



VOLUME 29 • ISSUE 2 • SUMMER 2014

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SCTIs Introduced to New MILA Courses



Spalding's staff infused SCTIs with excitement over the new Multisensory Instruction of Language Arts (MILA) courses at a May 2-3 seminar in Phoenix. Sixty-five SCTIs attended the seminar from 10 different U.S. states. One attendee, Robyn Grace, was the lone non-U.S. attendee.

Did You See This Story?

Spalding placed 10 schools on Arizona's top 50 list. You can read all about it in our [Fall 2013 newsletter...](#)

"Spalding's course has been very enlightening and really makes teachers look at reading in a whole new light."

- Cherish DeAngelo,
Second Grade
Teacher
Freedom Preparatory
Academy
Provo, UT



Have you subscribed to Spalding's [YouTube Channel](#) yet? Then you're missing videos

She came all the way from Australia. (In fact, effective July 1 she's the new Spalding licensee for Australia.)

"The changes to the courses were well received by the SCTIs at the seminar," said SEI's Executive Director for Educational Services Janie Carnal. "Many said they could not wait to teach the new courses, and most — after teaching the new MILA courses over the course of the summer — have said they 'love' the new improvements."

This was evident by the excitement taken back to the courses this summer. SEI taught a record-breaking 81 courses this past summer. That's 20 more courses than last year. Many of SEI's instructors taught more than one course. Some of the principals even mentioned that their teachers who took MILA 1 or 2 this summer so enjoyed the courses that they returned to their school with renewed enthusiasm for teaching Spalding in their classrooms because of what they learned in the courses.

"We placed most of the emphasis in both courses on the practical implementation of The Spalding Method using the Third Editions of the Teacher's Guides," said Janie, who added the expanded narrative elements in the new guides would greatly boost teachers' effectiveness. "The surveys from the courses revealed most teachers now feel very comfortable using the Teacher's Guides with greater ease and understanding."

While speaking at the seminar, Janie provided a general

like this one that discusses how "The Writing Road to Reading®" is a curriculum with proven results for English language learners. Watch this video [here](#).

“Attending the Spalding Coaching program provides the guidance and support for me to engage teachers in quality conversations that promote student learning and fidelity to the Spalding Method.”

- Christina Pou
Kyrene Traditional Academy

Common Core Standards	Kindergarten Reading: Literature			
	Spalding Teacher's Guide Lesson Objectives			
	Days	Objectives	Weeks	Objectives
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Reading	2	Reading	1
			20	1,2,3
			21	2,3
			22	1,2
			23,24	1,2
			25	1
			26,27	1,2
			28,29	1
			31	2
			32	1
RL.K.2 With prompting and support, retell familiar stories, including key details.			Reading	1
			22	1,2
			26,27	1
			28,29	1
			31	2
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Reading	2	Reading	1
		2,3,4	20	1,2,3
		2,4	21,22	1,2
		3,4,5	23,24	1,2
		7	25	1
		7,8,9	26,27	1,2
		1,2	28,29	1
		10,11	31	1
		12,13	1	1
		1,2,3	1	1

How much does The Writing Road to Reading curriculum correlate to the Common Core State Standards? See for yourself [here](#).

overview of the new MILA courses. Prior to making any changes, the Curriculum Development Committee considered the Spalding philosophy and methodology as the core. All revisions and any active participation strategies had to maintain the philosophy and follow the procedures already established under Spalding methodology.

“MILA-1 and MILA-2 requires you to have some new thinking and some new methods of teaching that involve today’s teachers, in today’s classrooms, with today’s students,” said Janie. For example, “Spalding still requires you to establish efficient routines for encouraging active participation. Before you ask students to work together, you must set the parameters for what that activity should produce.”

Janie further expounded upon the classroom goal of increasing student participation. “It’s not the teacher standing up in front of the classroom doing all the talking anymore. It’s now seeing all children participating and articulating their thinking and taking more responsibility for their own learning. That’s the analytical thinking that is a lifelong skill that needs to be developed. We know it’s possible in a Spalding classroom.”

Vocabulary Fun to Teach

There is still a strong emphasis on spelling in MILA 1 because that’s where children learn to read, but it is how the time is spent that will make the difference in the



Reinforce students' knowledge of phonograms and text structure — as well as aid their comprehension — with our [Leveled Readers](#).

