READING REV PHONICS, SPELLING, & MORPHOLOGY PROGRAM

Objectives

The *Reading Rev Spelling, Phonics, & Morphology Program* is designed to ensure that all intermediate students master the phonetic, spelling, and morphological patterns of English. This program effectively fills a critical gap in available literacy programs, addressing the need for age-appropriate foundational literacy resources tailored to older students. Many literacy programs are designed for younger learners and often deemed too primary or simplistic for older students; this program is strategically crafted to fill this gap.

Program Focus

The program places focus on student mastery of the foundational skills of reading for 3rd graders dictated by the CCSS: Phonics and Word Recognition, Spelling, and Fluency.

The *Reading Rev Phonics, Spelling, & Morphology Program* provides teachers with a year-long, framework and a way to give direct, systematic instruction for 36 phonetic/spelling and morphology patterns.

Each component of the program was carefully crafted to ensure teacher and student success. The authors are intermediate teachers who created and implemented this program with real students over a five-year period.

Program Components:

Teacher Tools- An in-dept teacher's manual includes pattern explanations, multisensory practice ideas, word lists, fluency and dictation sentences, Google slide decks, and model videos.

Everything Reading Notebook- Each week, students capture their knowledge of the 5 components of reading in a notebook that becomes a reference book to be used all year.

Student Practice- Ample practice is required for student mastery. Student practice and review is integrated throughout the week in whole group lessons, small group instruction, and individual practice activities.

Connected Text- The decodable texts provided offer students a way to see the language patterns they are learning in age-appropriate, content-rich, fiction and nonfiction passages. Fluency is built with choral, partner, and rereading. Background knowledge and vocabulary are incorporated.

Target Audience

The *Reading Rev Program* is designed to be used for tier 1 instruction in 3rd grade. It offers several easy ways to differentiate with a class of diverse learners. Each week, all students work on the same pattern. This ensures consistency and that all students are learning the patterns of English. Differentiation occurs within each weekly pattern. Three different word lists are provided: a basic, intermediate, and advanced list. Dictation and fluency sentences are also provided in varying complexity. Weekly skill-based passages are offered in two Lexile Levels. Teachers can feel confident that they are providing equitable and standards-base foundational skills to all students.

In addition to meeting the needs of all third graders, this program has been used to successfully remediate older students. For students who have gaps or have never been taught the English code, the *Reading Rev Phonics, Spelling, & Morphology* program offers an age-appropriate, engaging, evidence-based system for intervention and remediation.

Reading Rev Meets the READ Act requirement that instructional programs must be scientifically and evidence-based.

The *Reading Rev's Spelling, Phonics, & Morphology Program* is in alignment with the READ Act guidelines and incorporates scientifically and evidence-based instructional strategies to enhance reading proficiency among intermediate students.

The program employs a systematic, sequential, diagnostic approach while seamlessly integrating decoding, encoding, and morphological instruction. It reinforces all five components of literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Phonological Awareness: Decoding and encoding are taught using a sound-symbol, speech-to-text approach. Students are taught that words are broken into syllables and phonemes (or sounds). Phonemic awareness is reinforced and utilized throughout the program as students are taught to decode and encode at the sound-word level.

Phonics: Students are taught that phonemes can be represented with graphemes (or letters) in a predictable way. Syllable patterns and sound-spelling techniques are explicitly taught. Irregular words are taught using grapheme-mapping and etymology. Students are not asked to memorize whole words.

Fluency: Fluency is taught as the ability to read accurately and with expression while gaining meaning from the text. Accuracy is emphasized; speed is not. Students gain accuracy through the use of word, phrase, sentence, and passage level reading. Meaning making is always reinforced.

Vocabulary: Language comprehension is heavily dependent on vocabulary knowledge. This program ties decoding to the meaning of the word in every instructional Google slide. This is vital for English Language Learners and students with language deficits. Academic and content vocabulary is also bolstered in the decodable passages.

Comprehension: For a student to have reading comprehension, both decoding and language comprehension must be in place. This program addresses both. It provides explicit instruction at the sound-word level while also fostering meaning-making. The result is that students can read and understand grade-level texts.

Structured Literacy is *what to teach* and *how to teach* it. The *Reading Rev Phonics, Spelling, & Morphology Program* provides teachers with a scope and sequence of foundational skills within a framework of evidence-based practices. The result is teachers can ensure *all* students are learning the patterns and skills needed to be a successful reader.