lesson Plan UFLI Word Work Mat App (browser)  or whiteboard/manipulative letters For students: Magnetic boards/letters 	S: (Set up magnet board or whiteboard with first word) Decoding prompt T: “Change __ (letter) to __ (letter)” S: (Switch the letter on blending board or whiteboard) T: “Sound and read the new word” S: (Sound out and read the word) Encoding prompt T: “Change __ (word) to __ (word)” S: (Change the correct letter to make the new word) T: “Read and spell /_ /” (word) S: (Read and spell the word they created) T: Show correct model as students spell	• Students do the work of sounding out and building each word using manipulatives • Sound wall cards and elkonin boxes are used for supports • Teacher guides students as needed through each word • Both decoding and encoding prompts are used • Teacher intentionally selects word chains for the lesson to provide appropriate scaffolding for the group
Step 7: IRREGULAR WORDS (6 mins) Use Lesson Slides to review and introduce irregular words. Students practice reading and spelling irregular words, or words that do not follow common grapheme-phoneme correspondences. Discuss irregular parts of the word as the part(s) that must be learned “by heart.”	Lesson Plan Lesson Slides  For students: Whiteboard/marker or paper/pencil 	(display word and introduce in a sentence) Example: This word is “said.” My mom said I am smart. Introduction T: “Say /_ /” (word) S: (Repeat the word) T: “Sound /_ /” (word) S: (Sound out the word) T: “I will show you the part you need to know by heart.” (Point out regular and irregular spellings) T: “Read” “Spell” “Read” S: (Read and spell each word) Review T: “Read” “Spell” “Read” S: (Read and spell each word) T: “What part do you need to know by heart?” S: (say the spelling and the irregular sound it represents)	•Crisp, clear pointing •Words are introduced in an example sentence •Students chorally sound out each word. Teacher points out irregular parts •Heart visuals on slides or cards are used for scaffolds •Students chorally read, spell, read each word (does not read) •Words are selected for review strategically. Students name the irregular parts •Whiteboard dictation of strategic irregular words is included if needed. If dictation is used, students can reference heart word cards as scaffold when writing.

