GETTING STARTED

How to... #1

PROGRAM OVERVIEW

THE WHO & THE WHAT

READING REV

Program Overview

Reading Rev's Intermediate
PHONICS, SPELLING, & MORPHOLOGY PROGRAM
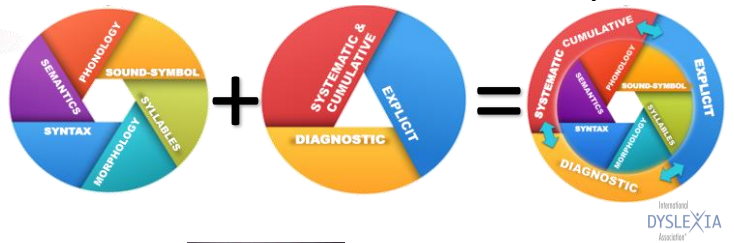
1. The Everything **READING NOTEBOOK**
2. Year-Long, Systematic **STUDENT PRACTICE**
3. High-Interest, Pattern-Based **DECODABLE PASSAGES**
4. Step-by-Step **TEACHER'S GUIDE**
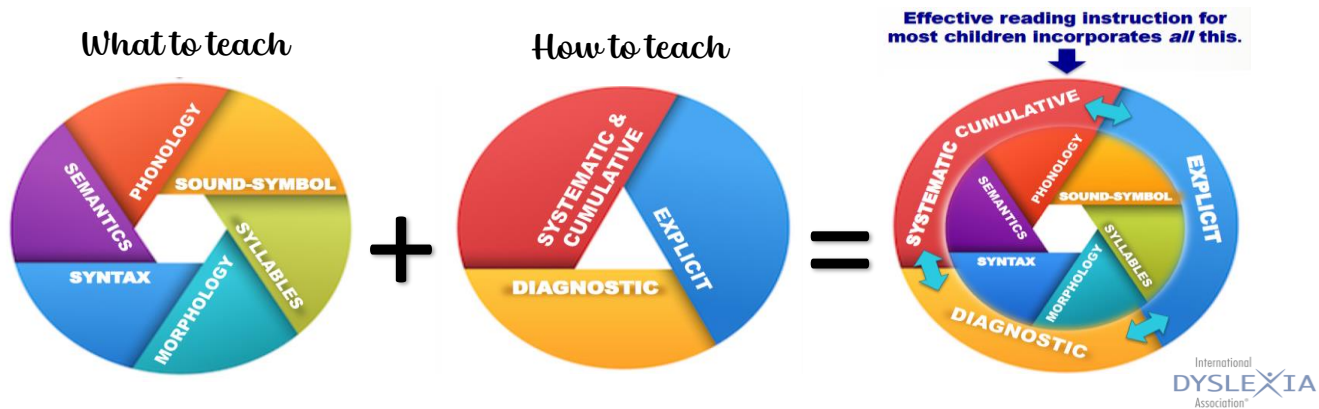
Structured Literacy

Orton Gillingham

We designed the *Reading Rev Program* with two key objectives. We wanted to provide teachers with a scope and sequence of *what to teach* and also a guide for *how to teach it*! This approach was outlined by the *International Dyslexia Association* and coined "Structure Literacy" in 2016.

Orton-Gillingham is an **approach** to teaching reading that is hugely beneficial for dyslexics and those who struggle with traditional visual or whole language reading instruction. It was developed in 1925 by a neurologist and pathologist named Dr. Samuel Orton and the esteemed educator and psychologist Anna Gillingham. It's not a program!

These two philosophies teach reading at the word level. They allow students to crack the reading code by giving instruction on how sounds (phonemes) are connected to symbols (letters) in language. This powerful approach can help restructure the neural-pathways in the brains of struggling readers.

When we began creating resources for intermediate students, we continually revisited these methodologies and philosophies.

Structured Literacy & The Foundations of Orton Gillingham

What to teach + **How to teach** = **Effective reading instruction for most children incorporates all this.**

Structured Literacy is the *WHAT* and *HOW* of teaching reading. It is a system of instruction that begins with the micro and builds to the macro. Structured Literacy systematically and explicitly teaches reading from the sound/word level to the comprehension of complex sentences and paragraphs.

