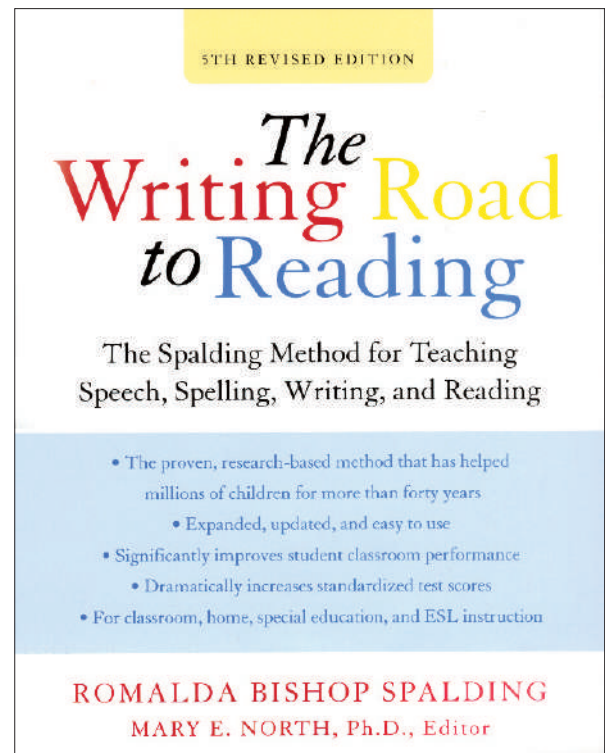
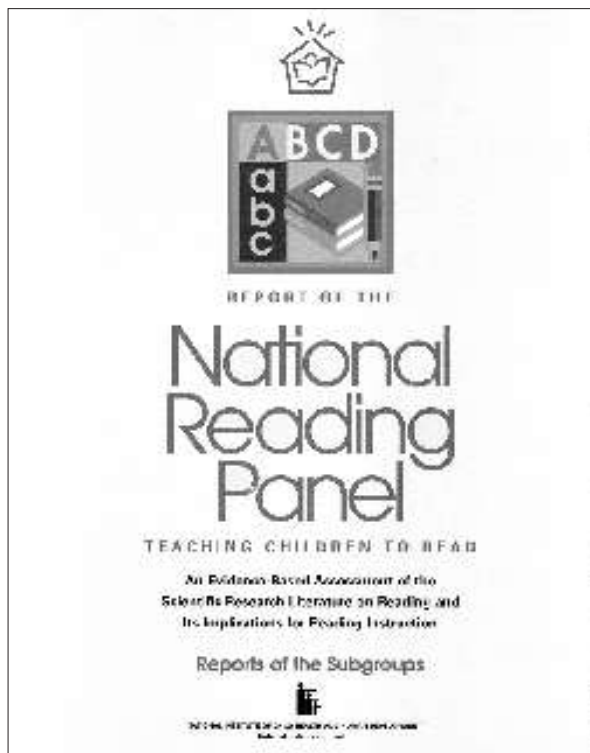


# How Spalding's *The Writing Road to Reading* addresses the essential instructional components for early reading instruction outlined in the 2000 National Reading Panel Report



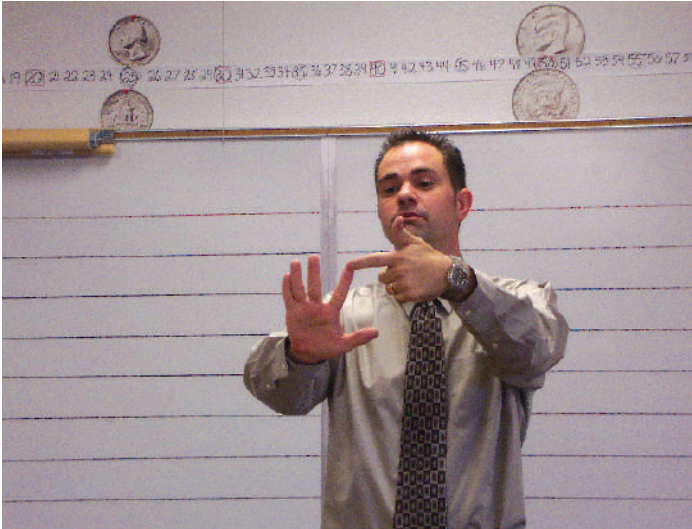
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# How the time-proven Spalding Method prepares students for a lifetime of reading

In response to a Congressional mandate, the National Reading Panel (NRP) reviewed more than 100,000 research studies before issuing the 2000 report that identified five essential instructional components of effective reading programs. These components have been incorporated within the K-12 academic standards of most states. The purpose of this report was to increase understanding of the types of skills and practices most crucial to the development of early reading. Spalding's time-tested approach to the development of reading literacy addresses the NRP's essential instructional components in the following ways:

### Phonemic Awareness



Because correlational studies have identified phonemic awareness as one of the best predictors of how well children will learn to read during the first two years of instruction, it is essential that students receive solid training in this area.