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 that have made The Spalding Method® so effective.

Through ongoing professional development, SEI

classroom.

“In MILA 2, the emphasis in spelling is on developing word analysis skills. This is something that really turns kids onto words and vocabulary. It’s one of the most enjoyable things to teach,” said Janie. “MILA-1 sets the stage and teaches students how to decode. Our goal in MILA-2 is now that children can read, let’s help them *read to learn*.”

Janie said expanding teacher knowledge is going to help with implementation of The Spalding Method in the classroom. “Our goal is to get children using the mental actions automatically. After all, that’s what we do as adults.”

SCTIs Overwhelming Endorse MILA

Bertha Zapata, a member of President Bush’s 2001 Educators’ Roundtable and a former National Right to Read Foundation and OELA teacher of the year recipient, said, “I love the new courses. They’re so interactive. They give teachers more hands-on. When teachers go into the classroom, they’ll be able to teach The Spalding Method more effectively.”

“I really like the interactive piece [in these courses],” echoed Tami Good, a kindergarten teacher at Sequoia Charter School Elementary.

Jacquelin Smith, the new principal at Southwest Louisiana Charter Academy in White Charles, Louisiana, and 2013

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.

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The Spalding News is published quarterly by Spalding Education International, 23335 N. 18th Drive, Suite 102, Phoenix, AZ 85027. Office: 623-

Louisiana Principal of the Year, said, “I think MILA-1 is going to have very, very positive results for the participants. I taught Spalding for the past 30 years and did study under Mrs. Spalding — so I have a lot of history with the Method. I’ve seen the courses change over the years, and [the recent changes] make sense. It gives participants more time in class to absorb and apply what they’ve actually learned.”

She said Mrs. Spalding’s belief was that the notebook always is the heart of the Method. “That focus is still present in these new courses, so I think Mrs. Spalding would be happy that the emphasis is still on the notebook and understanding the phonograms, the rules and application.”

Use of The Spalding Method in her district has only spread through word-of-mouth, and she said when Spalding teacher courses are taught in the district, the courses are always full. “Teachers continue to hear wonderful things about the Method and see positive results. So, of course, they want to have the best method possible for teaching English language arts to our students.”

She said her district is now looking at The Spalding Method as a possible approved Common Core State Curriculum. “We need to do some work on our end to make sure Spalding is an approved method in Louisiana because it does align.”

MILA Allows Teachers to Practice “The Art of

434-1204, FAX: 623-434-1208; email: staff@spalding.org.
[Email](#) us any newsletter story ideas.

www.spalding.org

Teaching”

Tara Holmes, a principal and teacher at Orient School in Orient, Washington, said, “I really appreciate all the hard work people have done to put the information into clusters, and chunking the information so that it’s easier for the brain to process. I also really appreciate that they’re allowing us to practice the art of teaching.”

Tara, who’s been a Spalding teacher for 25 years, added, “This Method can reach out to high-poverty, isolated rural students who don’t have a lot of background knowledge, and provide them a pathway to successful- reading. To me it’s invaluable. Without it we would probably lose a lot of students. Our graduation rate is pretty high, and we have lots of students who go on to college — I don’t think that’s happened in the past. They wouldn’t be able to do that without the basic tools, and that’s what these courses and The Spalding Method offer to students. It’s a shining program.”

“We’re excited to see how successful those teachers who attended our new MILA courses will be in their classrooms this year,” said Janie. “We’re looking forward to making visits to classrooms throughout the school year and continue our support for successful implementation of Spalding.”

Three More Schools Achieve

Spalding Accreditation



Three elementary schools, one in Phoenix's East Valley and two in Utah, were recently awarded Spalding Accreditation. On May 22, Chandler Traditional Academy – Freedom Campus in Gilbert, AZ received its Accreditation. Then on Aug. 11, the Thomas Edison Charter School North Campus (Logan, UT) and South Campus (Nibley, UT) received this coveted distinction.

News Briefs

Report Says Charter Schools More Cost-Effective

University of Arkansas researchers compared the funding charters and traditional schools receive in more than 20 states to math and reading scores on the National Assessment of Educational Progress (a federal standardized test often referred to as the "nation's report card"), and found charters are producing NAEP scores that are similar to traditional public schools at more than one-third less in revenues received.