The approach focuses on phonology, or the study of sound. It then matches those sounds to symbols. This is phonics. The sequence then progresses to syllabication. Teaching syllables types allows larger words to be broken down into more manageable chunks. Then, students learn morphology: the meaning of word parts. Words can be broken down into units of prefixes, root/base, and suffixes. These affixes change the meaning of words in predictable ways, and readers can begin to understand the meaning of complex words. Syntax, or the patterns of words in sequence and function, is then taught. This can be thought of as grammar. Finally, semantics is creating overall comprehension or meaning-making.

Structured Literacy does not leave learning these elements of literacy to chance. This approach is systematic and cumulative. Content is taught in a prescribed sequences that follows a logical and developmentally-appropriate order. Basics are taught and lessons build on a student's previous knowledge.

One of the most important facets of Structured Literacy is that skills and components of literacy are explicitly taught. Direct instruction is required, and children are not left on their own to deduce concepts or figure it out.

Lastly, Structured Literacy is diagnostic. Teacher must be educated and masterful in literacy instruction. They must understand how to assess a child in order to individualize instruction. Teachers must know how to respond and intervene if a student is not successful.

The Orton Gillingham approach allows students to crack the reading code by giving instruction on how letters are connected to sound in language. Sound familiar? The components of Orton Gillingham are:

o Explicit and direct instruction
o Systematic and structured
o Sequential and cumulative
o Multi-sensory
o Individualized
o Diagnostic and prescriptive
o Repetitive

These two similar approaches are the foundation of the *Reading Rev* program.

Download the program

Reading Rev's Complete Systematic Phonics, Spelling, & Morphology Program

Reading Rev Intermediate Program 4.2.zip (292 MB)

Download Now

After purchasing the *Reading Rev Program* at the website store, you will receive an email that has this download link. You will be allowed to download the program two times. Each purchase is for one teacher license. Our copyright forbids sharing or distributing the program in any way without written permission. Please do not share our intellectual property and heart work. The license costs less than a drive-thru coffee per week.

If you have any trouble with your download, please contact support@readingrev.com for help.

Prep before beginning the program

Print *Teacher Talk* Book

Print *Everything Reading Notebook Teachers Manual and E.T. Cards*

Name	Type	Compressed size	Password pr...	Size	Ratio	Date modified
📁 ET Cards Primary and Advance	Compressed (zipped) Folder	8,345 KB	No	8,345 KB	0%	11/1/2021 5:39 PM
📁 Everything Reading Notebook- Both...	Compressed (zipped) Folder	54,581 KB	No	54,581 KB	0%	2/19/2023 3:46 PM
📁 Getting Started and Setting Up	Compressed (zipped) Folder	2,211 KB	No	2,211 KB	0%	2/19/2023 3:35 PM
📁 Morphology Program Separated	Compressed (zipped) Folder	39,792 KB	No	39,792 KB	0%	1/21/2023 7:56 AM
🔴 Reading Rev Scope and Sequence	Chrome HTML Document	758 KB	No	759 KB	1%	8/17/2022 9:00 AM
🔴 Reading Rev Teacher Talks Manual	Chrome HTML Document	56,455 KB	No	56,604 KB	1%	10/9/2022 11:13 AM
📁 Weekly Reading Rev Units 4.2	Compressed (zipped) Folder	136,885 KB	No	136,885 KB	0%	2/19/2023 3:38 PM

Print *Diagnostic Assessments*

https://readingrev.com/blog/big-kids-need-phonics-too-series-step-1-diagnostic-assessments

READING REV

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Diagnostic Assesments
Resource Library
Favorite Online Link List

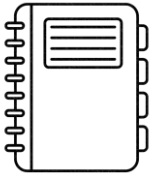# Bookmark *Favorite Online Links List*

You will use the *Favorite Online Link List* all year! The weekly *Google Slides* and *BIG Kids Need Phonics Too!* videos can be found here. Many other age-appropriate videos and games can be used for extra practice and to bring these lessons to life!

https://readingrev.com/favorite-online-links-list

READING REV

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Diagnostic Assesments
Resource Library
Favorite Online Link List

