

***Spalding Graduated Schedule of Reinforcement  
The Secret of Teaching Reading (Fluent Reading)***

*by Donald L. Potter  
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***First Week Graduated Schedule of Reinforcement***

<b>Word</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>1</b>	<i>Word 1</i>	<i>Word 7</i>	<i>Word 13</i>	<i>Word 19</i>	<i>Word 25</i>
<b>2</b>	<i>Word 2</i>	<i>Word 8</i>	<i>Word 14</i>	<i>Word 20</i>	<i>Word 26</i>
<b>3</b>	<i>Word 3</i>	<i>Word 9</i>	<i>Word 15</i>	<i>Word 21</i>	<i>Word 27</i>
<b>4</b>	<i>Word 4</i>	<i>Word 10</i>	<i>Word 16</i>	<i>Word 22</i>	<i>Word 28</i>
<b>5</b>	<i>Word 5</i>	<i>Word 11</i>	<i>Word 17</i>	<i>Word 23</i>	<i>Word 29</i>
<b>6</b>	<i>Word 6</i>	<i>Word 12</i>	<i>Word 18</i>	<i>Word 24</i>	<i>Word 30</i>
<b>7</b>		Word 1	Word 1	Word 1	Word 1
<b>8</b>		Word 2	Word 2	Word 2	Word 2
<b>9</b>		Word 3	Word 3	Word 3	Word 3
<b>10</b>		Word 4	Word 4	Word 4	Word 4
<b>11</b>		Word 5	Word 5	Word 5	Word 5
<b>12</b>		Word 6	Word 6	Word 6	Word 6
<b>13</b>			Word 7	Word 7	Word 7
<b>14</b>			Word 8	Word 8	Word 8
<b>15</b>			Word 9	Word 9	Word 9
<b>16</b>			Word 10	Word 10	Word 10
<b>17</b>			Word 11	Word 11	Word 11
<b>18</b>			Word 12	Word 12	Word 12
<b>19</b>				Word 13	Word 13
<b>20</b>				Word 14	Word 14
<b>21</b>				Word 15	Word 15
<b>22</b>				Word 16	Word 16
<b>23</b>				Word 17	Word 17
<b>24</b>				Word 18	Word 18
<b>25</b>					Word 19
<b>26</b>					Word 20
<b>27</b>					Word 21
<b>28</b>					Word 22
<b>28</b>					Word 23
<b>30</b>					Word 24

*Second Week Graduated Schedule of Reinforcement*

<b>Word</b>	<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<b>1</b>	<i>Word 31</i>	<i>Word 37</i>	<i>Word 43</i>	<i>Word 49</i>	<i>Word 55</i>
<b>2</b>	<i>Word 32</i>	<i>Word 38</i>	<i>Word 44</i>	<i>Word 50</i>	<i>Word 56</i>
<b>3</b>	<i>Word 33</i>	<i>Word 39</i>	<i>Word 45</i>	<i>Word 51</i>	<i>Word 57</i>
<b>4</b>	<i>Word 34</i>	<i>Word 40</i>	<i>Word 46</i>	<i>Word 52</i>	<i>Word 58</i>
<b>5</b>	<i>Word 35</i>	<i>Word 41</i>	<i>Word 47</i>	<i>Word 53</i>	<i>Word 59</i>
<b>6</b>	<i>Word 36</i>	<i>Word 42</i>	<i>Word 48</i>	<i>Word 54</i>	<i>Word 60</i>
<b>7</b>	Word 7	Word 13	Word 19	Word 25	Word 31
<b>8</b>	Word 8	Word 14	Word 20	Word 26	Word 32
<b>9</b>	Word 9	Word 15	Word 21	Word 27	Word 33
<b>10</b>	Word 10	Word 16	Word 22	Word 28	Word 34
<b>11</b>	Word 11	Word 17	Word 23	Word 29	Word 35
<b>12</b>	Word 12	Word 18	Word 24	Word 30	Word 36
<b>13</b>	Word 13	Word 19	Word 25	Word 31	Word 37
<b>14</b>	Word 14	Word 20	Word 26	Word 32	Word 38
<b>15</b>	Word 15	Word 21	Word 27	Word 33	Word 39
<b>16</b>	Word 16	Word 22	Word 28	Word 34	Word 40
<b>17</b>	Word 17	Word 23	Word 29	Word 35	Word 41
<b>18</b>	Word 18	Word 24	Word 30	Word 36	Word 42
<b>19</b>	Word 19	Word 25	Word 31	Word 37	Word 43
<b>20</b>	Word 20	Word 26	Word 32	Word 38	Word 44
<b>21</b>	Word 21	Word 27	Word 33	Word 39	Word 45
<b>22</b>	Word 22	Word 28	Word 34	Word 40	Word 46
<b>23</b>	Word 23	Word 29	Word 35	Word 41	Word 47
<b>24</b>	Word 24	Word 30	Word 36	Word 42	Word 48
<b>25</b>	Word 25	Word 31	Word 37	Word 43	Word 49
<b>26</b>	Word 26	Word 32	Word 38	Word 44	Word 50
<b>27</b>	Word 27	Word 33	Word 39	Word 45	Word 51
<b>28</b>	Word 28	Word 34	Word 40	Word 46	Word 52
<b>28</b>	Word 29	Word 35	Word 41	Word 47	Word 53
<b>30</b>	Word 30	Word 36	Word 42	Word 48	Word 54

