



the Spalding NEWS

What's Inside:

LITERACY WATCH
CONFERENCE HIGHLIGHTS
PAGES 2-3

SPALDING IN AUSTRALIA
NEW LITERACY GROUP LAUNCHED
PAGE 4

Q & A: WE ANSWER YOUR
QUESTIONS
PAGE 5

FRANKLIN N.E. BLUE RIBBON
SCHOOL
IMSLEC PIONEERS HONORED
BRET TARVER A+ SCHOOL
PAGE 6

NEW FROM SPALDING
COACHING COURSE
PAGE 7

NEW FROM SPALDING
WORD ANALYSIS CD
COMPREHENSION STRATEGIES
DVD
PAGE 8



Spalding Education
INTERNATIONAL

Spalding Goes to IDA



From left to right, Warren North, Mary North, Reid Lyon, Joy Sweet and Bob Sweet

The lone star state shone this year when some of the brightest lights of the literacy world gathered in Dallas, Texas. The occasion, on October 31-November 3, 2007, was the 58th Annual Conference of the International Dyslexia Association (IDA).

Spalding was well represented. Dr. Mary North, Director of Research and Curriculum, took part in two panels. Carole Wile, Director of Instruction and Certification, made a presentation assisted by Janie Carnal, Associate Director of Research and Curriculum, and Jim Sexton, Director of Outreach and Marketing, who also manned the Spalding booth.

Dr. North chaired a panel who discussed their experiences working with colleges and universities to secure academic credit for training courses in phonetic, multi-sensory structured language strategies. In addition, Dr. North took part in a retrospective of the history of Dr. Orton and the International Dyslexia Association (IDA). She discussed Mrs. Spalding's work with Dr. Orton and her pioneering role in scientific reading instruction.

Carole Wile explained the rationale behind Spalding's unique methodology and its integration of the five research-based components of effective reading instruction. ★

Conference Highlights

The IDA Conference was such an information-filled event; singling out particular topics for mention is difficult.

The symposium on “Brain Plasticity: Lessons for Learning to Read” gave attendees much to think about. Speakers pointed out it was once thought that the structure of the brain develops during childhood and that few changes or alterations take place afterward. However, new research indicates that the adult brain is almost as malleable as a child’s. These insights have enormous implications for overcoming reading, speech or hearing disabilities at any age.

Dr. Reid Lyon

Dr. Reid Lyon, former chairman of child development and behavior for the National Institute of Child Health and Human Development, spoke about the importance of basing reading instruction on research findings. He explained that although the science of reading progressed greatly during the 20th century, reading instruction didn’t keep pace.

It was not because proven instructional practices were so difficult to follow. The gap persisted because science could not compete with the status quo as taught in colleges of education and presented in reading textbooks by professors who favored their theories over science. The gap between what science revealed and what was implemented in universities and public schools became an instructional Grand Canyon in which children were being lost every day.

Reading First

Lyon explained that bridging the gap between science and practice was the impetus for the *Reading First* portion of No Child Left Behind. It was thought that the way to change practice was to make federal funding contingent upon scientific support for programs that claimed to teach reading.

During the political process, Congress

weakened the criteria for receiving *Reading First* funding. That change resulted in the unintended consequences that have received so much adverse (and often unfair) press and are being used in an attempt to destroy *Reading First* and NCLB.

Caught in the trap of insufficiently defined language about which programs qualified for grants, *Reading First* was ripe for destruction by its legions of whole language opponents.

Results

However, bad press is one thing; results are something else. According to an April 19, 2007, report from the U. S. Education Department, 97% of the school districts participating in *Reading First* reported gains from 2004 to 2006 of 16 percentage points for first-graders and 15 percentage points for third graders in meeting fluency goals. Comparable gains were made in reading comprehension: 15 percentage points on average for first-graders and 12 percentage points on average for third graders. Even more impressive, these gains were across the board for all groups, minorities, English-language learners, disabled and white middle-class students. These data show that scientifically-based programs work. Lyon stressed that reversing course now would be a terrible tragedy for America’s children.

Bob Sweet

Bob Sweet, co-founder of the National Right to Read Foundation and former professional staff member of the House Committee on Education and the Workforce, expanded on that theme.

His topic, “Research to Practice, Where Do We Go From Here,” encompassed the history of reading instruction, tracing the influence of John Dewey’s progressive education on the abandonment of the alphabetic system and a general decline




in academic rigor. According to progressivists' view of education, direct instruction is the wrong way to teach children. Rather, they learn best when the teacher merely "facilitates" their interests. Hence, children don't need phonics, they only

The Spalding News

In 1986, Romalda B. Spalding established the Spalding Education Foundation (now Spalding Education International, or SEI) to perpetuate her Method, and to maintain the principles and procedures which have made *The Spalding Method* so effective.