According to the NRP, *“Phonemic awareness training was the cause of improvement in students’ phonemic awareness, reading and spelling following training.”*

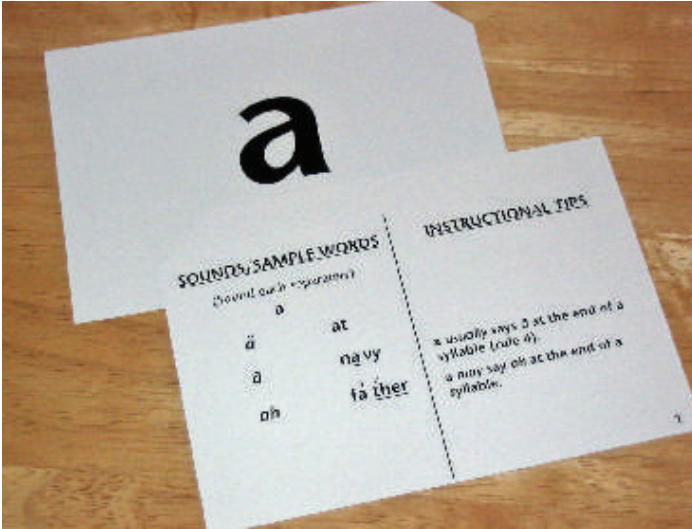
### Phonemic Awareness

#### **The Spalding Method:**

- Incorporates phonemic awareness training within daily spelling routines using **high frequency words**.
- Provides regular teacher-led and independent practice for the following phoneme manipulation tasks:
  - **Identifying individual sounds** in spoken words.
  - **Segmenting** spoken high-frequency words into individual sounds.
  - **Counting** sounds within spoken words.
  - **Blending** sounds into spoken words.
  - Recognizing **initial sounds**, then **ending sounds**, and finally **middle (medial) sounds**.
  - Identifying **same** and **different sounds** in spoken words and rhymes.

Systematic Phonics

Systematic Phonics



The Spalding Method:

- Uses a systematic approach to help children quickly master saying and writing the 70 symbols (**phonograms**) that represent 45 **speech sounds**.
- Includes **daily oral and written phonogram reviews** to reinforce phonics skills.
- Equips students to spell accurately and to **decode unfamiliar words** by applying phonics skills to reading text.
- **Connects speech to print** with a unique and time-tested marking system.
- Employs daily spelling dictation to lay the groundwork for **segmenting spoken words** and **blending phonograms** into high frequency regular and irregular words (important prerequisites **for faster success with reading**).
- Integrates precise handwriting techniques with **sound-symbol relationships** as a **multi-sensory bridge** between essential phonics skills and their practical application for writing and reading.
- Provides opportunities to apply newly learned and reinforced phonics skills through **reading words by sound or syllable**.

According to the NRP, *“Systematic phonics instruction produces significant benefits for students in kindergarten through sixth grade and for children having difficulty learning to read... The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed.”*