In looking at Michigan charter school students, this new study found for every \$1,000 invested, the state sees learning gains 34.6 percent higher in math, and 35.9 percent higher in reading.

While charter school groups heralded the report as proof that their model is working, traditional school advocates question the rationale behind the report, saying it fails to account for the reasons behind differences in charter school funding.

Source: http://www.mlive.com/lansing-news/index.ssf/2014/07/charter_schools_cost-effective.html

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More Florida Schools Extend School Day to Address Reading Woes

It doesn't take any reading between the lines to figure out Florida parents are not happy when their child's school day is extended by an hour to address low reading scores. Schools that do not score well on the Florida's Comprehensive Assessment Test are classified as a "lower-performing campus" and required per a state directive to spend an extra hour at the end of the day devoted to teaching reading skills. ([See page 8 in The Spalding News, Spring 2014 issue, Literacy Watch.](#))

In the Jacksonville area, that means that 52 schools in the Duval County School District will be changing their schedules in some way, according to a First Coast News story.

Two hundred parents met at an elementary school to discuss the extra hour of school for children who attend school in this district, and nearly all were against the extra hour of reading. Some are considering transferring their children to a different school because of the extra hour. At this meeting, parents articulated their concerns about:

- The real need for extra reading help for their child.
- Seven hours being too long a day for younger children.
- Extended homework time resulting in less time for sleep.
- Traffic problems at the later hour encroaching

on homework time.

- Parents having their workday, after-care or childcare disrupted.

The district believes it will cost between \$8-10 million to extend the school day for reading instruction.

When Duval County lengthened the school day for a dozen schools last year, there was a 67% improvement in reading proficiency.

Source: <http://www.educationnews.org/k-12-schools/jacksonville-area-schools-add-hour-to-school-day-for-reading-instruction/#sthash.cEI3y3Zc.dpuf>

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80% Of Oklahoma Third Graders Pass New Reading Test

The Oklahoma Department of Education has glowing, and not-so-glowing, numbers regarding its Reading Sufficiency Act (RSA) test. On the bright side, 80 percent of the state's third-graders passed the test, meaning they can continue onto fourth grade. Passing means these students proved they're able to read on a third-grade level.

On the downside, 32.7 percent of students in Tulsa were found to be "unsatisfactory." The RSA also sets up special exemptions for students to continue onto the next grade who are disabled, English Language

Learners, and for students who have been retained for two years.

Some of the state's largest districts are "facing serious problems." For example:

- 28.9 percent of Oklahoma City's third graders scored "unsatisfactory"
- 30 percent of Oklahoma City third graders are reading below grade-level

But there are more mixed results from the RSA. Scores from the state reading test in Oklahoma showed that 7,970 students failed the test. The percentage of failing students rose from 11.4 percent for last year's school year to 15.7 percent scoring "unsatisfactory." More special education students taking the test this year may have skewed those results.

Source: <http://www.educationnews.org/k-12-schools/80-of-oklahoma-third-graders-pass-new-reading-test/#sthash.NGki84Tl.dpuf>

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Study Suggests Same Genes Promote Math, Reading Aptitude

A study published in July by the British multidisciplinary journal Nature Communications reveals that the genes that determine how well a

person reads also influences their math skills. The study used 1,500 sets of 12-year-old twins from British families to look at the effects of genetic inheritance and environment on math and reading skills.

Robert Plomin, a psychologist at King's College London who worked on the study, looked at reading and math test results of these sets of twins and compared them to those of unrelated children. "Twins are like a natural experiment," he said.

Identical twins share 100 percent DNA while fraternal twins share 50%. Environmental variables are shared. Researchers found that the scores for each set of twins were two times as similar in identical twins as they were in fraternal sets. That suggests half of a child's ability to read and succeed in math comes from "generalist genes," working across a number of disciplines.

"If you found genes for reading, you have over a 50% chance that those same genes would influence math," Plomin said.

Source:

<http://www.educationnews.org/parenting/study-suggests-same-genes-promote-math-reading-aptitude/#sthash.bZiJf4E6.dpuf>

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UK Study: Texting Makes for Better Spellers

Texting certainly doesn't promote better driving, but it may create better spellers.