Through ongoing professional development, SEI provides the highest quality literacy instruction to public, private and home educators, and ultimately to all students. Today, SEI trains teachers and accredits schools in *The Spalding Method*, which continues to be validated by current research about the way children learn.

President Warren J. North
Vice President. Dr. Ronald G. Sipus
Director of Research
& Curriculum Dr. Mary North
Director of Instruction
& Certification Carole L. Wile
Associate Director of Research
& Curriculum Janie Carnal
Director of Outreach
& Marketing Jim Sexton
Director of Publications. Marcia Sielaff

The Spalding News is published quarterly by Spalding Education International. Send all correspondence to 23335 N. 18th Drive, Suite 102, Phoenix, AZ 85027. You can reach Spalding Education by calling 623-434-1204, fax 623-434-1208 or email staff@spalding.org. Visit our website at www.spalding.org 

need to be exposed to simple words multiple times.

Sweet noted Dr. Samuel Orton's efforts to help children who had difficulty learning to read with the new theory. He pointed out that Orton's work has since been validated by science. One of Sweet's slides displayed *The Writing Road to Reading* as an example of a program derived from Dr. Orton's work.

It was a short step from the "look-say" theory of the 1930s to the whole language theory of the 1960s with its emphasis on meaning and its dogma that reading is natural and phonics instruction should be incidental if at all.

Sweet compared quackery in early medicine to the quackery that overtook reading instruction with the advent of these theories.

Medicine turns to science

He contrasted the progress made by the medical profession with education. The field of medicine, he said, now requires carefully designed quantitative research studies before procedures or remedies can be used on patients.

The American Medical Association standardized medical practice in 1847. In 1931, the FDA was established to scientifically test foods, drugs, and medical devices.

As a result, we can, for the most part, trust that the medical profession will rely on scientifically validated treatments and methods that will help rather than harm us.

A crucial step was taken when, in the early part of the 20th century, a major assessment of medical schools was done, and a wide variation of training practices were found, some good, but most very, very bad. A similar examination and bringing to account of colleges of education is long overdue.

Reading doesn't

Sweet pointed out that, despite decades of carefully documented research, the teaching of reading remains in the equivalent of the Dark Ages.

"Decisions about education are some-

times instituted with no scientific basis at all, but rather are derived directly from ideology or deeply held beliefs about social justice or what's good for society in general. Schooling cannot be improved by relying on folk wisdom about how students learn and how schools should be organized."

Sweet quoted from a National Research Council 2002 Report which stated that "the set of guiding principles that apply to scientific inquiry in education are the same set of principles that can be found across the full range of scientific inquiry." Education is only unique in failing to apply the findings.

He pointed out that 12 years of schooling amounts to about 15,000 hours of compulsory treatment, and the children who suffer most when that treatment is faulty are the bottom 40 percent.

Reading First, was the first federal effort to attempt to ensure that these most vulnerable children receive scientifically validated instruction.

It is no coincidence that the educational establishment in general and the reading establishment in particular reacted with outrage to the requirements of *Reading First*. Reluctance to adopt scientifically validated practices was especially manifest among the big education lobbies resistant to infringements upon their power and to having pet theories challenged.

Sweet pointed out that much of the outrage comes from whole language proponents who want to destroy *Reading First* without having to address the science or the abysmal failure of their theories.

Recommendations

Bob Sweet calls for transparency as a way to align classroom practice with science. He suggests that the science of effective reading instruction become so well known that resistance will become ludicrous if not impossible.

"Get the best, most disinterested cognitive scientists to synthesize what is dependably known about learning in a

form that can have direct application to schools.

Require textbook companies to provide evidence that their products have met 'the gold standard test' for research."

He also recommended that Congress set aside 1% of total education funds for independent research to ensure that no student in public schools is subjected to instructional practices that are not research supported.

Among his other recommendations, he urged attendees to assess their states' colleges of education reading courses to determine their fidelity to reading research, and publicize the results.

Such a step would reveal that most colleges of education are not supportive of scientifically based reading instruction, and in fact, preach the opposite.

Dr. Sylvia Richardson

SEI also attended a presentation by Dr. Sylvia Richardson. She is a retired pediatrician, speech-language pathologist, researcher, scholar, teacher, and clinician, who has been involved in the field of language-learning disabilities for many years. She is a former President of the American Speech-Language Hearing Association (ASHA) and the International Dyslexia Association. She and Robert Sweet consulted with Mrs. Spalding on several occasions.

