

# Classically Unique Literacy Training

## Part 1: Identifying the Need

by Wanda Sanseri

Education begins with the word, both spiritually and practically. In a classical education, the Trivium phase establishes the foundational skills needed for a student to ultimately learn to think and reason for himself. Marcus Fabius Quintilian suggested starting shaping the form linked simultaneously with the sound. This first century educator proclaimed, “It is impossible to reach the summit in any subject unless we have first passed through all the elementary stages.” (Quintilian 1989, p.7)

### MY PERSONAL JOURNEY OF DISCOVERY

Before delving into a unique way to classically teach unified language arts, let me share how I learned what doesn't work before discovering what does. In 1971, my principal reassigned me from teaching a traditional English class to teaching high school remedial reading. All seventeen students had high IQs but extremely low reading comprehension scores. How could articulate students from largely Christian, intact families have this problem? I prayed for wisdom on how to best help them. A colleague suggested that I teach them phonics. I asked, “What is that?” She casually replied, “You know, like A says /a/.” I retorted, “It does?” I had never heard that a letter represents sound. I had learned to spell English, French, and German by copying words over and over thinking letter names. I read words from visual memory and context or picture clues.

My teacher friend gave me a copy of Professor Phonics to study. Could a typical phonics program be the missing link for my bright group of struggling students? I spent two hours trying to learn the short vowel sounds. I still remember the student faces the next day when I excitedly shared what I had learned. They rolled their eyes, groaned, and mumbled, “We've already heard all that!” Out of curiosity, I privately continued to study Professor Phonics, but it did not take me long to see the inadequacy of this approach.

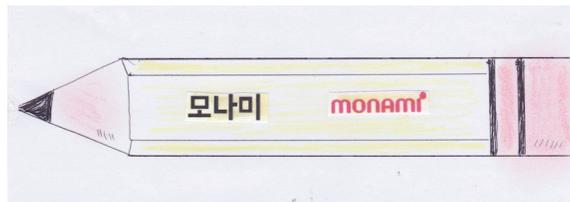
I especially remember the spelling rule that if we have a two-vowel combo, the first vowel will say its name and the second one will be silent. I quickly completed the related worksheet with carefully selected words that all reinforced that idea. Initially, I rejoiced to find hidden order behind English, thinking, “Finally, a rule that could guide me out of the dark!” Excitement quickly turned to despair. The rule seemed to work with a carefully selected set of words, but in real life it is more of a coincidence than a genuine rule.

Try reading the following double vowels as /E/:  
**heaven, earth, break, they, their, foreign, eight**

Now, try reading the following double vowels as /O/:  
**food, good, house, group, country, boy, boil, cough**

For me, the let-down from being so misled felt worse than having no rule at all. I prayed for a more solid way to unlock the English language. My search began.

Several years later, I moved to Korea for six months. A tutor helped me learn the new language. One-by-one she wrote on the board four or five Korean characters and taught me the sound each one represents. She had me see the symbol and say the sound. She had me hear the sound and write the symbol. After class one day, I went to the market. I spotted on a store-front window a word with the characters that I had just learned. I sounded out: hahm-bah-gah. “Could that be an attempt to write the English word “hamburger?” Looking up, I realized that it was indeed. The sign was on the window of McDonalds! Never in my life had I encountered an unknown word and been able to sound it out independently. The thrill led me to start exploring Korean script all around me. I sounded out the Korean symbols on my pencil: /mO/ -/nah/ -/mE/. Why, that sounded like the French expression meaning “my friend.” Just as I had that thought, I saw beside the Korean letters the same term written in the Roman alphabet.



The brand name for the pencil came from the French term “mon ami!” Eureka! My tutor had opened for me a new, thrilling language experience. This success motivated my desire to dig deeper and study harder. Maybe I could unlock more of the other strange-looking words dancing around me on signs, store fronts, and even in the hymn book at church. Basically, I discovered the world of print from the perspective of a young child. Why didn’t someone teach me my own language this way? This was so much easier and much more logical.