Four in 10 children aged 5 to 10 have access to a cell phone. Three in 10 own a smartphone. The National Literacy Trust says children are now more likely to read on digital devices than anything else.

Texting, known for its ample abbreviations and lack of punctuation, was assumed to interfere with young peoples' spelling and grammar development. But not so fast — a study by Coventry University and the University of Tasmania shows that leaving out capitals and punctuation and instead using text-created abbreviations is linked to increasing spelling and grammar skills.

"Our previous work has shown that the reason why we see positive associations between use of texting slang and spelling outcomes is because many of the most commonly used forms of text abbreviation are phonetically based," Clare Wood, professor of psychology in education at Coventry University said.

Wood says that texting can give children practice in understanding how sounds and print relate to one another. It can improve phonics skills; letter-sound correspondences. An apt example would be the use

of the text word “gr8.”

“When children are playing with these creative representations of language they have to use and rehearse their understanding of letter-sound correspondences: a skill which is taught formally as phonics in primary classrooms... texting can offer children the chance to practice their understanding of how sounds and print relate to each other.

This study was published in the British Journal of Developmental Psychology. It analyzed text correspondences sent by primary, secondary, and university students and their performance on grammar and spelling tests. The analysis was repeated a year later.

Even more interesting is the most creative texters were among the best spellers. Primary students who used creative texting spelling and grammar had a link to improved spelling ability in a year's time. Secondary students scored better in spelling, as well. The only group that showed a negative impact from “text speak” were young adults. Researchers said that this might be due to their intellectual ability.

It's nice to know that even kids who weren't taught with the Spalding Method can get some phonics through texting!

Source:

<http://www.educationnews.org/technology/uk-study-texting-makes-for-better-spellers/#sthash.4Y3V0jWp.dpuf>

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Richmond Mom Brings Literacy To Laundromats

The Clean Xpress Laundromat in Richmond, Virginia is often busy with moms loading and unloading machines. But, thanks to Tana Monteiro, instead of kids running around and wrecking havoc, they're reading.

This mother found getting her son to the Main Library in Richmond was too difficult because it's only opened 5 days a week and on most day closes at 5 p.m. That's when she decided to bring the library to the Laundromat by installing bookshelves — after the Laundromat owner enthusiastically supported her idea.

Tana enlisted help from The Richmond Community Foundation and West County Reads to secure book donations. To raise money for the bookshelves, she helped plan a Literary Festival, the first of its kind in Richmond. The project collected 1,000 donated books in 2013.

Source: <http://kalw.org/post/richmond-mom-brings-literacy-laundromats>

Phonogram App Reviews Sound Great Thus Far



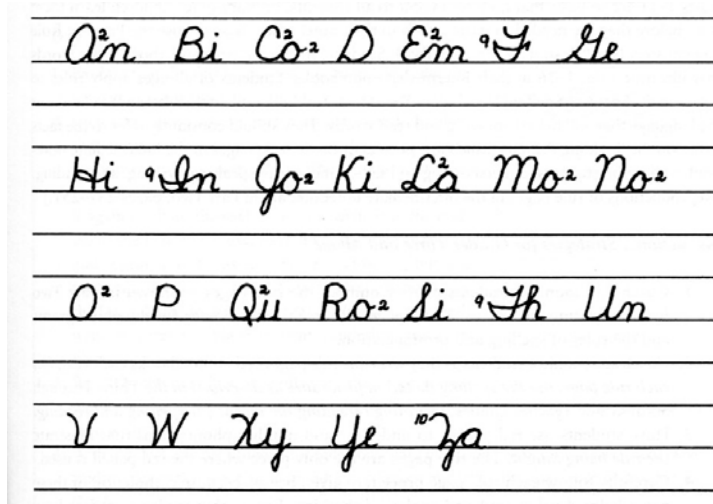
Spalding Phonogram OPR & WPR practice just became easier at home!

Michelle Sonnen

This app is awesome for working with students who are struggling with decoding and reading!

Richard Zilm

Why is Cursive Writing... Cursed?



Is the handwriting on the wall... now made with a keyboard?

Several articles of late have addressed handwriting, and more specifically, cursive writing. In this article, we'll take a look at four of them.