Richardson, Sweet and Lyon, all voiced the strong opinion that our nation's reading problem is analogous to a serious epidemic which is becoming a national health issue. On international rankings of reading ability, the United States has dropped to 27th, seriously threatening both our quality of life and global economic status.

The above experts agree that it is important to identify high performing schools and reading methods so parents have the information they need to select schools wisely. The findings of the Arizona State University study of *The Spalding Method* will provide that kind of information.

Spalding in Australia

New Adult Literacy Group Launched

by Graeme Collins

Hunter River High School needed assistance from the local community to provide extra literacy tutoring to some students who had fallen behind, so Support Teacher (Learning Assistance) Fiona Olds enlisted the aid of Frank Martin. Frank's recruitment and organisation saw the Community Volunteer Tutoring Program commence early in 2007.

Hunter River High is located in Raymond Terrace, a country town located 2 hours north of Sydney on the eastern coast of New South Wales, Australia. "All of our year 7 (1st year of high school) students are literacy tested," Fiona says, "and, sadly, about 30% are behind in the literacy skills they need to succeed in high school. Our remedial program helps most of them, but some need that extra one-on-one tuition, and that's where the Volunteer Tutors come in. The program has worked very well this year and we have plans to make it even better next year."

In the meantime, six of the school Volunteers decided to investigate setting up a community organisation to provide literacy tutoring to adults. The latest available statistics show that there are over 2 million people in Australia over the age of 15 who can be described as 'functionally illiterate' through no fault of their own. *READ Australia Incorporated* was the result, and the Board of Management is now hard at work developing the volunteer scheme for launch into the community on 1 February 2008.

The Board of *RAI* has adopted the *Spalding Method* as its sole method of teaching literacy. Graeme Collins recently

said, "Two years ago I heard a radio program describing the success of *The Spalding Method*. Having been involved in adult literacy tutoring 20 years ago, I looked into it and became convinced that *The Method* is second to none."

"We are so fortunate that Susan Byrne of Spalding International Australia has joined *RAI* and was elected to the Board as a Director," Graeme said. "Her enthusiasm and input will be invaluable."

Although all of the work for *RAI* is voluntary, funds are needed to cover overhead expenses. Funding is presently being sought from local, state and federal governments, and corporate and private sponsors.

"Our main need at the moment is to enlist Spalding Trained Teachers to help us start the program on time," Frank Martin explained. "We will be recruiting additional community members to be trained in due course, but we really do need a core of trained teachers right now."

Pictured at right is Fiona (centre, at the back) with Board members (left to right) Frank Martin, Penny Tonkin, Betty Holland, Norma Collins, Ray Davies and Susan Byrne. Mascot "Missy" also takes a keen interest in proceedings. Behind the camera is RAI President, Graeme Collins.



Under the banner of *RAI*, we will be setting up subsidiary Associations in other locations in New South Wales and hopefully Australia wide, but at the moment we are concentrating on our general area, and Susan has kindly forwarded our invitation to Spalding Trained Teachers in our area to contact us on a 'no obligation' basis."

Contact details for *READ Australia Incorporated* are Frank Martin, Executive Director, at PO Box 152 Medowie NSW 2318 Australia (tel +61 2 4983 2223) or email to info@readaustralia.org.au

If you are a Spalding Trained Teacher, anywhere in Australia, READ Australia Incorporated would welcome your contact. ★



When in the WRTR do you start diagramming sentences? What program comes after WRTR? Does the WRTR include sentence diagramming and when do I start? The lesson plan has helped me, but I guess I can't see the big picture and where we are going. We talk about pronouns and different verb tenses, but when and where does it all come together?

Diagramming sentences is a multi-sensory activity that helps children see the relationship between different parts of speech in sentences. Spalding teaches that relationship differently. At every grade level, writing objectives follow this sequence: 1) vocabulary development, 2) capitalization/punctuation, 3) parts of speech, 4) prefixes/suffixes, 5) related sentences, and 6) compositions. So at every grade level, Objective 1 is vocabulary development - the meaning and usage of unfamiliar Extended Ayres Words. If the week's spelling words include words that require a capital letter, an objective on capitals is included; otherwise, these skills are reviewed periodically. The next objectives practice punctuation and/or parts of speech. The last objective (starting in Week 22 for kindergarten, earlier for all other grades) is related sentences, then simple paragraphs, and later multiparagraph passages.

