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
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:
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.”
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."

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.
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.”
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.
 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.”
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.
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.”
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®* 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.

For more information about Spalding products and services, contact: