

Spalding Parent Orientation Cheyenne Traditional School

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Spalding is:

a total language arts program developed by Romalda B. Spalding (spelling, writing, reading)

phonics based

multisensory (see it, hear it, say it, write it)

research based

a program that teaches reading through spelling

based on high expectations for teacher and student

effective with all learners

focused on application and higher-level thinking

a program that uses a "coded language" system

accredited by IMSLEC (International Multisensory Structured Language Education Council) and the American Dyslexia Association

aligned with the recommendations of the NRP and Arizona College and Career Ready Standards

Phonograms/Spelling

phono = sound gram = written

Spalding teaches the 70 common phonograms of the English language. Phonograms should be learned to automaticity (no thought) so that the focus becomes comprehension rather than decoding. All words in spelling are sounded by phonogram sounds, not letter names. In Spalding, words are spelled just as they are read. Precise handwriting is taught with the phonogram sounds. There are 17 additional phonograms that are taught when needed.

Spalding uses the Spalding Spelling List of high frequency words in print to teach spelling. Each student creates a spelling notebook in class under the direction of the teacher. Spelling words are usually entered one week ahead of when they are tested. All words are sounded out loud as they are written. Concepts of syllabication are taught in spelling.

Markings

Spalding uses a coded language system. This coding is used only in the student's spelling notebook or when working with markings. The codes include underlines (single or double), numbers, and brackets/braces to provide a visual clue to the reader. Words of more than one syllable are written in syllables.

Jobs 1-5 of silent final e are underlined.

Silent letters and phonograms with an unusual sound are underlined twice. climbb friendnd

All multi-letter phonograms are underlined to show they work together to say one sound in the word. sleigh ²though

Phonograms are numbered if they say something other than their first sound or say an unexpected sound. d³o

Jobs 2-5 of silent final e are numbered.

Brackets/braces are used to show that words are related in some way.

[see

sea

[teeth

tooth

Jobs of Silent Final E - Rule 7

Spalding teaches the five jobs of silent final e. They are numbered in order of their frequency of use with Job 1 being the most frequent and Job 5 being the least common. The five jobs and examples are:

Job 1 E lets the vowel say its name or long sound.

time name tube home here

Job 2 English words do not end in u or v so an e is written.

give blue
-2 -2

Job 3 E lets the c say /s/ and may let the g say /j/.

chance charge
-3 -3

Job 4 In English, every syllable must have a vowel.

lit tle ta ble
-4 -4

Job 5 The e has no job in the word. It is called "no job e".

are some
-5 -5

29 English Language Rules

Spalding teaches the important rules of the English language as they are needed. Rules are worked with to the point of application. The rules young readers and spellers need to know and apply include:

rule 1 Q and u are always written together. U is not a vowel when written with q.

rule 2 C says /s/ when followed by an e, i, or y.

rule 3 G may say /j/ when followed by an e, i, or y.

rule 4 Vowels a, e, o, and u usually say ā, ē, ō, and ū at the end of a syllable.

rule 5 The vowel i usually says i^u at the end of a syllable, but it may say ī.

rule 6 The letter y not i is used at the end of an English word. English words do not end in i.

rule 8 The sound /er/ is commonly written five different ways in the English Language. This nonsense sentence is used in teaching these. Her first nurse works ear ly. The letters /or/ may say "er" after a /w/.

rule 9 Words of one syllable having one vowel followed by one consonant, the consonant is written again before adding an ending that begins with a vowel.

rule 10 If a word has two syllables and the accent is on the second syllable which has one vowel followed by one consonant, the consonant is written again when adding a vowel ending.

rule 11 Words ending in e are written without the e when adding an ending that begins with a vowel.

rule 12 We use i before e, except after c we use ei, or when it says a, and in some exceptions.

rule 13 We use sh at the beginning and end of a word. It can also be used in the syllable - ship.

rule 14 We use ci, ti, and si to say "sh" after the first syllable. Rules 15 and 16 work support to this rule.

rule 17 We often double l, f, and s at the end of a one syllable word with one vowel.

rule 18 We use the phonogram ay to say a at the end of a word.

rule 19 Vowels i and o may say i and o when followed by two consonants.

rule 20 The phonogram s almost never follows an x.

rule 23 The phonogram dge may be used only after a vowel that says its first sound.

rule 24 If the base word ends in a consonant and y, the y is written as an i when adding a vowel ending unless that ending is ing.

rule 25 The phonogram ck may be used only after a single vowel that says its first sound.

rule 26 Proper nouns are always capitalized.

rule 27 The phonogram z is always used if the beginning sound is "z".

rule 28 The past tense ending is represented by the /ed/ phonogram.

rule 29 The double consonant is pronounced in both syllables for spelling, but only pronounced in the accented syllable for reading.

Some of the above rules have been simplified. For more detail, please refer to Mrs. Spalding's book, The Writing Road to Reading.

Writing

Spelling words are used to develop vocabulary, grammar, language rules, sentence structures, and paragraphs. Students are taught all the essential elements and skills of writing starting with the easiest to the more complex. Students progress from simple sentences to compound and complex. They are taught the importance of precise, descriptive language, and proper writing conventions. Single sentences soon become related sentences. Then, paragraphs and passages are introduced and mastered. Writing is integrated with other curriculum areas and includes many different genres.

Reading

Reading comprehension begins with developing listening comprehension. First, students are introduced to the attributes of fine literature. Working with these attributes continues throughout each school year. Next, the elements of narratives, informatives, and informative narratives are taught. Understanding text structure helps students become confident in what to look for when reading and, also, helps them set their reading rate. Reading to learn facts in an informative means the reading rate will slow down. Once decoding and recognizing text structure are familiar, students learn to use the five mental actions essential in comprehension. These mental actions include predicting (text structure), monitoring comprehension, making connections, reformatting, and mentally summarizing. Content area texts and various literature selections are used to practice and master these necessary reading concepts

McCall-Harby/Crabbs Standardized Test Lessons in Reading are used to teach and test reading concepts. The Spalding phonetic readers are used to practice decoding and fluency in kindergarten and first grade. These readers are aligned to the three types of text structure. Quality literature is read to practice reading skills and instill the desire to read.