In a June 5 New York Times article titled, "[With Handwriting on the Decline, Will Student Learning Suffer?](#)" reporter Maria Kinnikova, writes, *Proficiency on the keyboard, according to the Common Core, adopted in most states, is more important than teaching legible handwriting.*

But psychologists and neuroscientists don't necessarily agree with this because there's evidence of a connection between handwriting and a variety of educational development processes. Evidence supports that reading is learned more rapidly when

young students begin to write by hand. This makes them more proficient at generating ideas and information retention.

Spalding aficionados will appreciate what Stanislas Dehaene, a psychologist at the Collège de France in Paris, said regarding this matter: *When we write, a unique neural circuit is automatically activated. There is a core recognition of the gesture in the written word, a sort of recognition by mental simulation in your brain. And it seems that this circuit is contributing in unique ways we didn't realize. Learning is made easier.*"

The article further validates why Spalding emphasizes cursive writing:

Researchers have found that three areas of the brain are activated in adults when they read and write. Children who typed or traced a letter had a weaker activation. Dr. Karin James, a psychologist at Indiana University, used a scanner to come to the conclusion that the "messiness" or variability of handwriting might be a learning tool in itself. The same thing, she found, was true when one child physically formed the letters and another child simply watched. Her discovery was that the actual effort of writing provides the benefits.

Virginia Berninger, a psychologist at the University of Washington, went even further. She observed that

when a child composed by handwriting he composed more quickly and expressed more ideas. In older children, the better their handwriting, the greater neural activation in working memory, and in the reading and writing networks.

As cursive writing seems to be nearing its demise, experts have found that for brain-injured individuals, writing can take on an interesting form. In some, cursive writing is unimpaired; in others, printing is still able to be executed. It suggests that the two types of handwriting activate different parts of the brain. Some believe cursive writing could be a path to treating dyslexia.

Pam A Mueller of Princeton, and Daniel M. Oppenheimer of the University of California, both psychologists, have observed that students take better notes by hand, which allows the processing of the information heard, and the re-framing of it. This, in turn, produces a reflection and manipulation process that can lead to improved understanding and memory encoding.

This article refers to other studies that show when note-taking is done on a computer, it's often verbatim. But when notes are taken by hand, there was a better conceptual understanding of the subject matter.

In the UK, the decline in traditional handwriting has

been blamed on the overuse of technology in the classroom. To counter this, the government is planning to give handwriting more emphasis in the national curriculum. Also it's interesting to note an astounding 82% of teachers polled in the UK believe the deterioration of good handwriting skills is due to the overuse of technological instruments.

The article quotes Tony Sewell, an education writer and former teacher, who said: *“Clarity of handwriting isn’t just important in ensuring exam questions are answered in a clear manner, but is a critical part of the learning process. The fluid motion of writing and rewriting notes helps to instill the data in the mind more efficiently than the process of typing, making it an effective revision tool which aides information recall.”*

An Education News article titled, [“Seven States Fighting To Keep Cursive Writing in the Classroom”](#) reports on how California, Idaho, Indiana, Kansas, Massachusetts, North Carolina and Utah want their schools not to eliminate cursive writing from the classrooms. States that have adopted Common Core educational standards don't like the fact that cursive writing is affected by these new standards.

Computers and smart phones are blamed for “taking over” how we communicate, and apparently causing many schools to decide to discontinue penmanship

classes.

The article states:

Linden Bateman, a 72-year-old state representative from Idaho, said cursive conveys intelligence and grace, engages creativity and builds brain cells.

“Modern research indicates that more areas of the human brain are engaged when children use cursive handwriting than when they keyboard,” said Bateman, who handwrites 125 ornate letters each year. “We’re not thinking this through. It’s beyond belief to me that states have allowed cursive to slip from the standards. The Constitution of the United States is written in cursive. Think about that,” Bateman said.

The article concludes by referencing Kristen Purcell, associate director for research at Pew’s Internet & American Life Project:

According to Purcell, teachers gave two primary reasons for asking students to do some handwriting practice. Most standardized tests are still in paper-and-pencil format and teachers believed having students write by hand helped them slow down their thinking, encouraging deeper and fuller thinking during the writing process.

Another Education News article titled, "[Research: Handwriting Spurs Brain Activity, Typing Doesn't](#)" states:

Putting actual pen to paper can have significant benefits for brain development, the Los Angeles Times reports. Recent research has found that when students learn how to write by hand, they also increase their brain activity and improve their fine motor skills. Similar benefits were not detected when kids were typing or simply repeating their lessons verbally.

