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Getting to the Core of Reading: The Apple App



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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."

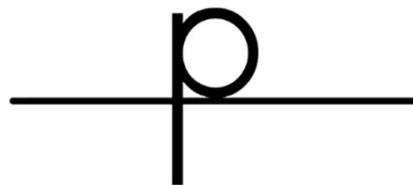
- Cherish DeAngelo,
Second Grade
Teacher
Freedom Preparatory
Academy
Provo, UT



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



Written Phonograms Review



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The long-awaited Apple version of Spalding's phonogram app is now available. Many of our Facebook friends have been earnestly waiting for this version since the release of our Android app this past spring. Now schools and parents can use their iPhones and iPads to take advantage of this app's unique literacy tools.

Powering the New Year

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 Po
Kyrene Tradition:
Academ

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

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

If your New Year’s resolution is to help young readers succeed, then the Spalding literacy app is a great tool to accomplish that goal, with four areas of easy-to-use instruction:

1. Phonogram introductions
2. Oral phonogram review
3. Written phonogram review
4. Differentiated practice options

Christmas break offers teachers and parents a great opportunity to download and become familiar with the app before classes start up again in January. That way schools can infuse their literacy programs with Apple power in the new year and parents can use Apple power to help their children at home.

Catching up with Android

In the eight months since its release, the Android app has received consistent five-star ratings. Here are some of the comments we’ve received:

“Great tool to learn pronunciation,” said Jack Huang, a Galaxy Note user.

“OPR & WPR practice just became easier at home!” said Milestone 3 User Michelle Sonnen.

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

Richard Zilm, a Nexus 7 users.



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

Apple users will experience these same great benefits with their app, with the additional easier-to-use features.

Where to Get It

Ready to get started? Simply go to the iTunes app store and search for “Phonograms” or Spalding Education International. For \$3.99, you can give your students the Apple a day they need on their path to success.

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

Blue Ribbon Bound



The administrators and teachers of HKT Elementary banded together to take Spalding's MILA 1 class in June.

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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A small, rural school in South Carolina is determined to become a Blue Ribbon School — and they're using The Spalding Method to do it.

Hunter-Kinard-Tyler Elementary (HKT) educates approximately 250 students from kindergarten through 6th grade. With at least 40 percent of the school considered disadvantaged, HKT is familiar with academic struggle.

To help turn things around, HKT enrolled 11 of its teachers in Spalding's MILA 1 course in June 2014. Right from the beginning the participants in this course, who ranged from teachers to the assistant principal, showed their resolve to succeed in The Spalding Method.

"I've taught many courses over the years and never have I seen such determination from a group of people," said SEI Professional Development Specialist Sydna Zilm. "On several occasions during the course a participant requested to redo a quiz or demonstration, not because they wanted a higher score, but because they wanted to make sure they had it right. I'm pleased to see the improvement in instruction and student abilities as these teachers work to hone the skills they learned in MILA 1."

As Sydna continued to check in with these teachers over the coming months, she noticed positive changes already underway.

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[Email](#) us any newsletter story ideas.

www.spalding.org

“When I returned to HKT, the teachers were eager for me to visit their classrooms and the students were excited and actively engaged in the learning activities,” said Sydna.

“These teachers seem truly committed to doing Spalding with fidelity in order to improve their students’ academic abilities.”

Teachers at HKT expressed their delight with the MILA 1 course and how it has impacted their teaching experience.

“The Spalding Method has made learning sounds and spelling enjoyable, yet rigorous for my students,” said Tiara Miles, a 3rd grade teacher at HKT. “They’re excited every day to review their phonograms, and it’s very inspirational for me to see my students succeed in spelling, writing and reading.”

News Briefs

Richmond’s “Christmas Mother” Dedicates Campaign to Child Literacy

When school children at Chimborazo Elementary School in Richmond asked this year’s Christmas Mother when she first started reading, she struggled to find an answer. “I don’t remember not reading,” she said, after presenting each student with his or her own book.

Every year, the Richmond Times-Dispatch chooses a Christmas Mother, a figurehead for the annual holiday fund.

As this year's Christmas Mother, Maya decided to translate her love of reading to a literacy campaign in the community.

"There's one idea that I hope you'll remember," she told the assembly. "The better reader you become, the better chance you have for an extraordinary life. When it's a rainy day, a snowy day, a boring day, open a book and you're instantly transported to a place that's much more interesting."