Vocabulary

Vocabulary



**The Spalding Method:**

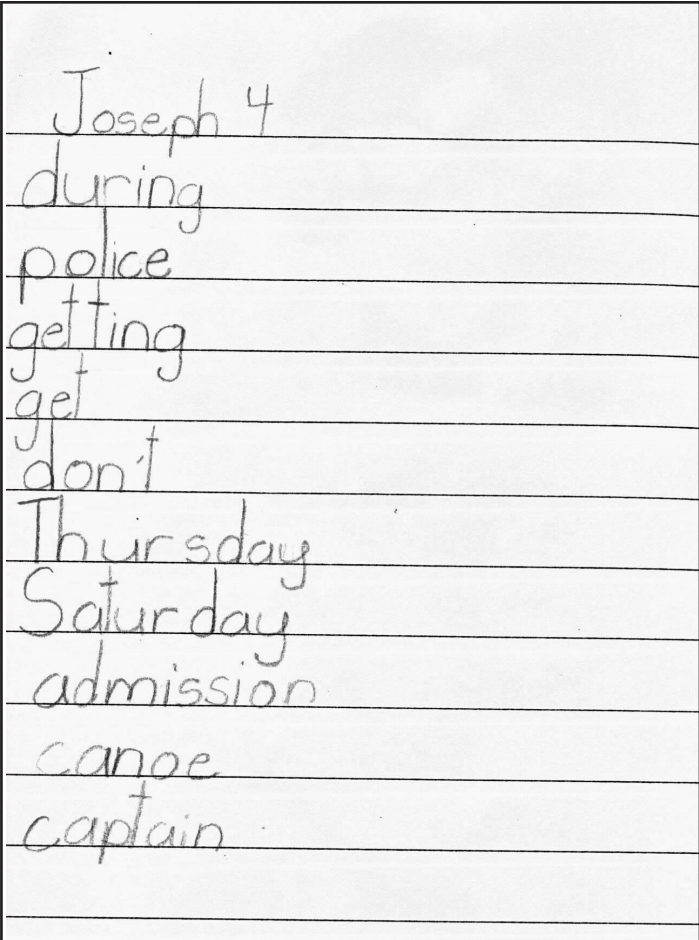
- Uses **high frequency core vocabulary words** as the foundation for vocabulary instruction.
- Teaches **word parts** as well as **usage and meanings**.
- Coaches students to use these words to **construct oral and then written sentences** in preparation for reading.
- Extends vocabulary through **use of quality literature** and **extensive independent reading**.

A solid foundation in grade appropriate vocabulary words is essential to the reading process.

According to the NRP, *“The findings on vocabulary yielded several specific implications for teaching reading. First, vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important.”*

Additionally, the panel stated that, *“Direct instruction should include task restructuring as necessary and should actively engage the student.”*

The panel also noted that, *“...dependence on a single vocabulary instruction method will not result in optimal learning.”*



Fluency

Fluency



A child may be considered fluent when a level of automaticity has been achieved while reading text.

According to the NRP, *“Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.”*

The panel also noted that, *“Guided, repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.”*

**The Spalding Method:**

- Structures the development of fluency skills with the regular use of **proven strategies to help automate the reading process** such as:
  - Developing **automatic word recognition as students read new words used in normal speech** – a critical prerequisite for reading text fluently with comprehension.
  - Modeling **intonation, expression, and fluent reading.**
  - Providing specific and **immediate teacher feedback** as students read orally to **develop accuracy, proper expression, and speed** in daily reading lessons.
- Monitors fluency progress with teacher-administered **Oral Reading Assessments.**



### Text Comprehension



Effective reading programs explicitly teach comprehension skills that help children gain meaning from text.

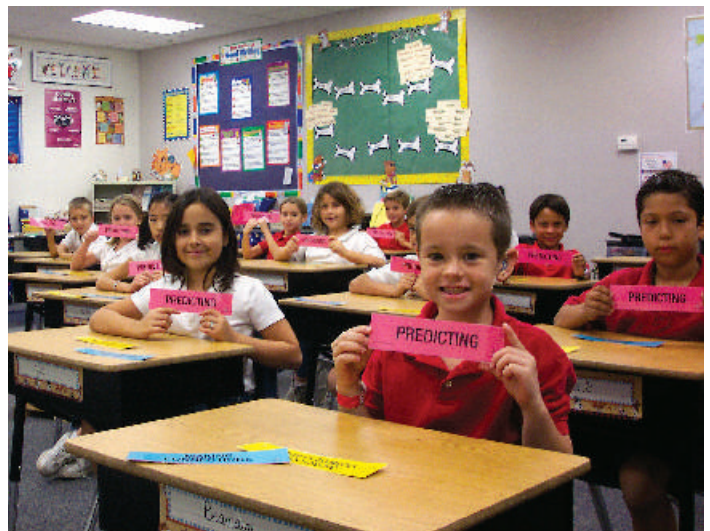
According to the NRP, *“The rationale ... is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. The types of instruction are: comprehension monitoring, cooperative learning, use of graphic and semantic organizers, questioning answering, question generation, story structure, and summarization.”*

With regard to the importance of any single technique, the panel found that, *“In general, the evidence suggests that teaching a combination of reading comprehension techniques is most effective... these techniques can improve results in standardized comprehension tests.”*

### Text Comprehension

#### **The Spalding Method:**

- Incorporates five proven comprehension strategies that build solid text comprehension skills:
  - **Self-monitoring** of comprehension while listening and reading.
  - **Making connections** between prior knowledge and text.
  - **Predicting** author’s purpose as well as likely outcomes and events.
  - **Categorizing information** by using graphic organizers, outlines, and sequencing diagrams.
  - **Summarizing** text and identifying stated and implied **main ideas**.
- Provides specific, immediate feedback as students use these strategies to comprehend text.
- Assesses students on multiple levels using strategies and questioning techniques recommended by the NRP and found in high stakes testing.
- Uses cooperative learning activities to check for understanding.



