



**WORKING WORDS IN SPELLING—
100% spelling based on solid
research principles**

Research Principle

Working Words in Spelling

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| <p>1 Spelling words should be high-frequency writing words that are well-established in students' reading, speaking, and listening vocabularies.</p> | <p>This program teaches over 99% of the words children and adults need in their daily writing.</p> |
| <p>2 The single most important factor in learning to spell words occurs when students correct their own spelling tests, with the teacher's help.</p> | <p>The Corrected-test Procedure, an essential part of all levels of the program, is a self-corrected test procedure that involves the visual, auditory, and kinesthetic modalities.</p> |
| <p>3 Spelling words should be initially presented in a list and later studied in the context of a phrase or sentence.</p> | <p>All spelling words are introduced first in list form, and then in the context of a meaningful phrase or sentence.</p> |
| <p>4 Premarking hard spots in words or identifying hard words for study are not useful practices. Hard spots in words or hard words are never identified.</p> | <p>Students find their own hard spots and difficult words through the Corrected-test procedure.</p> |
| <p>5 To learn to spell, a student must form a correct visual image of the whole word.</p> | <p>The S-H-A-R-P Word Study Procedure, Visual Warm-ups, and practice exercises stress formation of correct visual images of whole words.</p> |
| <p>6 The most effective time allotment for the study of spelling is 60–75 minutes per week.</p> | <p>Lesson materials promote brisk, motivating sessions of 10–15 minutes daily.</p> |

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| <p>7 The test-study-test method of instruction is superior to the study-test method.</p> | <p>The test-study-test format is the conceptual framework for the lessons in this program.</p> |
| <p>8 A systematic word-study procedure involving visual, auditory, and kinesthetic modalities should be established for studying spelling words.</p> | <p>The S-H-A-R-P Word Study Procedure, which utilizes visual, auditory, and kinesthetic modalities, is employed through all levels of the program.</p> |
| <p>9 Students completing word-study exercises using words already mastered will transfer up to five times as many words into their own writing as students who do not complete the practice exercises.</p> | <p>Students who do well on the pretest are still asked to complete all word-study exercises. This additional practice promotes the transfer of spelling words into daily writing.</p> |
| <p>10 Student interest plays a critical role in learning to spell.</p> | <p>Known language arts activities, as well as crossword puzzles, word searches, and codes, stimulate and sustain student interest.</p> |
| <p>11 The only spelling rules that should be taught are those that apply to large numbers of words and have few exceptions.</p> | <p>Only high-utility generalizations are taught in this program. Students arrive at useful generalizations inductively through the study of the words.</p> |
| <p>12 Spelling becomes relevant only when the weekly spelling words are mastered and used regularly in daily writing.</p> | <p>To increase transfer, only high-frequency words and their derivatives—those words most likely to be used regularly in student writing—are studied. Maximum reinforcement is achieved through the practice exercises as well as consistent opportunities for original writing and proofreading.</p> |