Before I could master the sound system for the Korean alphabet, I lost my tutor. The new teacher was livid that I did not know Korean letter names. As he introduced the remaining Korean alphabet, he made me say as a unit the letter name plus the letter sound. The letter-name-letter-sound jumble blocked my ability to see the characters and fluently identify the word they formed. Teaching a young child to say the ABC’s should be secondary and introduced at a separate time from teaching letter sounds.

I wondered, “Does anyone teach English like my first Korean tutor?” Can we start a child with just the sound(s) that English letters represent? Letter names help with alphabetizing and dictionary work, but that is not the first order of business for a beginning nonreader. I prayed that I could some day teach my children English in such a dynamic, orderly, common-sense way. I did not have long to wait for the answer.

# Classically Unique Literacy Training

## Part 2: Finding the Solution

by Wanda Sanseri

I returned to the States and moved to California. Shortly after my arrival, a new friend from church introduced me to Romalda Spalding's book, The Writing Road to Reading. My friend's excitement stirred my interest until I saw spelling words marked with underlines and numbers. That looked strange and foreign. I felt insecure in my ability to tackle such a challenging approach. I already knew how to read and this seemed too difficult. I asked my friend, "How could I expect a young beginner or a student with reading challenges to understand these markings?" My friend smiled and invited me to visit the kindergarten class at American Heritage Christian School.

I'll never forget sitting in the back of the room and watching the teacher dictate new spelling words with sight-last instruction. Eager students verbally sounded out and correctly wrote the words. They did not spell by letter names. If a sound could be spelled more than one way, the teacher provided a simple, clarifying signal to direct them to the correct phonogram. They were not left to guess. After writing the word, the students read it and then sounded it back for the teacher to write on the board.

*me*

They double checked and corrected their work if necessary. When asked how to mark the word "me," in unison they gleefully said, "Underline E."

*me*

The teacher asked, "Why?" They repeated what I now know is a vital spelling rule. I don't remember exactly how they worded their response, but I now teach students to say it this way, "E usually says /E/ at the end of a syllable." If challenged to prove the rule, my students respond, "A - E - O - U usually say /A-E-O-U/ at the end of a syllable."

I had never heard that rule before visiting American Heritage. Have you? Few educators have. Not knowing this simple, frequently-applied concept makes English appear highly irregular. Learning it reveals order not only with simple words, but also with advanced vocabulary like "abecedarian" (one who works with an alphabet). Think /a-be-ce-da-ri-an/. A class of young kindergarten children exposed a huge hole in this high school English teacher's education. I was hooked. I knew then that this was what I wanted to teach my own children some day. I realized that it would be harder for me to master because my language learning centers were already preset; young children do not have that handicap. I would happily stretch myself in order to pass on such a life-changing gift.

I did not wait long. I gave birth later that year. Together my infant son and I listened to a record of English sounds every day. As a toddler, he heard me say words in slow speed: /h-o-p/. He learned to blend the sounds together to discover the word. If it was an action word, he would do the action. If it was a naming word, he would pick up or point to the related object. Next he learned to say the sound or sounds for each basic alphabet phonogram as he used big motor skills to shape the lower case letter of the related form. In time, we transitioned to pencil and paper work. The stage was set for me to dictate words for him to sound out, write, and read. In the most natural way possible, he spelled his way into reading.

Meanwhile, to keep concerned friends happy, I separately taught him letter names. I used an ABC Bible memory plan. The letters were in all caps and not confused with the lower case form of the letters that we learned just by sound. He would see the capital A and recite, “A -- All we like sheep have gone astray. We have turned every one to his own way.” — Isaiah 53: 6.

I have a recording of him reciting the entire book with verses from A-Z. As far as he knew the letter names gave the sequence of the verses. A was verse number 1. In this way, the phonogram sound(s) taught with lower case letters were initially built into one mental folder. The letter names taught with capital letters were initially built into a separate mental folder. Later when he needed to link the letter sound(s) to the letter name, he could easily connect the two letter shapes (lower case/ upper case) and the two identity markers (phonogram sound(s)/ letter names) without any confusion.

