

TABLE OF CONTENTS

INTRODUCTION	i-xxiv
UNDERSTANDING THE GUIDE’S DESIGN	iii
WHY <i>THE WRITING ROAD TO READING</i> PROGRAM WORKS.....	v
EVIDENCE-BASED COMPONENTS	VI
Research-Based Domains	viii
Differentiated Instruction	ix
Effective Professional Development.....	x
Instructional Resources For Teachers.....	xi
Instructional Supplies For Students	xix
RESEARCH RESULTS.....	xxi
CONTRIBUTING AUTHORS AND REVIEWERS	xxiv
PLANNING INTEGRATED LANGUAGE ARTS INSTRUCTION	1-137
OVERVIEW OF THE <i>THE WRITING ROAD TO READING</i> PROGRAM.....	1-12
Spalding’s Language Arts Circle.....	2
The Spelling Lesson at a Glance	3-6
The Writing Lesson at a Glance.....	7-8
The Reading Lesson at a Glance.....	9-12
FRAMEWORK FOR DESIGNING LESSONS	13-18
SCOPE AND SEQUENCE PART 1: GRADE-LEVEL OBJECTIVES.....	19-31
SCOPE AND SEQUENCE PART 2: LESSON OBJECTIVES	33-135
DAILY/WEEKLY LESSON OBJECTIVE TEMPLATES.....	136-137
DELIVERING INTEGRATED LANGUAGE ARTS INSTRUCTION.....	1-89
INTRODUCTION TO INSTRUCTIONAL DELIVERY IN <i>THE SPALDING METHOD</i>	1-3
SPELLING INSTRUCTIONAL STRATEGIES AND PROCEDURES.....	5-38
WRITING INSTRUCTIONAL STRATEGIES AND PROCEDURES.....	39-70
READING INSTRUCTIONAL STRATEGIES AND PROCEDURES	71-89
ASSESSING SKILLS MASTERY.....	1-47
INTRODUCTION TO ASSESSING SKILLS MASTERY	1
SPELLING ASSESSMENT	3-14
WRITING ASSESSMENT.....	15-18
READING ASSESSMENT	19-24
ASSESSMENT & RECORD KEEPING FORMS.....	25-47
EVALUATING SKILLS MASTERY	1-27
INTRODUCTION TO EVALUATING SKILLS MASTERY.....	1
WHY REVIEWING PERFORMANCE DATA HELPS TEACHERS DIFFERENTIATE INSTRUCTION.....	2
DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS.....	3
EVALUATING CLASS ATMOSPHERE	4
EVALUATING SPELLING ASSESSMENT DATA.....	5-16
EVALUATING WRITING ASSESSMENT DATA.....	17-22
EVALUATING READING ASSESSMENT DATA	23-27