



Texas School for the Blind and Visually Impaired

Instructional Resources Library

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Microsoft Word: Spellcheck and Editing (with or without a Focus 40 braille display)

Age(s) / Grade Level(s): Beginning JAWS Learners

Subject(s): Technology

Length of time: 45 minutes

Curriculum Standards

RULE §126.8 Technology Applications, Grade 3, Adopted 2022

(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies.

The student is expected to:

(D) identify and practice using keyboard or other input device shortcuts for actions such as copy, paste, undo, or closing windows; and

Objective(s)

- Be able to edit a document to make spelling, grammar, and content changes.
- **Note:** Spellcheck may differ depending on the version of Word being used, so adjust instruction or navigation of Spellcheck dialog box as needed.

Materials Needed

- Computer
- Documents to practice spellcheck and editing.

Lesson/Activity Sequence

1. Today's lesson is all about editing a document to make spelling, grammar, and content changes. We're going to learn how to spellcheck and edit the document that you just created.
2. Editing Word documents
 - a. Before we begin to practice editing, let's talk a little bit about what this word means.

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- b. What does the word **edit** mean and why do we edit documents (edit means to write or to fix something that is written; we edit in order to fix grammar and spelling errors, to make changes to the meaning of our words, or to make our sentences more clear for others to read)? Can you think of an example of something you have edited?
 - c. Open up a new document and write a short summary of your favorite book.
 - d. The very first thing we're going to start with is spellcheck. Press F7 (Dots 1 8 chord, Dots 1 2 4 5) to open up spellcheck. Spellcheck is a kind of dialog box, so we're going to use Tab (Dots 4 5 chord) or Shift-Tab (Dots 1 2 chord) to move around it. Tab and Shift-Tab is how we move from area to area in a dialog box. Tab moves you forwards and Shift-Tab moves you backwards. Then, once we're in a specific area, we can use arrow keys to navigate. As we navigate this dialog box, we're going to listen very carefully to our options. Spellcheck will find words that it believes are misspelled. Sometimes it will find grammar errors as well, such as when you have 2 spaces. When you open spellcheck, the first thing it does is place your cursor to the left of the word that needs fixing. Whoa - that's a new word - cursor! Do you know what it means? (Cursor is the insertion point in your document where, if you begin to write, letters would appear on the screen - it's always important to know where your cursor is located before typing, to make sure you don't accidentally insert letters where you don't want to! Using a braille display helps a lot with this, as you can check your cursor placement on your display. Notice the dots 7-8 that are "blinking" on your display - this indicates where your cursor is).
 - e. Now, let's move around the spellcheck dialog box. What do you hear? When you hear "Ignore," that's an option you can use that means you don't want to make a change to the spelling (e.g., if it's a name or a word that you don't want to fix). Next is something called "Ignore All" - what do you think that might mean? Notice that JAWS always tells you how to activate your choice. Let's keep moving forward. The "Add" option is if you want to add a word to your computer dictionary. We'll skip that for now. Now we're in the suggestions box - this is where the computer guesses what spelling you might want to use for your misspelled word. Notice JAWS spells out the first word. If you're happy with the first choice, then you can press Tab to leave the suggestions box. If you want to see other choices, then press the 'down' arrow. After you hear the one you want, then press Tab. If you want to change the word, then you will activate the change button. How does JAWS tell you to activate it? Great work! Let's keep moving through and fixing all the errors in the document. Wonderful work using Spellcheck. You can begin to use that tool on all your documents. If you have no spelling errors, the computer will let you know by sending a pop-up message that says you have no errors. Isn't that helpful?
3. Practice editing content
- a. Now let's say you have some words you want to change in this document. How can you navigate to those words? (You could travel by line or by word using up arrow [Dot 1 chord]/down arrow [Dot 4 chord] or Ctrl left arrow [Dot 2 + space]/Ctrl right arrow [Dot 5 + space]). Or, you can move through the braille on your display and use one of the cursor routing buttons. Locate where you want to move your cursor to, then press the routing button on top. What do you think? What's your preference for how to move your cursor? Now, you can change your letters. If you want to delete a character to the left of the cursor: Backspace or Dot 7. If you want to delete a character to the right of the cursor:

Delete or Left Shift button + Dots 1 4 5. Let's practice with a couple other words! Great job!

4. Now we're going to practice editing a document (have a document on hand for your student to practice editing - see sample editing activity "All About Me" below).
 - a. This Document is called "All About Me." Let's open "All About Me," in your TSBVI folder. I will help you complete it!
5. Great job completing the document!
6. Practice editing using editing documents that you have created
7. Explain Quick Keys and Styles for more advanced users
8. Questions?

How Will I Assess Student Progress?

- The student can open and navigate spellcheck to fix errors.
- The student can navigate through documents to fix content, as needed.

Differentiation

Differentiate by Skill Level

- **Beginner:** Focus only on basic spellcheck navigation and simple corrections (ignore/change a word). Provide step-by-step modeling, verbal prompts, and a simplified document with only a few errors.
- **Intermediate:** Add content-editing skills (moving the cursor, deleting/replacing words) and encourage independent exploration of spellcheck. Provide slightly more complex documents.
- **Advanced:** Introduce Quick Keys, Styles, and formatting edits. Challenge students to edit a document with mixed spelling, grammar, and content changes, encouraging them to teach back what they've learned.

Differentiate by Learning Modality

- **Visual Learners:** Offer a screen recording or slides showing each step of spellcheck navigation alongside text instructions.
- **Auditory Learners:** Use guided verbal cues and JAWS audio feedback; encourage students to narrate their editing steps out loud.
- **Kinesthetic Learners:** Provide hands-on editing practice early in the lesson, encouraging them to experiment with cursor routing buttons, braille displays, and keyboard shortcuts.

Differentiate by Support & Scaffolding

- **High Support:** Work 1:1 or in small groups, modeling each step and providing a "cheat sheet" of commands (with braille/print versions).
- **Medium Support:** Offer partially completed documents with hints (e.g., underlined words to correct, arrows pointing to content changes).
- **Low Support:** Give students more autonomy to explore editing independently, then have them review a peer's work, applying the skills they've learned.

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Next Steps/Lesson

- Microsoft Word: Document Formatting and Layout
 - Fonts, text effects, highlighting, alignment, line and paragraph spacing, indents and tabs, etc.