On the 6<sup>th</sup> day Words 1-6 will be dropped and six new words will be added. This continues through the school year. All words are kept in a *Spelling Notebook* for permanent reference. The spelling rules are also kept in the front of the *Notebooks* after the first year. For maximum results, the program should be followed for no less than four years. New words are in *italics*. Concerning Meaning: Remember that either the teacher or student gives a sentence containing the word so that meaning is NEVER neglected with the Spalding method. Spalding wrote in 1957, "It seems silly to mention but critics of phonics seem to assume tht if sounds of the language are taught the meanings of individual words and sentences is overlooked. Experience with our phonics is quite the reverse and such criticism quite unfounded. (WRTR, p. 131). There is some overlap each year.

## Spalding Graduated Schedule of Reinforcement for the 70 Phonograms

<b>Word</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>1</b>	<i>Phonogram 1</i>	<i>Phonogram 5</i>	<i>Phonogram 9</i>	<i>Phonogram 13</i>	<i>Phonogram 17</i>
<b>2</b>	<i>Phonogram 2</i>	<i>Phonogram 6</i>	<i>Phonogram 10</i>	<i>Phonogram 14</i>	<i>Phonogram 18</i>
<b>3</b>	<i>Phonogram 3</i>	<i>Phonogram 7</i>	<i>Phonogram 11</i>	<i>Phonogram 15</i>	<i>Phonogram 19</i>
<b>4</b>	<i>Phonogram 4</i>	<i>Phonogram 8</i>	<i>Phonogram 12</i>	<i>Phonogram 16</i>	<i>Phonogram 20</i>
<b>5</b>		Phonogram 1	Phonogram 1	Phonogram 1	Phonogram 1
<b>6</b>		Phonogram 2	Phonogram 2	Phonogram 2	Phonogram 2
<b>7</b>		Phonogram 3	Phonogram 3	Phonogram 4	Phonogram 3
<b>8</b>		Phonogram 4	Phonogram 4	Phonogram 5	Phonogram 4
<b>9</b>			Phonogram 5	Phonogram 6	Phonogram 5
<b>10</b>			Phonogram 6	Phonogram 7	Phonogram 6
<b>11</b>			Phonogram 7	Phonogram 8	Phonogram 7
<b>12</b>			Phonogram 8	Phonogram 9	Phonogram 8
<b>13</b>				Phonogram 10	Phonogram 9
<b>14</b>				Phonogram 11	Phonogram 10
<b>15</b>				Phonogram 12	Phonogram 11
<b>16</b>					Phonogram 12
<b>17</b>					Phonogram 13
<b>18</b>					Phonogram 14
<b>19</b>					Phonogram 15
<b>20</b>					Phonogram 16

This five-day cycle is repeated until all 70 phonograms have been introduced. Practice continues until student has achieved full automaticity writing and identifying the phonograms. Letter names and pictures are avoided in order to assure a direct, unencumbered link between the symbol and sounds.

Italics represent the first time a phonogram is introduced. Non-italicized phonograms represent repetition. Four phonograms are introduced everyday until all 70 phonograms are introduced. All the single-letter consonants and five vowels are introduced in seven days of first-grade. Teaching the spelling of words from the Ayres list begins after the first 54 phonograms are introduced in about 14 days.

The writing and sounds of the phonograms are introduced simultaneously to develop the association (link, bond, connection) between the phonemes and graphemes. Flashcards are used daily to strengthen and reinforce the bond. Manuscript letter formation is specially designed to enhance visual perception of the letters and prepare the student for an easy transition to cursive, which is not neglected in this program.

For older student, phonograms can be introduced much faster than a mere four per day since they usually already know some of them. Some student will know the first 26 phonograms from previous experience with other methods. Just teach the proper method of writing the letters and move on as fast as the student's ability will allow.

# Spalding's Writing Road to Reading

## Viewed Through the Lenses of Ronald P. Carver's Rauding Theory and Paul Pimsleur's Graduated Interval Recall

by Donald L. Potter

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Ronald Spalding's *Writing Road to Reading* has proven itself as an excellent method for teaching reading **when the directions are followed to the letter**, which is why Ronald insisted on 40-hour workshops for anyone teaching her method.