The most amazing aspect of that early homeschool experience is that my young son taught me as I taught him. I gave him the information that I was trying to learn and he then helped me understand it. I began to remediate my own weaknesses. When he was six, he could read and comprehend at the sixth grade level on the Stanford Reading Achievement test (SRA).

My credentials went on to include personal mentoring under Romalda Spalding and extensive training with other teachers taught by her. Some, like Oma Riggs, had successfully used her approach in the classroom for decades. People started asking me to show them how to teach their students this way. Thrilled with their results, they told friends and colleagues. Growing interest expanded into teacher training classes across the country and elsewhere. Slowly over time, while carefully maintaining the integrity of her work, I refined and expanded the Spalding basic foundation into a stand-alone, award-winning, classically-respected program called Spell to Write and Read.

---

Awards for Phonics and Spelling Spell to Write and Read has won over the years.



# Classically Unique Literacy Training

## Part 3: Based on Durable Essentials

by Wanda Sanseri

The essentials for unlocking English words should be presented early in a clear, direct, uncluttered manner. Just memorizing the 26 letters of the alphabet is far from adequate. The most massive language known to man uses a borrowed alphabet to represent 45 sounds spelled in 70 ways ( 70 basic phonograms). *Phono* means “sound.” *Gram* means “write.” A phonogram is a letter or combination of letters that represents one or more English sounds.

Most phonics programs cover incomplete bits and fragments of this information. Confused students hear that variations to their faulty foundation stem from a crazy, messed-up language. Students with more trustworthy basic training have a greater chance to reach their higher potential. Ideally, the students learn the phonogram building blocks quickly without the clutter of pictures, letter names, or guide words.

Phonogram language should be streamlined enough for the youngest learners while enduring enough for adult experts. For example, all levels of learners can repeat the three sounds for CH in order of frequency /ch - k- sh/.

They can see the phonogram card 

ch
----

 and read /ch - k- sh/.

They can hear the teacher say /ch - k - sh/ and without seeing the phonogram write *ch*.

I once held up the ch phonogram card for a college professor of linguistics. I said the three sounds in order of frequency. He mentally reviewed words using all three sounds and his face lit up. He exclaimed, “It does!” He confessed that with this approach he finally understood his language. He had majored on the complexities without seeing them summarized in seed form. He said that I could have saved him a lot of stress if he had learned the phonograms twenty years earlier.

This information energized the skilled linguist; yet, it is simple enough for a beginner to memorize. One family even had their parakeet chime in /ch -k -sh/ whenever their children recited that phonogram. For young learners, this information is tucked away into a handy folder that will grow in value over the years.

In time students learn that the different sounds link to the word origin. The /ch/ come from Anglo-Saxon words (church). The /k/ words come from Greek and often refer to medicine and science. In Spell to Write and Read only one spelling word with CH saying /k/ (school) shows up in first grade, but in real life the child will see it in words like “Christmas.” It will be third grade before a spelling word illustrates CH saying /sh/, but in everyday life the child will likely encounter words adopted from French like: *chef, Chicago, Cheryl*. When the child sees such a word, she has a mental link stored that this is not an irregular word, it is just one of those words that comes to us from French.

# Classically Unique Literacy Training

## Part 4: Taught in a Logical Sequence

by Wanda Sanseri

Foundations matter. What we learn first, we learn best. Priorities matter. Historically, “phonics and spelling were THE route to reading.” (Geraldine Rogers, preface to A Measuring Scale for Ability in Spelling.) Sequence matters. Ideas taught in kindergarten should hold true to the highest levels.

Dr. Jeanne Chall pinpoints five stages of reading development.

Stage one: link letters with sounds

Stage two: master the alphabet code for a quick, automatic response

Stage three: develop comprehension skills

Stages four & five: build higher-level analytical skills

In her book Learning to Read, Dr. Chall writes, “Early stress on code learning... not only produces better word recognition and spelling, but also makes it easier for the child to eventually read with understanding.” (Chall: *Learning to Read*, p. 83).

Reading requires complex coordination of an array of sub-skills. A student pushed into reading books prematurely faces mental battles. The conflicting pressure to figure out the actual words while also trying to grasp the meaning of the text creates a weakness in both spelling and reading comprehension. Starting with spelling helps erase these barriers. Success motivates.

