

Tricky Word 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 teacher link the warm up meaningfully to the lesson, as applicable?		
	c.		
Introduce the Tricky Word	d. Does the teacher explicitly teach the tricky word- by talking about it and visually showing it?		
	e. Does the teacher first have the children try to 'blend' the word?		
	f. Does the teacher explain this word is tricky but that there are parts that are similar to what they know (i.e., decodable)?		
	g. Does the teacher explain this word is tricky because there are parts that do 'not play by the rules'?"		
Review the Tricky Word	i. Does the teacher draw attention to the tricky word, visually, during any whole group activities or practice?		
	j.		
Tricky Words in Context	k. Is the tricky word added to the word wall?		
	l. Is the tricky word in a different color?		
	m. Are the children reading a story involving the tricky word?		
	n. If reading as a whole group, does the teacher visually and verbally remind children/alert children to the tricky word?		