Unit 1: Closed Syllable	Unit 2: Beginning Blends	Unit 3: Digraphs
Week 1 Google Slides	Week 2 Google Slides	Week 3 Google Slides
Closed Syllables Reading Rev BIG KIDS Need Phonics Too!	Beginning Blends Reading Rev BIG Kids Need Phonics Too!	Digraphs- Reading Rev Big Kids Need Phonics Too!
Syllable Division Rules Explained (for teachers)	Songs by Jack Hartmann: What is a Blend?	Primary Phonics ET Cards- Lower and Sounds!
It's Always About the Vowel! (for teachers)	Blend Them Up (Blends & Digraphs Reinforcement Song)	Ne-Yo - "Transformer 'K'" Music Video (The Electric Company)
Reading Closed Syllable Words - Old Town Road Lil Nas X (Parody)	Electric Company Extended Learning: Week 10, Session B	Digraphs	Phonics Song for Children	Phonemic Awareness	Jack Hartmann
Syllable Division	Learn the six rules of syllables	Chunking words	Learn to Read	'w' - Silhouette Blends (The Electric Company)	'sh' - Sheck & D-Gross (The Electric Company)

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Set up notebooks or binders

The key to making the *Everything Reading Notebook* hassle-free is prep and organization! Spending some time making copies and cutting the inserts ahead of time is a life-saver. This would be a great thing for a teacher's aid or parent volunteer to do if you are lucky enough to have one! We prep for the entire year and organize it in a multi-drawered storage unit before school starts.

Purchase the *Avery Printable Tabs #16281* and composition notebooks. This would be a great school supply or wish list item. Find our Avery Tabs Template here or in the "Getting Started" folder in your download.

If you have students who need more visual and executive functioning support, you may choose to use the binder version. It can be printed, hole-punched, and put in a 3-ringed binder. It can also be bound. This may be a good option for the first year.

Composition Notebook Page Numbering:

5 Components of Reading cut out p.1
Reading Strengths and Goals cut out p.2
Phonological Awareness Tab p. 4
Phonics Tab p. 7
Fluency Tab p.50
Vocabulary Tab p.55
Comprehension Tab p. 65
Morphology Tab p. 85

Binder Notebook Page Numbering:

Phonological Awareness Tab p. 5
Phonics Tab p. 11
Fluency Tab p.77
Vocabulary Tab p.81
Comprehension Tab p. 91
Morphology Tab p. 107
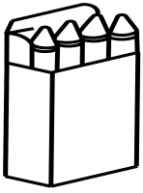
Create system for multi-sensory supplies

Keeping the multi-sensory materials organized can be a huge hurdle. Having a system for student and teacher materials will save time and sanity!

Student & Teacher Organization Tips & Tricks:

- Set up a plastic folder for each student that includes the generic templates they will use each week. Find our video set up here or on our *Favorite Online Link List*.

- Have multisensory materials organized in a grab-n-go way. This cuts down on passing out and collecting. This can be in a desk, zip lock bag, or closable, plastic box.
  - White board, dry erase markers, chips, ten frames, Elkonin boxes, markers, highlighters, and pencils. You can see this in the *How To Set Up A Structured Literacy Classroom Video*.

- Prepping and organizing the Morphology Bulletin Board is also shown here.

Assess Students & Analyze Results
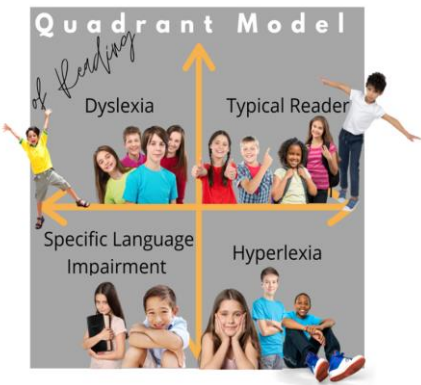
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Diagnostic Assesments
Resource Library
Favorite Online Link List

Knowing exactly what your students know and don't know is vital! The goal is that by the end of 3rd grade, all students have mastery over the basic phonetic patterns of English. If they do not, it's our job to intervene. Begin the school year by giving a standardized diagnostic assessment. For any student who does not meet benchmark, drill down to find what the root cause of the issue might be. What do they know? Where are the gaps? Find our favorite diagnostic assessments under the resource tab at www.readingrev.com.