Having passed out 855 books already, Maya is well on her way to reaching her 1,000-book goal.

Source:

http://www.richmond.com/zzstyling/xmasmother/article_27efe644-d20b-56d3-a4fc-7cc1ddc379d3.html

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7 States Seek to Bring Cursive Back to the Classroom

While many argue that cursive handwriting is an unnecessary skill for the digital age, seven states are seeking to have it reinstated as part of their Common Core education standards. Utah, California, North Carolina, Idaho, Massachusetts, Indiana and Kansas have all made efforts to keep cursive as an official part of the curriculum.

Proponents cite many scientific reasons for their demands, including research that proves cursive handwriting is linked

to creativity and improved hand-eye coordination. Beyond listing the everyday benefits of curlicues, those in favor of cursive also emphasized the need to maintain handwriting education to preserve a generation capable of reading historical documents.

Antagonists to the movement argue that time in schools is limited and should be reserved for those activities that will best prepare students for college and the workforce. They also point out that the newest generation of education graduates largely does not know cursive, causing districts to spend hours and money training them to teach the subject.

Source: <http://www.nydailynews.com/life-style/states-fight-cursive-classroom-article-1.1518352>

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Welsh Study: Don't Reform Math, Literacy at the Same Time

Recent research cautions schools against trying to overhaul their math and literacy education programs simultaneously. The report, released by the Organization for Economic Cooperation and Development in Wales, studied numerous, international attempts at double-subject reform, with interesting results.

The study found school districts that implemented math and literacy reform often showed improvement in the beginning, but experienced dire consequences later on; results

included teacher burnout, unsustainable test scores and ultimately one of the two subjects falling to the wayside.

The report also studied the effects of large-scale reform when implemented under a massive time crunch. These schools experienced similar results.

The report advised a different, more gradual approach, in which reform changes were introduced gradually, one subject at a time.

Source: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/26/why-we-cant-reform-literacy-and-math-all-at-once/>

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Nursery Rhymes Produce Better Readers

While nursery rhymes have the power to captivate and entertain, it turns out they may also have a hidden power – producing better readers. According to parenting columnist and veteran teacher Amy Weisberg, singing nursery rhymes to your children equips them with many skills associated with capable readers.

Nursery rhymes afford children with many growth opportunities, including:

- Hearing rhymes encourages cognitive development as children learn alliteration, rhyming words, vocabulary and voice inflection

- Speaking rhymes helps children develop mouth and tongue muscles, which promotes heightened articulation and capacity for public speaking
- Reciting nursery rhymes as a family lets children associate words with fun and family bonding, which helped students develop a love of reading

Easy times to implement nursery rhymes into the busy family's schedule could include car rides to the grocery store, lunchtime and right before bed.

Source: http://www.topangamesessenger.com/story_detail.php?ArticleID=7091

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Reader's Digest Kicks Off Family-Oriented Literacy Campaign

Reader's Digest pledged four years and \$1 million to promoting childhood literacy with the R.E.A.D. Together campaign. R.E.A.D. stands for Read, Engage, Advance and Develop and it highlights the importance of doing those activities as a family unit.

The program developed in response to literacy research, which indicates that children's ability to read on par by the third grade is a significant indicator of high school graduation and success in the workplace. The research further indicated the necessity of parental support to reach this important reading goal.

"Reader's Digest has a strong history of making reading an engaging, celebrated element of family life," said Bonnie Kintzer, president and chief executive officer of Reader's Digest Association. "When the company learned about the urgent need to help children reach grade level literacy standards by the third grade, we knew that this was an issue that Reader's Digest should champion."

With an overall goal in place of getting children to read at least 30 minutes a day, the campaign encourages parents to use social media to make it a fun activity.

Families can post pictures of them reading together to Facebook, Instagram and Twitter with the hashtag #PledgeToRead.

Source: <https://ca.finance.yahoo.com/news/readers-digest-launches-four-r-140000819.html>

Bridging the Literacy Gap between Low-Income and Affluent Children



A new texting program helps parents get involved in their children's literacy with regular tips and updates.

