

Advanced Code: Alternative Spellings Lesson Implementation Checklist

Lesson Component	Critical Behaviors for Implementation of Skills Lesson Types	E=Evident NE=No Evidence	Cite specific behaviors
Warm Up	a. Is the warm up done orally?		
	b. Does the warm up focus children on the 'sound' or 'sounds' that are of interest in the lesson?		
	c.		
Introduce the Alternative Spelling	d. Does the teacher review the spelling(s) the children already know for the sound?		
	e. Do children generate lists of words in which the sound is represented by the spelling they already know?		
	f. Does the teacher explicitly present the alternative spelling?		
	g. Does the teacher provide multiple words/examples that use the new alternative spelling?		
	h. Does the teacher provide advice about where this spelling is likely to occur in words		
	i. Does the teacher create a visual that 'models' the idea of a word sort for the children?		
	j.		
Review the Alternative Spelling	k. Does the teacher support the children in engaging in a word sort activity?		
	l. Does the teacher support or model the word sort process?		
	m. Does the teacher visually draw attention to the alternative spellings?		
	n.		
Alternative Spelling in Context	o. Is there a poster or visual to support alternative spellings?		
	p. Does the visual convey the key idea of alternative spelling and/or tricky spelling?		
	q. Are alternative spellings made salient in text or around the room?		