GETTING STARTED

How to...
#3

WEEKLY FLOW

DAY TO DAY

DIFFERENTIATION

READING *REV*

Begin the program

Now that we have set up our materials and assessed our students, we are ready to being the program! The easiest way to get started is to go week-by-week the first year! You do not need to learn, print, and organize it all before beginning. Just take one week at a time.

Weekly Prep

If you don't know phonics, you can learn along with your students this year! There are 2 resources to help you!

Read the pattern's *Teacher Talk*. This will further explain the phonics and morphology pattern and give you more multi-sensory teaching ideas. You will find the differentiated word lists and sentences that can be used for fluency and dictation there as well.

The BIG Kids Need Phonics Too! Videos were initially made during the pandemic for kids to watch while in remote learning. They are made for kids. However, you can decide if you want to show them to your students or just use them to see decoding and encoding instruction modeled. You can even make them available for absent students and inquisitive parents.

Weekly Prep

Next, print out the Anchor Posters and games in the *Poster Pack* file. These can be found in each weekly pattern's zip file. Laminated for future use.

Add the *Red Words* to the front page of the student packet and print. You don't need to print the entire packet if you have created the student folders with reusable templates.

Student packets can be created to fit the needs of your students. You can pick and choose what you want to use each week. Many units include both decoding and encoding. They all were created so students use the *speech to print* philosophy and repeatedly correspond sounds to letters (or phonemes to graphemes).

The activities and games are cycled throughout the units so students become familiar with each and can do them independently. This can be purposeful word work while you are teaching a small group. Videos of students playing each game can be found on the Reading Rev YouTube Channel and in the Favorite Online Links List.

Each week, print only what you need! We have day-by-day recommendations in the Google Slides, but you do not have to do it all.

Explicit Instruction

It is important to explicitly teaching each phonetic, spelling, and morphology pattern. Do not assume student prior knowledge. Direct instruction provided in a systematic and sequential way has been researched and proven to be effective.

Explicit Instruction

oi/oy

For each unit, you have a TON of resources available to help you reach the objective that your students will master a phonetic pattern and morphology concept.

The *Weekly Instructional Overview* can be found in the beginning section of *Teacher Talk Manual* and on the following page. The more systematic you can be, the better. Systems save time and planning and allow students to use their cognitive energy learning new content, not new routines.
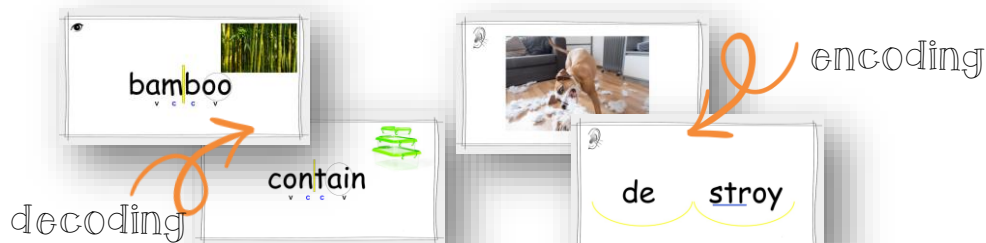

We begin our day 1 instruction using the *Google Slides*. These decks are found in the *Favorite Online Link List* for each pattern.

They give you a time-saving, systematic weekly plan. The daily lessons were created to:
- Connect decoding and encoding (reading and spelling)
- Build vocabulary and language. Connecting words with meanings through pictures and pointing out the nuisances of our language is especially important for English Language Learners and students with language deficits.
- Build in a constant review of previously taught patterns

Each daily Google Slide lesson was created to be approximately 15-20 mins in length.

