

Pretest to Establish Initial Teaching Level

On the first or second day of school ...

1. Follow the procedures in the *Assessing Skills Mastery* section of this *Guide* (blue) for pretesting students' phonogram knowledge (A 3-4) and spelling achievement (A 12-13).
2. Use the procedures on Assessing 15-17 to determine in which section of the Extended Ayres Word list to begin instruction.
 - If students' scores on the *Morrison-McCall spelling pretest* are below the grade spelling objectives for Week 1 on page 42 in the *Pretest* section, use the procedures for teaching of Section R.
 - If students' scores on the *Academic Days* pretest are below the grade spelling objectives for Week 1 on page 42 in the *Pretest* section, use the procedures for teaching of Section R.

How to Use this Guide

Understand the Guide's Design

The *Teacher's Guide* includes an Introduction that explains why Spalding is effective and four color-coded sections that parallel the typical actions of classroom teachers and home school educators: *Planning an Integrated Language Arts Lesson* (P=gold section), *Delivering an Integrated Language Arts Lesson* (D=red section), *Assessing Skills Mastery* (A=blue section), and *Evaluating Skills Mastery* (E=green section).

1. *Planning an Integrated Language Arts Lesson* (P=gold section) explains what to teach. A lesson objective is what a student should know or be able to do by the end of the lesson (P 18). A grade-level objective is what students should know or be able to do by the end of the year (P 18-29). Spalding lesson objectives are *pacing guides* to insure that grade-level objectives are met. Blank forms are provided to enable you to write your own objectives to meet individual student needs (P 89-90).

Spelling, writing, and reading objectives are provided for Academic Days, that is *instructional days*, not holidays or field trips. Each student objective includes the content to be learned (e.g. phonograms, verbs, elements of literature) and the student behavior (e.g., *say and write, compose, identify*) that determines whether the student has mastered the content or can perform the skill.

After each objective there is a code (M/CK/C) that reminds you to always *model* new objectives, ask *check for understanding questions*, then *coach* as students attempt the task (P 37). Beside the student objectives are *Teaching Tips*. Five days of objectives are followed by 31 weeks of objectives.

Your day will be composed of three integrated, mutually reinforcing lessons: spelling, writing, and reading.

- **Spelling Objectives** review and reinforce students' knowledge of *phonemic awareness, systematic phonics, and vocabulary* - the first three research-based components identified in the *National Reading Panel Report* (NRP). *Spelling objectives* begin with Oral and Written Phonogram Reviews, followed by Spelling Dictation, Reading Words for Spelling and for Reading, Syllabication, and Rule Application.
- **Writing Objectives** teach meaning and usage of vocabulary, capitalization, punctuation, grammar (including parts of speech), affixes, sentence construction, and composition. *Writing objectives* always begin with vocabulary development, i.e., students compose oral/written sentences that demonstrate meaning and usage of unfamiliar *Extended Ayres* (EA) Words. Other objectives introduced each day are applied with the week's EA words. Composition objectives (using the writing process) conclude each lesson.
- **Reading Objectives** reinforce *fluent and expressive reading* and *teach comprehension strategies* - the last two NRP components. These are integrated with *literary appreciation* and *elements* of three basic types of writing. Knowledge and skills acquired in these objectives are applied to reading literature and content area text.

Word	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Language Arts Circle

