



READING REV PHONICS, SPELLING, & MORPHOLOGY PROGRAM THEORETICAL MODELS

Scientifically grounded models played a pivotal role in the creation of the *Reading Rev Phonics, Spelling, & Morphology Program*. These five prominent models significantly influenced the development of this program: the Simple View of Reading, the Literacy Processing Triangle, 5 Components of Reading recommended by the National Reading Panel, Scarborough's Reading Rope, and Structured Literacy. The author's understanding of these models ensured that the materials and lessons created were solidly backed by science and supported the cognitive processes involved in reading.

1. The Simple View of Reading:

The Simple View of Reading, proposed by Phillip Gough and William Tunmer, presents reading as the product of two essential components: decoding (word recognition) and comprehension (Gough & Tunmer, 1986). According to this model, reading comprehension is the product of decoding skills and language comprehension abilities. *Reading Rev's Program* emphasizes the necessity of simultaneously developing both components. Decoding is explicitly taught, but meaning making and language comprehension is purposely and continuously embedded. For example, in each pattern's slide deck, students are asked to decode a word and then a picture of that word is presented. The same is true with each BIG Kids Need Phonics Too! video series. Both sides of the Simple View of Reading equation are addressed daily. By recognizing the interdependence of decoding and comprehension, students gain proficiency in not only decoding and encoding, but also vocabulary and language comprehension. This is hugely impactful for students of all literacy profiles including dyslexic students, those with comprehension deficits, or those learning English as a second language.

2. Literacy Processing Triangle:

A similar theoretical model, The Literacy Processing Triangle or Eternal Triangle, developed by Mark Seidenberg, provides a dynamic framework for understanding the cognitive processes involved in reading (Seidenberg, 2007). This model identifies three key components: orthographic processing (recognizing written words), phonological processing (decoding and sounding out words), and meaning-based processing (comprehension). *Reading Rev's Phonics, Spelling, & Morphology Program* was created with the intricate interplay between these processes in mind. The simultaneous development of word-level skills and comprehension strategies is seen throughout the program. This marriage can be seen in the Everything Reading Notebook, the skill-based passages, the slide decks, and the modeled lesson videos.

3. Components Recommended by the National Reading Panel:

The National Reading Panel (NRP), established in 1997, conducted a comprehensive review of research on reading instruction and identified five key components essential to literacy development (National Reading Panel Report, 2000). These components include phonemic awareness, phonics, fluency, vocabulary, and comprehension. *Reading Rev's Phonics, Spelling, & Morphology Program* implements NRP's recommendations to prioritize systematic and explicit instruction in these areas. Although a supplemental program, it still addresses each component. The Everything Reading Notebook is organized by the 5 components and gives students a place to capture their learning for each, becoming a year-long reference book. Teachers can use their core curriculum or grade-level content but use this as a tool to ensure all 5 critical skills are addressed. The bulk of explicit teaching in this program focuses on the foundational skills: phonological awareness, phonics, and fluency. However, vocabulary and comprehension are reinforced in the weekly skill-based passages and slide decks.



THEORETICAL MODELS CONTINUED

4. Scarborough's Reading Rope:

Scarborough's Reading Rope, introduced by Hollis Scarborough, expands the understanding of the components of reading by incorporating multiple strands that contribute to proficient literacy (Scarborough, 2001). This model depicts two intertwined ropes – the word recognition strand and the language comprehension strand. The word recognition strand encompasses skills such as decoding, sight recognition, and phonological awareness, while the language comprehension strand includes background knowledge, vocabulary, and verbal reasoning. Like the Simple View or Reading and The Literacy Processing Triangle, this model prioritizes the interconnectedness of both decoding and meaning making. This model was used in the creation of all aspects of the *Reading Rev Program*. While the focus remains on the Word Recognition strand, language comprehension was not overlooked.

5. Structured Literacy:

Structured Literacy is a term coined by the International Dyslexia Association in 2014. It is an instructional approach that integrates the components of reading in a systematic and explicit manner. This model includes phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. *Reading Rev's Phonics, Spelling, & Morphology Program's* lesson plans include all 6. It also mandates providing clear and direct instruction for all students. The scope and sequence provides a systematic way to teach patterns from simple to complex. The program is cumulative and builds on prior knowledge. It not only offers the what to teach, but also the how to teach it.

In conclusion, the scientific models of reading, including the Simple View of Reading, the Literacy Processing Triangle, the components recommended by the National Reading Panel, Scarborough's Reading Rope, and Structured Literacy, offered valuable insights during the creation of *Reading Rev's Phonics, Spelling, & Morphology Program*. By integrating these models, this program provides educators with an evidence-based system to teach reading and spelling to intermediate students.