bamboo

contain

decoding

de stroy

encoding

Weekly Instructional Overview of Phonetic Patterns

Day	Instruction	Time
Monday	❑ Introduce new concept by using the Discovery Method ❑ Explicitly teach new pattern with explicit, direct instruction. (I Do) Give both decoding and encoding (We do) Examples: syllable surgery, sound boxes ❑ Day 1 Google Slides ❑ Introduce morpheme & add to bulletin board ❑ Introduce skill-based passage by reading aloud (I DO)	30-40 minutes
Tuesday	❑ Explicitly teach new *Red Words* and add to *Everything Reading Notebook,* Red Word Booklet, or student packet ❑ Show a video from the *Favorite Online Link List* to build engagement ❑ Add pattern to *Everything Reading Notebook*. (We Do) ❑ Day 2 Google Slides ❑ Practice pattern with encoding activity #1 in student packet (We Do, You Do) ❑ Highlight pattern in skill-based passage and re-read (We Do)	30-40 minutes
Wednesday	❑ Add examples and dictation to *Everything Reading Notebook (We Do)* ❑ Multisensory activity suggested in *Teacher Talk (We Do)* ❑ Day 3 Google Slides ❑ Teach morphology concept in-depth in *Everything Reading Notebook*(We Do) ❑ Practice Pattern with activity #2 independently (You Do) ❑ Red Word Practice Activity (You Do) ❑ Re-read skill-based passage, find pattern words and scoops on the back (We Do)	30-40 minutes
Thursday	❑ Add additional words and dictation sentence to *Everything Reading Notebook* using Day 4 Google Slides (You Do) ❑ Morphology page in student packet (We Do, You Do) ❑ Partner Practice with games, online resource links, and multi-sensory activities (You Do) ❑ Red Word Practice Activity (You Do) ❑ Re-read skill-based passaged and answer comprehension questions (We Do/ You Do)	30-40 minutes
Friday	❑ Final read of skill-based passage and final comprehension strategy question/discussion (We Do/ You Do) ❑ Phonics Check-in	30 minutes

Experience Before Label! Idea Bank

❑ Mystery sound bag

❑ Poem or Alliteration with sound identification

❑ Words that have a sound pattern to recognize and sort

❑ Engaging video

Explicit Instruction Using Discovery Method:

1) Say 5-6 words with new sound

2) Students listen, repeat, and guess sound

3) Say with mirror for mouth position.

4) Touch throat/vocal chords. Voiced or unvoiced sound?

5) Consonant or vowel sound?

6) Explore tangible items with this sound (discovery bag)

7) Name the grapheme, says the sound, and shows key word (ET card)

8) Students repeat looking at the card

9) Demonstrate and practice letter formation (if needed)

10) Repeat letter and shows sky writing. Students repeat (if needed)

11) Together repeat the grapheme, sound, and key word and add this card to the learned card pile.

12) Decode and encode (read and spell) many real and nonsense words with the new phoneme/grapheme over an extended period of time.

Adapted from Cox, 1992; Gillingham & Stillman, 1997

Everything Reading Notebook

You can choose to have students add the new concept to their *Everything Reading Notebooks* on Day 1 or wait until Day 2.

Then, throughout the week, words and sentences are added daily. Use the words lists and dictation sentences provided in the *Teacher Talks Manual* or *Google Slide* Deck. This can be part of your whole group lesson and/or used to differentiate in small groups.

This is also a great time for students to get instant feedback.
The *feedback loop* is a research-based teaching method.
Here's how It works:
Students produce output. The teachers provides feedback on one, targeted skill. The student immediately corrects their mistake. The teacher provides positive feedback and praise.
The benefits of the feedback loop are:
1- increased student learning
2- increased student-teacher relationship
3- purposeful feedback/grading
4- prioritized learning over grades
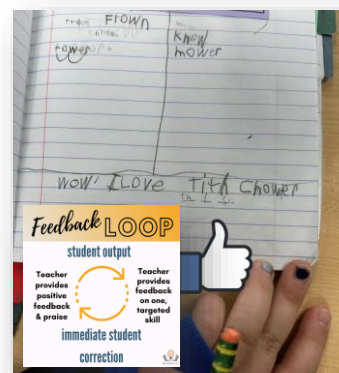
Some teachers decide to wait and implement the notebook for the 2nd year. If you feel overwhelmed with implementation, this can be an easy way to simplify the program. The sequence can be successfully taught without it.

Red Words

Irregular words are incorporated into the program. Each week, 2-3 irregular words are explicitly taught. These words have one (or more) phoneme that does not follow the traditional phonetic patterns of English. Students used to be asked to memorize the letters of these words. Instead, we want them to see that most of the phoneme/graphemes or letters and sounds do make sense! It's usually the vowel that doesn't and there are some interesting explanations for why they don't.