Scientists compared the neuroimage scans of preschoolers who were learning to write by practicing printing their letters and those who were just doing verbal repetition.

After four weeks of training, the kids who practiced writing by hand showed brain activation similar to an adult's, said James, the study's lead researcher. The benefits of writing by hand also included improved letter recognition, which is the No. 1 predictor of reading ability at age 5.

Finally, Education Reporter Cathryn Creno wrote an extensive piece in the July 27 issue of The Arizona Republic titled, "[Should Arizona schools still teach cursive writing?](#)"

Cathryn refers to cursive writing as *one of the most controversial topics in American education.*

One of the schools she visited to observe cursive writing being taught was Lowell Elementary School in Mesa. She reports cursive writing is taught there because students are the poorest in the district, and many don't have access to a computer outside of school.

Some highlights from the article:

But many teachers nationwide no longer teach students the curlicue script that older generations once viewed as the hallmark of a well-educated person.

Arizona has not joined the debate, possibly because many schools here still teach cursive despite the lack of a state requirement.

An informal survey of Valley districts showed that most still require teachers to devote at least a small amount of time to cursive.

"Kids love to learn how to write in cursive" said Suzan DePrez, Mesa schools assistant superintendent of curriculum and instruction.

"It is a sort of rite of passage. I think there is artistic value in cursive ... also knowing how to read

communication in cursive is something we should be able to do.”

A few [teachers] said informally they don't spend much time teaching cursive because they know their students will enter a world where keyboarding is a more important skill.

Some academic researchers advocate teaching cursive to students in the first three years of elementary school, saying research shows cursive helps brain development.

A year ago, Psychology Today published an article by Texas A&M University neuroscientist William Klemm that argues that cursive makes kids smarter.

“Cursive writing, compared to printing, is even more beneficial because the movement tasks are more demanding, the letters are less stereotypical, and the visual-recognition requirements create a broader repertoire of letter representation,” he wrote.

Around the same time, the National Association of State Boards of Education issued a report stating that cursive helps develop memory, fine motor skills and better expression.

Cursive writing is an important component of The Spalding Method. As explained in “The Writing Road

to Reading” (6th Revised Edition, p. 66): Cursive writing enables students to more quickly complete daily assignments such as note-taking, exam essays, *and tasks that require personal communication.*

“The Nation’s Report Card” Reveals Reading Scores are Stagnant

Despite millions of dollars in taxpayer dollars spent over the decades, high school seniors’ academic skills in reading and mathematics remain stagnant and sorely lacking in proficiency. In addition, a wide achievement gap still exists among student ethnic groups.

This is according to the National Assessment of Educational Progress (NAEP), sometimes referred to as “The Nation’s Report Card.” This organization administers tests every two years to a representative sampling of students in grades 4, 8 and 12. It’s one of the few ways of making comparisons nationally on student performance. NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

When the 2013 results are compared to 2009 scores, the NAEP report shows only 26 percent of students scored at or above the “proficient” level in math and only 38 percent of high school seniors scored at or above the reading proficiency level.

Furthermore, the report also shows high school seniors falling short of being prepared for entry-level college courses. Only 38 percent have the reading skills and just 39 percent have the mathematics skills expected of college-bound students. This was the first year student NAEP scores were compared to college course requirements.

Ethnic Group Rankings

When factoring in ethnicity, students of Asian/Pacific Island background were the most academically prepared for college — but still the numbers were anything but overwhelming.

Here’s a breakdown of the ethnic groups:

<u>range</u>	<u>In the “proficient”</u>	
	<u>Reading</u>	<u>Mathematics</u>
Asian/Pacific Island	47%	47%
White	47%	33%
Hispanic	23%	12%

African-American 16% 7%

The report noted that the “minority gap” between black and white students was actually greater in 2013 than in 1992.

In addition, the NAEP reading scores showed only 5 percent of high school seniors in the “advanced” category and 25 percent at the “below basic” level.

According to Education Week, U.S. Secretary of Education Arne Duncan said about the findings, “We must reject educational stagnation in our high schools, and as [a] nation, we must do better for all students, especially for African-American and Latino students.”