The Spell to Write and Read approach follows Chall’s suggested sequence. (See SWR pp.30-32.) An early exposure to the complex code behind the English language supports strong literacy. Good teaching moves naturally from the known to the unknown: hearing phonogram sound(s), shaping the sounds (penmanship), blending sounds into words (spelling), blending words into original sentences (composition), and spontaneously reading books written by other authors.

By starting with spelling as the primary focus, the student who has reversal problems is less likely to scramble the letter order. The word is built sequentially, sound-by-sound. The word is not seen until after it is completed. The best way to master a complex subject is to break it apart, put it back together, and analyze why. Spelling requires attention to detail. Spelling is the ideal foundation for anchoring a word in the mind. The best way to teach them to read is to teach them to think-to-spell.

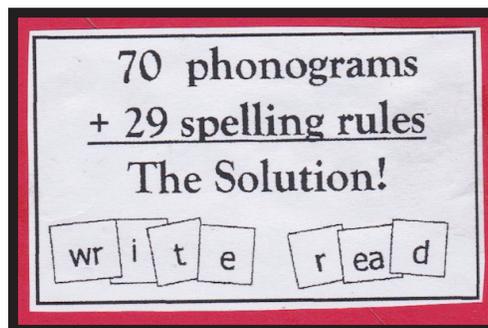
Spelling is the flip side of reading like two sides of a coin. From the beginning, students practice both. For spelling, the students exaggerate every syllable to match the correct written form. For reading, the students say the word in the normal flow of speech. The spelling list contains high priority words organized by ease of spelling. By the end of kindergarten Spell to Write and Read

students will have an intimate, phonetic working knowledge of words that are used in 50% of what they will read and write. Systematically, they spell their way into reading “living books.”

An educator from Virginia wrote, “I taught another program for six years. Brand X presented only short vowels at first. This limits students to ‘easy’ readers. The blending of consonants such as ‘cl’ or ‘bl’ to make a separate phonogram wasted time. Students usually sounded those on their own. Mixing blends and phonogram instruction created almost 150 separate sounds to learn. Spell to Write and Read teaches 70 basic ones. English is shown as orderly with definite patterns.”

Typical programs mistakenly believe that establishing a good spelling foundation somehow slows down reading fluency. That may be the case if spelling is taught with typical methods like memorizing words by letter names, copying words repeatedly, or wasting time with faulty phonics instruction.

(See SWR Appendix A: “Literacy Today: What is Wrong and How Can We Fix it?” or print it out as a free download from <<http://www.bhibooks.net/multimedia.html>>.)



# Classically Unique Literacy Training

## Part 5: Supported by Research

by Wanda Sanseri

The most scientific way to select the start-up vocabulary is to pinpoint the workhorse words actually used most often in English text. Educator and statistician, Leonard Ayres, established such a list in 1915. [A Measuring Scale for Ability in Spelling](#) records his two-part study. First, he organized by frequency the top one thousand most commonly used words in English. Next, he oversaw extensive spelling tests of those words with real children in over 250 cities. He then ordered the high-frequency words into A to Z ability levels (ranging from kindergarten through high school.)

Romalda Spalding used the ability level version of his research but mistakenly thought that she was covering the words in frequency order. (Spalding, WRR, p.22). She wanted to rearrange the words within the sections for a stronger teaching dynamic, but she feared losing the research. Identifying her mistake freed me to expand and revamp the word order within the section ability levels to turn an already amazing spelling system into a full language arts program.

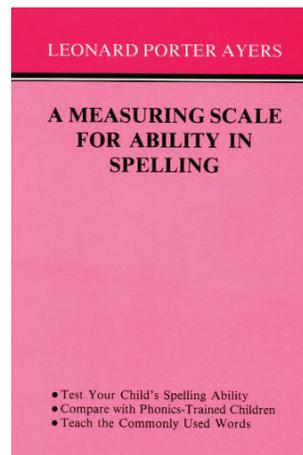
The Ayres research is the foundation to 1) the 70 basic phonograms, 2) the diagnostic spelling tests that place children by ability level or that measure a child's overall progress, and 3) the core SWR spelling words.