Red Words are not included on weekly student packets so you can determine which irregular words your students need to learn. This is a great place for differentiation. The first step is to give your students a pretest to see which words they know and do not know. The *Red Word Scope and Sequence* is in the *Teacher Talk* Manual. You may need to go down to previous grade level lists. Next, choose 2-3 words. Teach words that are connected to your pattern when possible. Show the word and delegate which parts of the word "plays fair" and which part "is the heart part." The heart part must be memorized or known by heart. Use a blue dot under the law-abiding letters and a red heart under the irregular letters.

You can learn more about Heart or Red Words and the *Reading Rev Collaboration* https://readingrev.com/blog/rethinking-heart-words.

Explicit Instruction
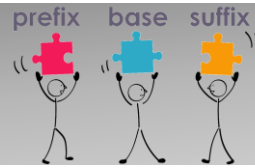
Morphology

Morphology was added to the program as an update, and it made a huge difference! Our language is not just about phonetics. It's also about meaning! If a student can correctly decode a word, but doesn't attach meaning, comprehension fails. Morphology is a code based in meaning-making that can be taught. It aids decoding, vocabulary, and comprehension immensely! You can learn more about morphology https://readingrev.com/blog/morphology-matters. Don't forget to watch the video on how to set up the morphology wall.

Monday	Tuesday	Wednesday	Thursday	Friday
New Morpheme	Morphology Notes	Morphology Worksheet	Morphology Dictation & Play	Morphology Check-in
Introduce the new morpheme(s). Give explicit instruction on whether it is a prefix, root, or suffix and its meaning. Using words from your content or weekly texts, add the affix to the base words and show how the meaning of the word changes. You can use the words provided, but it is more powerful if they come from your content so students will see it in context. Add the morpheme to your morphology wall bulletin board.	Students can add the new morphemes to their *Everything Reading Notebook* in the morphology tab. Or, students can be given the master morpheme templates each week or in premade a booklet or folder. Notes are taken with the definition and key words on Tuesday. Students add to the page with words found in content throughout the week.	Students will complete the morpheme worksheet on Wednesday. These can be higher level vocabulary and some students may need scaffolding to decode or know the meaning of some of the words.	Thursday can be a combination of morphology practice in context by adding dictation sentences to the notebook or by playing a morphology video or game found in the *Favorite Links List* on readingrev.com	You can check in on your students' mastery of this concept by adding it to your weekly spelling test or phonics check-in. Continue to reference and discuss all the morphemes on your morphology wall for constant review.

Decodable Passages

The *Reading Rev* decodable passages can be used build fluency, vocabulary, and comprehension while students are connecting the phonics pattern to an authentic text. Each passage comes in two different levels to make differentiation easy!

Decodability depends on the scope & sequence and the child!

The passage's teacher's guide provides a list of irregular words found in the passage as well as high frequency words that students should already know. These words may need to be taught to some students. The teacher's guide also offers vocabulary enrichment and engaging extension activities. Your students will love learning the real history of an event, writing connected prompts, reading relevant books, and much more!

These passages are both fiction and nonfiction, high-interest for older students, and inclusive. We are not teaching a skill-of-the-week. Rather, each passage includes a comprehension skill that naturally connects. These comprehension skills can be added to the comprehension tab of the notebook as you go and can be revisited regularly.

FLUENCY

Repeated readings are key!

1. ACCURACY
I read carefully and figure out the words I don't know.

2. PACE and MEANING
I think about what I'm reading. I read not too fast or too slow.

3. PHRASING and PUNCTUATION
I make my reading sound like normal speech and tune into punctuation to increase my understanding.

4. EXPRESSION
This is my performance. I read accurately with expression and comprehend what I read.

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Friday	❑ Final read of skill-based passage and final comprehension strategy question/discussion (We Do/ You Do) ❑ Phonics Check-in	30 minutes

11

Data-driven Instruction with Diagnostic Testing

Now let's talk about where to begin in the program. We know that diagnostic testing is crucial. Ideally, you will start at week 1 and progress sequentially through the 36 weeks. However, if you have a class that has already had good foundational reading instruction or if you have an older student who has some gaps, you will not want to teach all 36 weeks in order.

