

## Advisory Program Description

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Name of Entity: Learning by Design: SPELL-Links to Reading and Writing Word Study Curriculum
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Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-6
Summary of the program: SPELL-Links to Reading and Writing improves students' reading, writing, spelling, oral language, and vocabulary skills. Students become effective writers and fluent readers with strong comprehension and rich vocabularies.  SPELL-Links teaches a comprehensive set of word study knowledge, skills, and strategies that support the development of reading, writing, speaking, and listening skills including phonological awareness, phonics, morphological knowledge, vocabulary, sight word recognition, spelling, oral expression, comprehension, and reading decoding and fluency. The program explicitly targets more than 70 sound/letter/meaning patterns and teaches spelling and reading together at multiple levels using the most current research-based methods.  The instructional materials require students to be actively engaged in the processes of spelling, reading, and writing. The students' meta-linguistic skills (i.e., thinking about, talking about, and manipulating the language structures of words) and executive functioning processes (i.e., initiation, self-regulation, self-monitoring) are developed to create more independent readers and writers. The program includes cross-curriculum extension activities to provide structured opportunity for the students to systematically practice and apply their word study, reading, and writing skills across a variety of subject areas including history, science, and social studies. Improvement in reading, writing, and spelling helps students improve their academic performance across all areas of the curriculum.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support it is intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

**Core Instruction** is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

**Supplemental Instruction** is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to

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adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

**Intervention Instruction** is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.