Ideally, essential bedrock principles are condensed into a form simple enough for a young beginner while far-reaching enough to unlock the highest vocabulary levels in the future. The top 100 most frequently used words are especially significant because these words appear in 60% of what we write and read.

By the end of first grade, over 90% of these essential 100 words have been taught phonetically to a [Spell to Write and Read](#) student through multi-sensory, sight-last spelling dictation. The student hears the teacher say the word. The student sounds out the word and writes it, keeping breaks between syllables. (Many rules are syllable-dependent.)

The student is given all the information to think-to-spell and write the word correctly. (This mimics the future process needed when he writes down personal thoughts. He will think them in his head and then write them on the paper before seeing them.) He reads the new word and sounds it out for the teacher to write on the board. Together they analyze and mark the word. Taking a word apart and putting it back together in this way simultaneously connects all key language centers in the brain to create BOTH a sound picture for correct spelling and a visual memory of the word for reading.

In contrast, the typical phonics approaches generally organize words by a sequence of concepts. They start by just teaching just the most common sound of the basic alphabet, CVC words, blends (bl, cl, fl), long-vowel with a silent final E (hat-hate), a few digraphs (ch, sh, th, wh) and a few long



vowel teams (ay, ai, ea, oa). Many teach word families. They fill in a few missing gaps with sight words. Basal readers are required.

Which approach best prepares students for the 100 most commonly used English words? The common phonics programs cover only about a third of the phonics needs. The student has a largely inadequate foundation for even this extremely vital list of words. Spell to Write and Read prepares students for all the words. Sight words are unnecessary. Even apparent exceptions can be explained. For example, a student can think-to-spell “been” the way that some still say it in the British Isles. A North American can then say the word normally. Spell to Write and Read reveals the order behind the language. Reason prevails. (See the free downloads: *Best Prepares for Most Common Words?* and *Top 100 Frequently Used Words.*)

Which approach best prepares a student to read basic text such as the first two verses in the Bible? A young, correctly trained Spell to Write and Read child has all the tools needed to decode the words rapidly. The twenty-one words include almost half of the 70 phonograms, 33 of 45 English sounds, 3 out of 5 reasons for a silent final E, and 8 out of 28 spelling rules. By the end of first grade, 75% of these words have been taught and all except one concept needed has been introduced.

No other approach provides such a solid foundation. Spell to Write and Read does require more attention up front to build the foundation, but students experience a lasting benefit the rest of their lives. (See the free download: *Best Prepares to Read Bible?*)

A final free download (*Inadequate to teach O as /o/*) analyzes the top 100 words that appear in 60% of English text. Twenty-six of them has an O. SWR prepares students for all of them. Typical phonics does not. Only one is a CVC word. Only six can be classified as a short vowel sound. Nine single-letter O words make one of the two other phonogram sounds. Eleven use a multi-letter phonogram.

These free downloads are all available at <<http://www.bhibooks.net/multimedia.html>>.

# Classically Unique Literacy Training

## Part 6: Verified by Success

by Wanda Sanseri

Consider an objective observer’s comparison of the classic Spalding approach with typical phonics programs. Robert Aukerman, author of Approaches to Beginning Reading, wrote a comparison of various methods for teaching. He included several of the works commonly considered classical: Alpha Phonics, Explode the Code, Orton-Gillingham, Professor Phonics, and The Writing Road to Reading. The first four have much in common as early examples of today’s typical phonics. Mrs. Spalding studied under Dr. Samuel Orton later in his career. The approach in The Writing Road to Reading (expanded in Spell to Write and Read) is distinctly unique from the methods of earlier teachers who worked with the great neurologist.