Our recommendation is that you give the 6 *Syllable Types Assessment* and *Word Inventory* to your students. This will allow you to see what phonetic patterns they can decode and encode. You can use the *Diagnostic Assessment Analysis* form to help you organize your intervention plan.

Reading Rev Intermediate Scope & Sequence- Part 1

	Phonetic/Spelling Pattern	Morphology	Fluency Passage	Comprehension Anchor	Tier 2 Vocabulary
1	Closed Syllables (phonetic pattern #1)	Suffix: <s>*	Fiction: The Velvet Cactus	summarizing fiction	common, unique opposite, misfit
2	Beginning Blends Review- R,L,& S (option to include ending blends)	Suffix: <ing>*	Non-fiction: The Prized Blue Crab	main ideas and Supporting Details	abdomen, expensive, savory, brag, life span
3	Digraph Review (option to include silent letter digraphs)	Suffix: <es>*	Fiction: The Enchanted Wish	summarizing fiction	selfish, enchanted, contentment
4	Closed Syllables: -ck 1+1+1 Spelling Rule (option to combine all 1+1+1 rules)	Prefix: <un>*	Fiction: Chuck, the Duck, Could Not Quack	summarizing fiction	duckling, hack, mock
5	Closed Syllables: FLOSS 1+1+1 Spelling Rule	Suffixes: <ful> and <less>	Non-fiction: FLOSS like a Boss	main ideas and supporting details	buzz, mass, invent, viral, trendy
6	Open Syllable (phonetic pattern #2)	Prefix: <re>*	Fiction: The Pilot's Secret	cause and effect	regret, vacant
7	Magic E Syllables (phonetic pattern #3)	Prefix: <dis>*	Fiction: The Reptile Race	types of fiction: realism vs. fantasy	admire, vile scavenger, gripe
8	Cat/ Kite Spelling Rule	Root: <phon>	Non-Fiction: A White Orca	questioning	uncommon, albino, predator
9	Ending Blends Review	Root: <graph>	Realistic Fiction: Helping Hands	connection	plenty, instantly, non-profit
10	3 Sounds of-ed	Suffix: <ed>*	Realistic Fiction: The Ultimate Surprise	character traits	importantly, form, adopt
11	The Doubling Rule- suffix pattern 1	Suffix spellings	Non-Fiction: Robby Novak! Be Awesome!	inference	surgery, disease, viral
12	Predictable Vowel Teams ai/ay (VowelTeams- phonetic pattern #4)	Prefix: <pre>	Fiction: The Rainy Day in May	connection	dismay, grand
13	Predictable Vowel Teams: oa/oe	Prefixes: <in>*, <im>	Fiction: The Case of the Missing Oboe	cause and effect	woe, investigate, heirloom, foe
14	Predictable Vowel Teams: igh/ee	Prefix: <de>	Fiction: An Electric Eel and his Christmas Tree	character traits	electric, release, navigate, stun
15	R- Controlled Vowels & Syllables (phonetic pattern #5)	Suffixes: <er> and <or>	Fiction: The Boy Who Loved Carrots	problem/ solution	adore, hue, harshly, ruckus, cure
16	Consonant –le Syllables (phonetic pattern #6)	Suffixes <able> and <ible>	Fiction: Sparkle #2	character traits	allergic, hive, stifle, trifle
17	The Sounds of Y	Suffixes: <y> and <ly>*	Non-fiction: Our Beloved Penny	inference	tragically, honor
18	Review #1	Root: <rupt>	Non-fiction: Goat Get Away!	cause and effect	bandit, prove, vanish

