

THE SHELTON ACADEMIC LANGUAGE APPROACH (SALA)

SALA is an IMSLEC accredited course utilizing structured, multi-sensory language instruction based on the Alphabetic Phonics approach for teaching reading/handwriting /spelling /comprehension and written expression. The content moves from simple to complex and from the most dependable, reliable patterns in our language to the less dependable and reliable. SALA is based on the Alphabetic Phonics approach and utilizes the *Multisensory Teaching Approach (MTA)* materials developed by Margaret Taylor Smith and Edith Hogan.

Each class contains the following components:

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| Alphabet | Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials. |
| Reading Decks | Automatic recognition of the graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck. |
| New Learning | New concepts are introduced through direct, explicit instruction using a structured multi-sensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes). |
| Reading Practice | The reading practice portion of the lesson offers practice in repeated reading of reading instant words as well as practice in decoding words in isolation and in sentences. Repeated reading of words grouped by syllable pattern lead the student to mastery of those concepts. Fluency is also addressed. |
| Handwriting | Direct explicit instruction in the cursive letters shapes is included in this portion of the lesson. The cursive letters shapes are introduced in the same sequence as the letter/sound correspondences are introduced. |
| Spelling Deck | This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck. |
| Spelling | The spelling section of the lesson begins with daily practice in phonemic awareness, including identification of sounds as well as manipulation of sounds. Alternately, students work on auditory discrimination and memory. Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllable words is incorporated daily. |
| Review | This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are also reviewed in this section. |

On a rotating basis, the following components are also addressed:

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| Comprehension | Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson. |
| Written Expression | Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages. |