Aukerman admitted that all approaches had some examples of success. His stated intention was to avoid showing preference. He wanted to just objectively review each method and let the reader decide. However, after observing 194 different Spalding teachers in widely scattered, small and large, public, private, and parochial schools, including the one that my son attended, Aukerman changed his mind and singled out the Spalding method for special praise. He proclaimed, “When one finds reports of performance that are consistently and significantly above the national norms, one looks for causes.” He concluded that “the method deserves the credit... The results speak for themselves.” (Aukerman, 1971, p. 252.) He updated the book in 1984 to include a chart with the SAT scores from my son’s actual class at American Heritage Christian School. (Aukerman, 1984, p. 544 or SWR p. 11)

The Spell to Write and Read approach reflects a century of recorded success with roots going much deeper. Classical languages like Greek and Latin used a syllabary. The early colonies used a horn book that had the alphabet and a simple syllabary at the top with the Lord’s prayer at the bottom. The syllabary showed the contrast in vowel sounds in the closed syllable and the open syllable.

ab	eb	ib	ob	ub	ba	be	bi	bo	bu
ac	ec	ic	oc	uc	ca	ce	ci	co	cu
ad	ed	id	od	ud	da	de	di	do	du

Noah Webster expanded this in a Grammatical Institute of the English Language, Part I (p. 28). Vowels commonly make their short sound when the syllable ends with a consonant and a long sound when the consonant ends with a vowel. Webster, however, realized that while this pattern works well with the classical languages, English has a special challenge that adds additional possibilities. He explained why. “The foundation of the language is Saxon, and our Saxon ancestors had proper characters to express every sound in their native tongue. During the dark ages learning was confined to the Romanish clergy, who spake and wrote the Latin language...[T]hese two languages were incorporated into each other. (p. 19). English continued to acquire vocabulary from other languages, making the isolated syllabary approach inadequate.

Romalda Spalding discovered a more reliable foundation early in the 20th century. She included great attention to syllable breaks but focused on doing so within actual words. She included the brain research of Dr. Orton to help students best master the more complex language. I studied directly under her and have sought to refine but retain the integrity of her legacy.

Standardized tests have consistently reflected the fruit from both Mrs. Spalding's work and mine. On a flight to Houston in 1993, I had a discussion about phonics with my seat mate, a gentleman about my age. It became clear that he had been trained in The Writing Road to Reading. As a child he attended a small private school in New England. Four students, out of his graduating class of twenty, became National Merit Finalists. I wanted to clarify that his classmates were, indeed, finalists. He knew that they were. He was one of them. When we parted, a big tear rolled down his cheek. He confessed that he had often felt distressed seeing the poor literacy skills of his highly educated co-workers. He traced the problem to the way they had been taught. He said that it made his day to know that someone was continuing to share with others the secrets to his success.

The National Merit honors continue to current times. Over a period of years, I have trained teachers at a small classical Christian school which started with just elementary and grew to K-12. The class of 2014 had critical reading scores in the top 8% of the nation. By 2015, Veritas had graduated a total of 120 students, twenty of whom became National Merit Commended and four who became National Merit Finalist. I asked at the school office how many of the National Merit students were actually trained in Spell to Write and Read. No record is available of the literacy foundation for students who transferred to the school in the upper grades. However, one teacher with the school from its inception said she had personally taught my program to over half of those with National Merit honors. She suspects that many of the others had had it as well.

How do struggling students with huge challenges fare with this type of training? Multitudes of exciting stories reflect amazing progress from those least likely to succeed. Let me share the tale of a young man who started in the bottom 30% of all learners. He was diagnosed with neurological dyslexia. For years he was given Orton-Gillingham training. His success was spotty and largely sight-dependent. For example, he could read the word "watermelon" but not the words "water" or "melon." He could not spell, write neatly, or compose thoughts. The parents transferred him to a private specialized school also trained in Orton-Gillingham. The teachers did not believe these students could learn. Instead they provided props like books-on-tape or assistive writing software.

By Thanksgiving, Anne-Marie brought her son home and started to teach him with Spell to Write and Read. She wrote, "SWR is perhaps the one method on the market today that will curb dyslexic tendencies because it utilizes a combination of senses to help unlock the student's potential. I have witnessed for myself how the Spell to Write and Read method addresses the exact area where my son's brain has a known and almost profound or at least severe weakness."

