

Jump Start the Year

Non-Readers New to the Program

1. Preschoolers -- Even infants intensely listen to speech sounds. Play the Phonogram CD. Practice echoing the sounds. Stimulate a heart for literacy. with a focus on SWR Steps 1-3 and 5-6. Prep the senses, read aloud to the child, and say and shape the phonograms using big motor skills.
2. K/1st Grade -- Expand the above. Practice phonograms daily. Introduce the Consonant/Vowel page (Step 9). Add the first four multi-letters to the Log (Step 11). Begin teacher spelling dictation (Step 12). Section A words are scripted in SWR, but are also in WISE Guide (WG). Carefully study the dictation pattern on the inside back cover of SWR. A chart on SWR p.79 lists the first time you will face each type of extra attention think-to-spell word. Step 13 gives you general suggestions for reinforcing new spelling words. Optional activities are provided with each new list of words in WG. Step #14 gives a list of the authors quoted in spelling sentences and possible additional enrichments.
3. Follow the cues in WG for the direction on when to go back to the various SWR steps: spelling rule pages, grammar, spelling rule cards, vocabulary building, composition, etc.
4. Monitor Progress. Every 4-6 weeks give 10+ Diagnostic Spelling Test words. SWR Appendix B.

Readers New to the Program

1. Establish a Bench Mark. Administer Diagnostic Test #1 (SWR pgs. 196-198) before beginning any teaching. Step 11 will guide you on placing the student in WISE Guide (WG). See the chart on SWR pg. 65. An advanced student can start as late as Section T and still cover every rule.
2. Before Starting WISE Guide -- Give a week or two exposure to the first eleven steps in SWR before beginning WG. Focus on daily read-aloud to students, phonogram practice, and start up Learning Log reference page work. (Steps 9, 10) plus any other pages listed with the first section you will teach in WG. Use diagnostic test as an aid for placing student(s) in WG spelling section.
3. After Starting WISE Guide -- Teach the remaining SWR steps as they relate to the actual spelling words you are teaching. The Scope and Sequence lists the order in which each step first happens with someone who starts spelling at Section A. For anyone starting higher in the spelling list, the SWR application order adapts to the changed starting point. This keeps these spelling rules pages relevant to the words you are teaching. WG provides a personalized map back to any SWR Steps that apply. For example, in the “Preliminaries” over the spelling words you will see something like, “If you have not done so already this year, teach __, __, and __ before you teach this list.”
4. Monitor Progress. Give a diagnostic test every 4-6 weeks. Follow-up tests are not for placement.

Students in a Subsequent Year (Follow the outline for Readers New to the Program.)

Start a new student Learning Log each year. When directed by WISE Guide, rebuild Reference Pages. The Multi-letter Phonogram, Silent Final E, and AEIOU Pages usually remain the same as previous years. Most pages are “add as you go” pages that start with a few review words. Collect sample words from current spelling or assignments in other subject areas. Train for life.