Can you give me the proper pronunciation for the word *carry*? What does the one over the "a"

indicate? I think it means a funny pronunciation for the "a." Am I right, and what is the correct way to say that word?

The 1 over the "a" means the first sound of "a". Usually the first sound is not noted, but in the word *carry* you expect *ar* to say r. Putting the 1 over the "a" reminds the child that it is not the two-letter r. To pronounce *carry* for spelling say /k//a//r/ /r//i/.

I am still confused about *blue*. The underline under the "u" tells me that the "u" cannot be at the end of the word and the double underline under the "e" tells me this is the second use for the silent "e." All that said, where is the mark to tell me to pronounce the "u" with the second sound of "u?" I just don't see why. The way the word is marked makes me think we pronounce it with the first "u" sound.

You are correct in your explanation of the underlining. The line under the letter "u" in the word *blue* indicates both its pronunciation (long "u" sound for spelling) and the job 2 silent

"e" application. When reading words for spelling, the word *blue* is pronounced /b/ /l/ /u/ (long sound) "e" (letter name). When reading for reading, the word *blue* is pronounced in the normal rhythm of speaking and in the normal dialect of the region. My Webster's dictionary shows the pronunciation as /bloo/ (first sound of the oo phonogram).

I have never understood why in the word *time* and other job 1 silent "e"s, we underline the "m." I see that the underline under the "i" and "e" relate to the "e" making the "i" say it's long name. But why underline the "m" also?

Mrs. Spalding noticed that having children underline the vowel, consonant (s), vowel pattern helped them remember job 1 better.

If you have questions about The Method you would like answered in future issues, please post them on the Spalding Forum or submit them to staff@spalding.org.

Helping students refine their writing skills so they express what they intend clearly and grammatically is a challenge for every teacher.

It is comforting to know that even those who write for a living make errors, sometimes hilarious ones.

The following appeared in newspaper headlines.

Calf born to farmer with two heads
Houston Daily Press

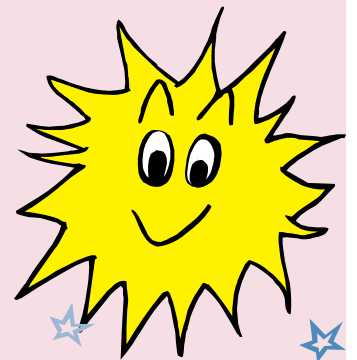
Severed leg follows victim after accident
Albuquerque Times

Nagging wife critical after hammer attack
Trenton (N.J.) Times

Lawyers do offer poor free advice
Rocky Mountain News

Mrs. Gandhi stoned at rally
Toronto Star

British left waffles on Falklands
The Guardian



Franklin Northeast Named Blue Ribbon School

In a recent issue of *Spalding News*, we noted that Franklin Northeast Elementary School in the Mesa Unified District was a candidate for the NCLB Blue Ribbon Schools award.

It gives us great pleasure to announce that Franklin Northeast is one of only 287 schools in the nation to be named an NCLB Blue Ribbon School.


The Blue Ribbon Schools program honors public and private K-12 schools that are either academically superior in their states or that demonstrate dramatic gains in student achievement. The selection is based on one of two criteria: (1)

schools with at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance on state tests, and (2) schools whose students, regardless of background, achieve in the top 10 percent of their state on state tests.

Franklin Northeast's 469 K-6 students scored in the top 10 percent on the AIMS test in reading and math for the past two years.

Northeast is one of four Mesa District Franklin campuses that share a common curriculum. Principal Michael Heidenblut said that he accepted the award on behalf

of the Franklin program, "one school with four campuses." He credited Mesa traditional school pioneer Marc Mason for starting the first Franklin school 30 years ago.

An October 13 *Mesa Republic* article observed that Franklin schools are distinguished by their reading program. "At the Franklin schools, teachers use a method of reading called *The Spalding Method*, which puts an emphasis on phonics, or the sounds letters make to form words." Fifth grade teacher Rick DeSylvester told the *Republic*, "Everyone is on the same page as far as educating children (because certain things are tried and true)." 

IMSLEC Pioneers Honored

Every year since its inception, the International Multisensory Structured Language Education Council (IMSLEC) has held its annual meetings in conjunction with the IDA Conference.

This year, in addition to its usual agenda, three retiring Council Pioneers were honored for their many hours of exemplary volunteer work devoted to the mission, goals and objectives of IMSLEC.