It took her two years to tear down her son's faulty foundation and rebuild it. She held off other subjects until literacy improved. He was almost 12 when he finally read fluently for the first time. For four more years she taught him Spell to Write and Read. "He learned to write neatly in cursive, spell accurately, compose thought, and read fluently. He is now an avid reader and reads for leisure." He went on "to earn 24 high school credits and tackle courses like geography, government, economics, American and World history, biology, chemistry, and physics." He was accepted at a Technical

College. “In order to begin the program, he was required to take a Writing and Reading Comprehension Test. He needed a 38 on the Writing Test. He scored 70. He needed 72 on the Reading Test. He scored 90. The proctor stated that she rarely saw a student score as high as a 90.” He recently graduated from college with honors.

Classical Conversations Regional Manager of the Great Lakes, Kristen Ekberg, wrote, “Spell to Write and Read does for the **word** what Essentials does for the **sentence**.” How does Spell to Write and Read follow the key classical stages?

*Grammar* -- students memorize the phonograms, the sounds of the language, and also the spelling rules. This is the foundation for learning spelling, writing, and reading.

*Logic/Dialectic* -- After a teacher dictates a set of new spelling words, the student searches for their new words that match a spelling rule we have taught. For example, the teacher might ask, “As we read over the list of words, see if you can find one that follows our rules for the sound /sh/. The teacher next asks, “where should we add it to /sh/ reference page in your log?”

“sh — used at the beginning of a word,” (*shoe*)

“sh — used at the end of a syllable,” (*dish, fash-ion*)

“Latin endings used after any syllable after the first one:”

ti (*na-tion*), ci (*fa-cial*), si (*ses-sion*)

Spelling words are not pre-grouped by rule. Spell to Write and Read doesn’t teach a long list of /sh/ words at the same time. Words are taught by frequency of use, organized by difficulty. Students build their collection of /sh/ words over time. They learn to think and apply the rules each time they come up along the way with words at their natural ability level. They “prove the rules.”

*Memorization* -- To strengthen memory, Spell to Write and Read uses simultaneous multi-sensory instruction. Students don’t just look at a word and mindlessly copy it over and over or passively move around letter tiles. They use their full language learning team: Hearing, saying, writing, and seeing. Spell to Write and Read students put the words in their brains through their ears, their mouths, their senses of touch (by shaping the letters), and their eyes. This makes success possible for:

all type of learners (slow, average, gifted),

a variety of natural strengths (vocal, auditory, tactile, or visual),

a range of ages (young to old),

in a variety of settings (homeschool, classroom, private tutoring, ESL).

I wish everyone could observe the fruit when children are taught this correctly from the beginning or the joyful relief when students who struggled so long, even illiterate adults, conquer their handicaps and even excel. I also wish they could experience the value the teacher personally gains from this training. These tools expand the teacher’s horizons by enlarging his vocabulary and aiding his reading comprehension, but they also bless those whom he is privileged to teach.

# Classically Unique Literacy Training

## Part 7: Resources and Research

### Related Free Downloads

See <<http://www.bhibooks.net/multimedia.html>>.

*Literacy Today: What is Wrong and How Can We Fix it?*

*Inadequate to teach O as /o/.*

*Best Prepares for Most Common Words?*

*Top 100 Most Frequently Used Words*

*Best Prepares to Read Bible?*

### Bibliography

Aukerman, Robert C. Approaches to Beginning Reading. New York: Wiley, 1971, 1984.

Ayres, Leonard Porter. A Measuring Scale for Ability in Spelling. Michigan: Mott Media, 1986.

Chall, J.S. Stages of Reading Development. New York: McGraw-Hill, 1983.

Haarhoff. T. Schools of Gaul. London: Oxford University Press, 1920.

Quintilian. The Institutio Oratoria of Quintilian, Vol. 1. Translated by H.E. Butler. Cambridge, MA: Harvard University Press, 1989.

Sanseri, Wanda. Spell to Write and Read Core Kit. Portland, OR: Back Home Industries, 2015.

Spalding, Romalda. The Writing Road to Reading. New York: William Morrow, 1990.

Webster, Noah. A Grammatical Institute of the English Language, Part I. Hartford, CT: Hudson & Godwin, 1783.