

Advanced Code: Tricky 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 Tricky Spelling	d. Does the teacher call explicit attention to many examples of words in which the same spelling is pronounced in different ways?		
	e. Is the teacher's pronunciation of different sounds clear enough for children to make distinctions?		
	f. Does the teacher explain to children that they must try each pronunciation they have learned for a spelling until it sounds right?		
	g.		
Review the Tricky Spelling	h. Does the teacher support the children in engaging in a word sort activity?		
	i. Does the teacher support or model the word sort process?		
	j. Does the teacher visually draw attention to the alternative spellings?		
	k.		
Tricky Spelling in Context	l. Is there a poster or visual to support alternative spellings?		
	m. Does the visual convey the key idea of alternative spelling and/or tricky spelling?		
	n. Are alternative spellings made salient in text or around the room?		