Her method was, and continues to be, revolutionary. The revolutionary nature means that how-to-teach-it is not instinctive. It is very liable to poor teaching and catastrophic failure in the hands of teachers incapable or unwilling to follow Spalding's directions.

An essential factor in the success of the program, as designed, is the graduated-interval-of-recall, which leads to high level, automated mastery of English orthography. The Graduated Schedule of Reinforcement Chart above shows in graphic form how Spalding helped student learn core vocabulary to the student's rauding rate through intensive writing and spelling. By rauding rate, we mean the student's ability to read print with understanding at the same speed they can understand spoken language, reading words in their recognition vocabulary.

Note that each word is spelled five times. The spelling each time includes the coding marks. The word is written only once in the Spelling Notebook, to form a permanent glossary. The student can use the Notebook for reference throughout the year. The second year the students review the first grade words quickly. Over 700 words were mastered in the first grade. The words came from the Ayres Spelling Scale of high-frequency words in print in order of spelling difficulty. This meant that the words that occur most often in print were raudized during the process of learning the spell the words.

Here are Carver's Rauding Rates through 8<sup>th</sup> grade. The *McCall-Crabs Reading Tests* can be used as testing instruments. GE = Grade Equivalent. Wpm = words per minute.

<u>Rauding Level</u> (GE units)	<u>Rauding Rate</u> (Wpm units)	<u>Rauding Level</u> (GE units)	<u>Rauding Rate</u> (Wpm units)
1.5	112	10.5	227
2.5	125	11.5	238
3.5	137	12.5	251
4.5	150	13.5	263
5.5	162	14.5	277
6.5	175	15.5	289
7.5	188	16.5	302
8.5	201	17.5	315
9.5	213	18.5	326

Future publications will investigate in-depth the relationship between Spalding's method and Carver's Causal Model of High and Low Reading Achievement. I believe we will find that every Cause, in the Causal Chain of High Reading Achievement, is addressed adequately in Spalding's method when it is taught exactly as Spalding explained in her 40-hour training sessions.

Sylvia Farnham-Diggory investigated the cognitive aspects of the Spalding method in the light of modern information processing theory. A speech she gave concerning the Spalding Method at a *Reading Reform Foundation Conference* is available on my website: [www.donpotter.net](http://www.donpotter.net)

[http://donpotter.net/pdf/farnham-diggory\\_1987.pdf](http://donpotter.net/pdf/farnham-diggory_1987.pdf)

The "Graduated Schedule of Recall" is an absolutely essential aspect of the successful implementation of Spalding's method. Students who are taught by the method should easily attain Carver's Rauding Level for their grade level. It is hoped that these theoretical predictions will be investigated by competent reading researches.

<http://jackcheng.com/assets/pimsleur.pdf>

I also believe that Spalding's Schedule of Reinforcement answers the requirements of Ogden Lindsey and Carl Binder's Precision Teaching Model of Learning. "In *Precision Teaching* parlance, once a performance demonstrates **retention, endurance, and application**, it is *fluent*. As a metaphor, performance fluency is **flowing, flexible, effortless, errorless, automatic, confident, second nature and masterful**. When performance is fluent, it becomes a **highly probably activity**. Fluent performance is **fun, energetic, naturally reinforced** behavior." *Morningside Model of Generative Instruction* (2004) by Ken Johnson and Elizabeth Street.

[http://special.edschool.virginia.edu/papers/Binder-et-al\\_Fluency.pdf](http://special.edschool.virginia.edu/papers/Binder-et-al_Fluency.pdf)

Spalding's method is available from [www.spalding.org](http://www.spalding.org).

"A Memory Schedule" (1967) Paul Pimsleur.

<http://files.eric.ed.gov/fulltext/ED012150.pdf>

For the most recent research on distributed-practice pace "Spacing Effects in Learning: A Temporal Ridgeline of Optimal Retention," by Harold Pasher, et. al.

[http://www.pashler.com/Articles/Pashler.Rohrer.Cepeda.Carpenter\\_2007.pdf](http://www.pashler.com/Articles/Pashler.Rohrer.Cepeda.Carpenter_2007.pdf)

[http://laplab.ucsd.edu/articles/Cepeda%20et%20al%202008\\_psychsci.pdf](http://laplab.ucsd.edu/articles/Cepeda%20et%20al%202008_psychsci.pdf)

Here is an article by Frank N. Dempster explain why spacing of learning is neglected.

<https://pdfs.semanticscholar.org/a59f/da0eaecfa15a51c672a9ee6fc0ec4d526fae.pdf>

"Spacing Learning Events Over Time: What Research Says" by Will Thalheimer, PhD

[http://wp.phase-6.com/wp-content/uploads/2013/06/Spacing\\_Learning\\_Over\\_Time\\_March2009v1\\_.pdf](http://wp.phase-6.com/wp-content/uploads/2013/06/Spacing_Learning_Over_Time_March2009v1_.pdf)

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