Editor's Note: While Spalding Education International finds this study interesting, we do not support “texting” as a means of communication that enhances language development. SEI does not endorse some of the inaccurate spelling or abbreviations that are used when texting. We all know The Spalding Method remains one of the most effective ways to bridge the literacy gap — especially with its success with low-income students, regardless of ethnicity. This article indicates that an effective way to communicate with parents on parenting skills is through texting them at various intervals, and that it is a form of communication that seemed to be effective at getting parents to pay attention to their kids. This is most unfortunate. Our educational system has so much work to do in just educating children. Why do we have to educate parents when they should know this and do what

is best for their children? Plus, children would be much better served using their smart phone to access our Phonograms app than using it for texting!

A new study by the National Bureau of Economic Research (NBER) has revealed that texting may provide a solution for how to bridge the literacy gap between low-income and affluent children.

Mind the Gap

The seeds for functional literacy are planted long before a child learns how to read. Research indicates that numerous factors influence a child's potential for language development, many of which are greatly impacted by socio-economic status.

In a [study released in September of 2013](#), Stanford psychologists explained that by the age of two, the children of lower-income families are often months behind their more affluent peers in their language skills. By the time these kids reach five years old and are preparing to enter kindergarten, the gap widens considerably, leaving these children about two whole years behind their peers in standard language development tests.

In a New York Times Article from 2013 titled "[Language-Gap Study Bolsters a Push for Pre-K](#)" Kris Perry, executive director of the First Five Years Fund and an advocate for early education for low-income children, said: "*That gap*

just gets bigger and bigger. It is very real and very hard to undo.”

The Key Factors

Anne Fernald, a Stanford associate professor of psychology and the administrator of the 2013 language-gap experiment, noted that the children of lower-income families received less language stimulation as infants, meaning those parents neglected certain behaviors — not taking the time to talk to their kids in “an engaging and supportive way,” failing to read with them, and forgetting to help their children sound out sounds and words.

In a [Stanford news article](#) about the study, Anne Fernald, a psychologist at Stanford University and the administrator of the experiment, said: *“For lots of reasons, there is generally less supportive talk to children in families living in poverty, which could partially explain the socio-economic status (SES) differences we found in children's early processing skill and vocabulary learning.”*

Fernald clarified that children in lower-economic families are not fated to have lower literacy.

“It's clear that SES is not destiny. The good news is that regardless of economic circumstances, parents who use more and richer language with their infants can help their child to learn more quickly.”

But how can schools rally parents around this idea?

Potential Solutions

Many schools have implemented parenting programs over the years with limited success due to the costs of time, effort and money to parents.

The NBER has released a [study](#) on READY4K!, a text messaging program that teaches the parents of preschoolers how to support their children's literacy development and prepare them for kindergarten.

Text messages break down literacy parenting into easy-to-achieve steps, helping overwhelmed parents feel empowered and involved as they teach their kids how to sound out sounds and words.

The study was carried out in the San Francisco Unified School District last year by authors Susanna Loeb, a professor of education at Stanford, and Benjamin N. York, a Stanford University doctoral student. They observed 440 families with 4-year-olds enrolled in public preschools, sending half of the parents literacy text messages three times a week for eight months.

The study found that the parents who received text messages became more involved — they asked teachers more questions about their student's progress, read more frequently with their young students, and engaged in more meaningful conversation with their kids — than those parents that did not receive messages. As these

involvement behaviors increased, so did the children's test scores.

As 80 percent of the parents involved in the study already had unlimited texting, researchers found implementing the texting program easy, familiar and inexpensive.

Harvard University Assistant Professor of Public Policy Todd Rogers had this to say in a [2014 New York Times article](#): *“What’s really cool about this is that the messages reach parents at a time when they can act on them. It’s not just about getting messages to parents, but giving them in a timely way to serve to remind parents of things they already know and already intend to do.”*

Spalding’s “Must-Have” Book on Review

BooksOnTheMove.com recently reviewed “Writing Road to Reading,” declaring it a “must-have book” to teach literacy.

A Must Have Book! 

Writing Road to Reading 6th Rev Ed.: The Spalding Method for Teaching Speech, Spelling, Writing, and Reading

Here’s what else they had to say:

“Nearly a decade in the making, the long-awaited sixth edition of the classic Spalding primer helps children

develop their reading skills through a multi-sensory approach so natural and stimulating that reading itself is never taught outright — it simply begins.