Ze’ev Wurman, a visiting scholar at the Hoover Institution and former senior policy adviser with the U.S. Department of Education, pointed out that finding less than 40% of high school graduates are college-ready is not new, and that close to 70% of high school graduates enroll in college — whether it’s a 2-year or 4-year college. But only about half of them get a degree of any kind after 150% of nominal time: six years for a Bachelor's in a 4-year college and three years for an Associate in a 2-year college. That comes out to just slightly below 40 percent, which, coincidentally, is the same figure of how many high school graduates are college ready.

Increased School Spending Doesn't Cure Poor Academic Performance

These results make it quite clear there is simply no relationship between increased school spending and increased academic performance. Since 1970, spending on K-12 education nationally has tripled in inflation-adjusted dollars.

California has been a particularly dismal example of this trend, where spending has increased by 80 percent since 1970. In real inflation-adjusted dollars, California spends \$27 billion more a year than it did in 1970, when the current NAEP exam began. Next year, California will spend over \$60 billion on K-12 education.

In 2013, California's 4th-graders ranked 47 out of 50 states in both math and reading on the National Assessment of Educational Progress test.

California's eighth-graders were ranked 45th in math and 42nd in reading. What's more, the achievement gap in reading between white and black 4th-graders is 30 points, which is more than the national average.

Contrast these results to schools using The Writing Road to Reading as their English language arts curriculum. In a report issued in August 2013 by SchoolDigger.com that ranked Arizona schools based on their AIMS average reading score,

Spalding placed 10 schools in the top 50. Students taught The Spalding Method are not only reading after just a few months in kindergarten, but also by the 1st grade they're reading at or above grade level. We have ample anecdotal evidence that Spalding-taught students tend to have success in college and future careers. There is also evidence that good reading instruction helps students do better in math.

Undoubtedly, the best prescription for curing the dismal data on "The Nation's Report Card" is having more schools adopt Spalding's time-tested, proven curriculum.

Educator Plans to Take The Spalding Method to Underprivileged Children Worldwide



Aleeza Reese, who previously taught special education in Australia, now looks forward to using The Spalding Method in her work with underprivileged children worldwide.

Aleeza Reese was raised in Port Macquarie, Australia, which is about four hours north of Sydney. She moved to Sydney when she was 18 to begin her college career at the University of Technology – Sydney, where she earned a Bachelors of Education in Special Education. She then embarked on a career teaching in this niche.

After working in that field for many years, Aleeza decided to change gears and travel the world to help underprivileged children.

“In general, literacy is very poor in a lot of developing countries,” she said.

Tutor Friend Shares Spalding Method

She first heard about The Spalding Method about a year ago from a good friend in Sydney who uses it to tutor students.

“In hearing about The Spalding Method from my friend, and the impact it was having upon so many children, I thought I just had to look into it further,” said Aleeza. “My friend keeps getting amazing success rates with the kids, and then I learned she was using The Spalding Method, so I started talking to her more about it to see if it was something I could use in other settings.”

This spurred Aleeza to attend the MILA-1 Course this past June.

“I’m so impressed with how well thought out all the instruction and activities are. Now I feel like I can teach and succeed everyday,” she said. “The Spalding Method really empowers children to be independent learners. It equips them with the tools

they need to succeed.”

Teaching Literacy Without TSM Never Felt Right

Aleeza had taught literacy while working with special needs students, but she always felt like she “wasn’t hitting it right.” She said that even though she had several ideas and strategies on how to teach literacy, she never quite knew how to put it all together. She compared it to shooting a gun in the dark.

“It just wasn’t very logical how I was teaching literacy all those years. I was using a lot of things that Spalding uses, but I didn’t have The Method,” she said. “I wish I could go back and see what differences I could have made with those children had I been using The Spalding Method. I think the literacy rates and my results with those children would have been very different.”

Now when Aleeza returns to her work with underprivileged children, she plans to use The Spalding Method to help them.

Teaching a child to read and write just changes all the opportunities they’re going to have in the future. It can completely change their lives. I’m excited to see what’s going to happen in the future using The Spalding Method. It’s so thorough and it’s really going to help children grasp reading and writing,” said Aleeza.

Half of AZ's Top 10 Charter Schools Use The Spalding Method



Legacy Traditional in Gilbert, AZ, is one of 5 Spalding-Method using charter schools in the most recent top 10 of Arizona schools.