One of the three is Spalding's own Dr. Mary North. Under her careful direction, Spalding became the first IMSLEC accredited training course in 1998. During her 12

years, Dr. North served as Vice President, Secretary, and Bylaw Chair, making sure that the by-laws were ordered by Robert's Rules as well as faithful to the organization's vision.

Other honorees were Kay Allen, retiring executive director of the Neuhaus Education Center of Houston and Valarie Tucker, retiring president of IMSLEC and Literacy Education & Academic Development, Inc.

Kay Allen served IMSLEC as Treasurer, Secretary, and Chair of the Bylaws committee. Valarie Tucker served on the



L to R: Kay Allen, Valarie Tucker and Dr. Mary North

Executive Committee since 1998 and as IMSLEC president. All three contributed greatly to establishing IMSLEC's high standards for program accreditation.

There are currently 30 IMSLEC accredited training programs at 81 locations.

Bret R. Tarver Named A+ School of Excellence

The Arizona Educational Foundation presented the A+ Award to Bret R. Tarver Elementary School of the Cartwright District on May 31, 2007, during a ceremony at the school.

Bret Tarver is no stranger to honors. The school has been recognized for outstanding achievement by the state of Arizona which named it a Performing Plus school for the past three years.

At Tarver school, 38% of students are

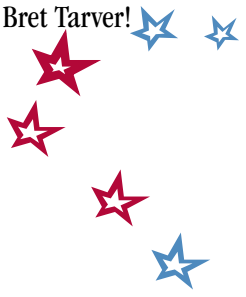
Limited English Proficient, 87% are on free or reduced lunch, and the turnover rate is 44.9%.

In its A+ application, *The Spalding Method* is credited for Tarver's success in language arts instruction.

Under the direction of Principal Angela Graziano, all classroom teachers receive 90 hours of Spalding training, taking both ILA 1 and ILA 2.

In addition, literacy coach Lorraine

Russell supports teachers in implementing the Spalding program.

Congratulations to all the hardworking students and staff at Bret Tarver! 

New From SEI: *Effective Spalding Coaching*

As part of SEI's on-going efforts to support schools using *The Spalding Method*, a new coaching course has been instituted. The first 15-hour *Effective Spalding Coaching* course was held October 18-20, 2007, in the classroom at the new office. Dr. Mary North, Carole Wile and Janie Carnal were presenters.

The course is designed for individuals who have been named by their administrator as a Spalding Coach, or who may become one in the future.



"It really helps to know the appropriate way to respond to teachers."



"The course binder will be helpful because it is clearly written. I will refer to it often."



Having a coach who has been trained in the Concerns-Based Model of Professional Development, who knows effective coaching strategies, and is thoroughly familiar with the Spalding Grade-level Teacher Guides is an enormous advantage for the school administration and teachers implementing *The Method*.

Judging from the comments of the 23 participants in the initial course, the course was needed and much appreciated. ★

"This will help me stay organized and on topic."



"The overview of the guides was especially helpful to me because I left the classroom before they were developed."



"I will do this activity with all of my teachers. We desperately need this."



"Learning to script is definitely worthwhile (and hard to do when you're observing)....."



"Great experience to practice with feedback."



The Spalding Word Analysis CD is Here!



At long last, after considerable research, extensive review, and hours of work, the Spalding Extended Ayres Word List is now available on CD in two separate spreadsheets. *These spreadsheets were created using Microsoft Excel® and will require Excel or compatible software.* The parts of speech and rules that apply are listed with each word, and the words are also listed with their syllable patterns.

Teachers and home educators will find this a marvelous resource. Over 2,300 words can be sorted by rules and parts of speech, or a short list of words can be created for the week's syllable patterns. Order your copy today and make planning multisensory guided practice so much easier.

Spalding Word Analysis Resource: \$29.95



Coming Soon Comprehension Strategies DVD



Observe a master teacher working with the comprehension strategies of text structure and the mental actions. This new 60-minute DVD with Pat Perkins, a fourth grade teacher in the Peoria Unified School District, Phoenix, Arizona, is divided into four chapters so that you can watch each sequential step.

In the first chapter, students listen to a McCall-Crabbs passage and identify the text structure. In the second chapter, they apply their knowledge of text structure to a science passage. Chapter Three is a coaching session showing students using the first three mental actions. The final chapter involves all five mental actions.

This DVD can be used for teachers' professional development, or it can be used at any grade level by individuals and home educators to improve their teaching of comprehension strategies. Contact SEI today to place an advance order.

Comprehension Strategies DVD: \$24.95



Spalding Education
INTERNATIONAL

*Take The Writing Road
to Reading success*