Teachers, tutors and parents will find the latest edition of “Writing Road to Reading” a powerful tool for its phonics-based, total language arts program. “Writing Road to Reading” lets children learn to put sounds together, form meaningful words, write meaningful sentences, and develop their creative minds, allowing them to progress quickly toward absorbing — and enjoying — the great works of children’s literature. Dr. Susan Moore, editor of Education Monitor, praises Spalding Educational International’s approach, saying, “Because the Method is multi-sensory . . . it works for everyone. No other approach to early literacy has this record of success.”

For a link to the review, [check out their website](#).

For more information regarding our “Writing Road to Reading” book, please [visit our website](#).



The Spalding Method Taking Students From the “Ah-Ha!”

Moment to True Mastery



Spalding helps students move past the “light bulb” moment to true understanding of literacy.

By changing their perception of learning, students and teachers can achieve true mastery of a subject, instead of just conceptual understanding, a professor argues.

How many times in your classes have you seen a student who really seemed to “get” a concept in class, only to see them frustrated and failing during tests? What was missing?

Author and Oakland University Engineering Professor Barbara Oakley — who teaches courses on “Learning How to Learn” —diagnoses this common problem in a recent [Wall Street Journal article](#). She states that this situation occurs when teachers employ an “understanding-centric” approach to education, which often lacks a key ingredient — exhaustive and varied practice.

“Understanding is key,” says Oakley,” but not superficial, ‘light bulb’ understanding. True and deep understanding comes with the mastery gained through practice.”

Oakley goes on to cite research done by Alessandro Guida, Fernand Gobet and K. Anders Ericsson that discusses how the “fundamental neural architectures” of the brain require practice in a variety of circumstances to have time to mature and grow into true expertise of a subject.

When it comes to providing students with this repetition, Oakley states a main difference between poor and excellent execution.

“In the hands of poor teachers, this repetition becomes rote — droning reiteration of easy material,” she explains. “With gifted teachers, however, this subtly shifting and expanding repetition mixed with new material becomes a form of deliberate practice and mastery learning.”

The usually missing components identified by Oakley are provided in Spalding’s literacy curriculum The Spalding Method provides a wide array of practice opportunities for students as they strive to master the building blocks of literacy. The recently released Apple version of SEI’s phonograms app enables

students to practice concepts in user-friendly oral and written formats.

“Our curriculum makes a lot of sense to our students,” says SEI Executive Director for Educational Services Janie Carnal. “But we know that making the concepts easy to understand isn’t enough. That’s why we offer so many opportunities to practice those building blocks. We know that’s the way to develop master readers.”

Bringing Spalding Home

We receive a lot of questions about the Spalding Home Educators course. For anyone interested in enrolling in the Spalding online program, we have some answers to frequently asked questions to help you get started:

Q. How do I sign up for the course?

A. Contact Spalding’s Outreach & Course Coordinator Charise Gaillard via email at staff@spalding.org. She will help you with the fees and materials associated with the course.

Q. What happens once I have enrolled?

A. Participants receive a link to 10, one-hour sessions. Each session includes learning activities, which are performed with the course instructor.

Q. What do the sessions cover?

A. The online course includes four main elements:

1. The 70 phonogram sounds
2. Procedures for introducing these phonogram sounds to children and helping children practice them
3. How to introduce spelling and vocabulary words to children
4. How to use the Teacher's Guide

Q. How much does the course cost?

A. Approximately \$175 for the course and another \$131 for the educational materials.

Q. How user-friendly is the course?

A. The course is as easy as attending an interactive webinar. Participants watch videos and then participate in learning activities under the supervision of an instructor.

Q. When is the course available, or is it at my convenience?

A: Check our current [course schedule](#) online.

A Year in Review



Here are some of Spalding's highlights in 2014:

- We taught a record-breaking 87 courses. That's 26 more than last year!
- We have two, new Blue Ribbon Schools in Arizona: Valley Academy and Mesquite Elementary in Tucson. Congratulations to those schools for this great achievement!
- We released our first app: Phonograms. The Android version debuted in April and the Apple version in December. Now learning phonograms, a key foundational skill for learning how to read, is more easily accessible to everyone!
- **How many schools started using Spalding this year?**
- **Any other achievements or milestones this year?**
- Our YouTube channel surpassed 100,000 video views in mid-June. By year's end we'll be near

140,000.

- With our social media channels growing, the positive feedback on our curriculum and courses has dramatically increased. We've enjoyed hearing our students' and teachers' success stories during the course of this year. Thanks to all of you who shared. By the way, if you have a success story you would like to share, we would love to hear about it! Please email us: staff@spalding.org.

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