# How the Spalding Method equips stakeholders to ensure the reading success of children

## NRP Comments

### High Quality Professional Development



The High, Objective, Uniform State Systems of Evaluation (HOUSSE) guidelines associated with the No Child Left Behind Act (NCLB) focus on the role of the teacher in raising student achievement.

The NRP also recognized this relationship, stressing that, *“Readers acquire these strategies informally to some extent, but explicit or formal instruction in...comprehension strategies has been shown to be highly effective in enhancing understanding.”*

It was the opinion of the panel that ongoing professional development opportunities were important to ensure the effectiveness of early reading program teachers.

The NRP noted that, *“Teachers required instruction in explaining what they are teaching, modeling their thinking processes, encouraging student inquiry, and keeping students engaged. Data from all four studies indicated clearly that in order for teachers to use strategies effectively, extensive formal instruction in reading comprehension is necessary... Generally, the results indicated that inservice professional development produced significantly higher student achievement.”*

Educators who are “highly qualified” to teach early reading programs are well versed in both the content and process involved in attaining literacy.

According to the NRP, *“Teachers not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, or which strategies are most effective for different students and types of content and of how best to teach and model strategy use.”*

## The Writing Road to Reading

### High Quality Professional Development

#### The Spalding Method:

- Offers **teacher training courses\*** accredited by the **International Multisensory Structured Language Education Council (IMSLEC)** that provide high quality professional development opportunities for teachers. Spalding courses focus on the skills and behaviors essential to the NRP instructional components:
  - **Integrated Language Arts 1** provides explicit instruction in spelling (including phonemic awareness, handwriting, and phonics), sentence construction, literary appreciation, listening and reading comprehension, and lesson planning. **Spelling is emphasized because the subskills of reading are taught there in an integrated format – a unique feature of *The Spalding Method*.**
  - **Integrated Language Arts 2** emphasizes literary appreciation, composition, text structure, and comprehension, principles of learning and instruction, and lesson planning. Spelling concepts taught in ILA 1 are reinforced and expanded.
- Provides onsite professional development for teachers.
- Offers **continuing education** and ongoing teacher support through **Annual Certified Instructor Seminars** focused on additional best practices and research updates.
- Provides ancillary professional development opportunities for school administrators, curriculum directors, grade-level leaders, and instructional specialists at **Annual Leadership Conferences**.





Home Educators and Parental Involvement



The NRP held public hearings in five cities prior to the release of its report. One of the key findings addressed the importance of parental involvement in the development of literacy.

The panel emphasized *“The importance of the role of parents and other concerned individuals, especially in providing children with early language and literacy experiences that foster reading development.”*

Home Educators and Parental Involvement

**The Spalding Method:**

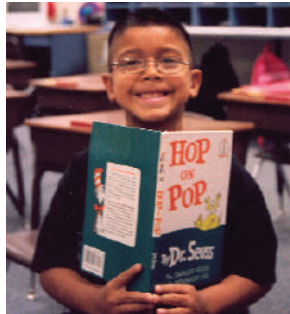
- Equips parents with practical tools that help reinforce reading skills at home with *Spalding for Parents*, a twenty-hour companion course to *The Writing Road to Reading*.
- Provides home educators with an **integrated curriculum** for teaching, spelling, writing, and reading.



## Why *The Writing Road to Reading* is an effective reading program

As a comprehensive, multi-sensory integrated language arts approach to achieving reading proficiency, ***The Spalding Method***<sup>®</sup> is:

- **Instructionally sound**, providing systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension as required by state standards, No Child Left Behind (NCLB), and Reading First.
- **Based on solid research**, transforming research findings into effective classroom practices so children can quickly become fluent, thoughtful readers.
- **Historically successful**, producing clear results for thousands of teachers and home educators since its inception in the early 1950s.
- **Designed for differentiated instruction**, equipping teachers with a wealth of resources, diagnostic tools and interventions needed to support the learning of traditional, special education, and Limited English Proficiency (LEP) students within the same classroom.
- **Accompanied by a variety of high quality professional development opportunities**, supporting district and school efforts to comply with federal High, Objective, Uniform State System of Evaluation (HOUSSE) provisions.



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