The Arizona State Department of Education just released its school rankings, and SEI was delighted to see 5 of the top ten charter networks use The Spalding Method. This shows our language arts program is not only working at schools in Arizona, but also that these schools are excelling.

The report also showed nearly a third of Arizona's public schools received an "A" letter grade this year. According to the data released, this is 16 percent more than last year, in part because of improvements among the state's lowest performing

students and those learning English.

There are 1,700 district and charter schools in Arizona, and of these 542 received an “A,” 33 percent received a “B,” 25 percent a “C” and 10 percent a “D” for the 2013-14 school year. Overall, 65 percent of Arizona schools received an “A” or “B” this year, compared with 63 percent last year. And fewer schools had low grades — 35 percent earned a “C” or “D,” compared with 37 percent last year.

The Top-scoring Charter Networks in Arizona

(those using The Spalding Method are highlighted)

1. Basis — 163.
2. Arizona Agribusiness and Equine Center — 158.
3. (tie) Legacy Traditional and Benjamin Franklin — 151.
5. Great Hearts — 150.
6. Sonoran Science Academy — 149.
7. The Charter Foundation — 147.
8. (tie) Ball Charters Schools and American Leadership Academy — 143.

(Note: Charter networks have at least three sites and 800 students.)

Comments from our Facebook Friends



We regularly receive wonderful comments and questions from our 500+ Facebook friends (have YOU liked [our Facebook page](#) yet??).

Below are a few recent comments:

I was a Spalding taught student back in the early 90s. As I went on through school and decided on becoming a teacher, I never thought that I would return to Spalding to assist my own students. I am working on a reading coach certification and I refuse to use any other method of reading instruction. I am implementing this method with high school ELL students and struggling high school readers (reading at about a 2nd and 3rd grade level). I work a little bit faster than the teacher's manual and change out some of the recommended readings to better suit my students, but they are quickly on their way to reading and writing on grade level. I can't fully explain what I see in my classroom because "research" supposedly says that this type of instruction cannot help adolescent struggling readers... but it does! Take the time to learn and implement Spalding and you won't go back!

Monica Rae Russell

When my daughter entered 1st grade January 1989, her teacher was amazed that Elizabeth was reading within a month. Three months later she was standardized tested at reading at 2nd grade level with comprehension. Five years of her dad's custody and public school standardized testing revealed my daughter was only reading at the 3 1/2 grade level.

My grand daughter at 3 1/2 learned 44 phonemes. Her daddy was impressed.

I will be purchasing the kindergarten curriculum so I can assist a homeschooling family and share with the Coeur d'Alene Tribe's After School Success Program.

Angelfire Mary Gotcha

Today I started reading "The Writing Road to Reading." I have to say I am excited and a little overwhelmed. I would love to chat with someone who has worked [his or her] way through the book. I have a 7 and 4 year old.

Kelly Patton

HUMOR CORNER

Why Proofreading Matters

In a Laundromat:

AUTOMATIC WASHING MACHINES: PLEASE
REMOVE
ALL YOUR CLOTHES WHEN THE LIGHT GOES
OUT

In a London department store:

BARGAIN BASEMENT UPSTAIRS...

In an office:

WOULD THE PERSON WHO TOOK THE STEP
LADDER YESTERDAY PLEASE BRING IT BACK
OR FURTHER STEPS WILL BE TAKEN.

In an office:

AFTER TEA BREAK, STAFF SHOULD EMPTY THE
TEAPOT
AND STAND UPSIDE DOWN ON THE DRAINING
BOARD.

Outside a second-hand shop:

WE EXCHANGE ANYTHING - BICYCLES,
WASHING MACHINES, ETC. WHY NOT BRING
YOUR WIFE ALONG AND GET A WONDERFUL
BARGAIN?

Notice in health food shop window:
CLOSED DUE TO ILLNESS...

Spotted in a safari park:
ELEPHANTS, PLEASE STAY IN YOUR CAR.
I sure hope so.

Seen during a conference:
FOR ANYONE WHO HAS CHILDREN AND
DOESN'T
KNOW IT, THERE IS A DAY CARE ON THE 1ST
FLOOR.

In a bathroom:
TOILET OUT OF ORDER. PLEASE USE FLOOR
BELOW.
Did I read that sign right?

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