* The four most common prefixes and suffixes ©Reading Rev

Reading Rev Intermediate Scope & Sequence- Part 2

	Phonetic/Spelling Pattern	Morphology	Fluency Passage	Comprehension Anchor	Tier 2 Vocabulary
19	Unpredictable Vowel Teams: ie	Root: scope	Fiction: Tootsie Roll Recipe	inference	tradition, immigrants, individually, knead
20	Suffix Drop Rule	Review suffixes	Fiction: The Lucky Red Envelope	connection	special, envelope, traditional, festival
21	Suffix Change Rule (review all 3 suffix rules)	Suffix Spellings	Non-fiction: Find a Penny, Pick it Up	main idea and supporting detail	honor, value, fascinating, assume
22	Unpredictable Vowel Teams: ea	Suffix: <er>, <est>	Non-fiction: Ziggy the Ant Eater	cause and effect	unclear, realize, bond
23	Unpredictable Vowel Teams: oo	Prefixes: <il>, <ir>	Fiction: Koo	prediction	inseparable, absolutely, addressed
24	Unpredictable Vowel Teams: ow	Prefixes: <non>	Fiction: The Legend if the Snowy Owl	fictional summary	vow, drowsy, exhausted, spare, debt
25	Unpredictable Vowel Teams: ou	Prefix: <mis>	Non-fiction: Lou irie	questioning	draft, disbanded, league, scout
26	Hard and Soft C & G (option to teach each separately)	Suffix: <ment>	Historical Fiction: Cyclone in the City	cause and effect	evacuate, cyclone, inland
27	Diphthongs: au/aw	Prefix: <over>	Fiction: Paw and Paul's Close Call	fictional summary	brawl, haul, haunted, awe, predator, retreat
28	Diphthongs: oi/oy	Prefix: <under>	Historical Fiction: Saving Elroy	character traits	decoy, convoy, foil, soil
29	Vowel Endings: ind, old, ild, olt, ost, ing, ang, ong, ung, ink, ank, unk	Suffix: <ness>	Fiction: The Kind, Old King	inference	advice, plead, recover
30	Silent Letter Digraphs	Prefix: tele	Fiction: The Gnome and the Wren	inference	resign, discontent, foreign, adventure
31	Short, Short –tch & -dge Trigraph (1+1+1 Spelling Rules)	Roots: bi and tri	Non-fiction: Witch Match	questioning	fantasy, vow, maleficent
32	Diphthong: ue & ew (option to teach each separately)	Roots: quad and oct	Non-fiction: The Ricky Rescue	problem / solution	curfew, task, slew
33	Selfish Syllable Pattern	Suffix: <sub>	Fiction: How the Camel Got its Hump	fictional summary	logic, relish, epic
34	Lion Syllable Pattern	Roots: bio, geo, logy	Non-fiction: Poet of the Week	main idea and supporting details	literature, absurd, hilarious, imagination
35	Suffix –tion & -sion	Suffixes: <tion>, <sion>	Fiction (Fantasy): Alien Invasion	prediction	undivided, courage, objection, urgent
36	Review #2	Review	Non-fiction: Waffles and Shoes	questioning	fraction, design, solid ©Reading Rev

It's recommended that all students review week 1 and 6. These are closed and open syllables. Many of the more complex patterns require student understanding and mastery of these two syllable types. We say, "it's always about the vowels," and **these two syllable types will determine the pronunciation and spelling of 73% of words!**

Teachers can spend 2-3 weeks reviewing closed and open syllables while incorporating week 1-9 spelling and phonics patterns. Many students fall down on the diagnostic on the *Three sounds of –ed* and the *Doubling suffix rule*. Jumping in at week 10 after a three-week review will save you 6 weeks. You should be the knowledgeable orchestrator of the program. You can combine patterns when most students know them. An example would be reviewing all predictable vowel teams in one week. You can also spend more time on a pattern that your students don't master after one week. Remember that you should provide data-driven instruction! Structured literacy is diagnostic. Find the sweet spot; you want a rigorous pace that still allows students to build mastery. Don't waste precious time teaching content your students already know.

Whole Group vs. Small Group Instruction

Use the 80/20 rule when deciding what to teach whole group vs. small group. Remember, all students need to be taught and demonstrate mastery of all patterns! The goal is to teach the entire class grade-level standards while differentiating to meet individual student needs.

There are many ways to differentiate within the program.

Whole Group vs. Small Group Instruction

Have you ever noticed that when you buy a new car, you suddenly see that make and model everywhere? That is a psychological phenomenon called *frequency bias*. One of the most power teaching tools is orchestrating frequency bias! You want your students to see the patterns of English everywhere they look! They should not think phonics and spelling happen only at a certain time of day! Teach the 5 components of literacy all day long. Get students noticing and recognizing patterns outside of school. This will increase long-term retention and build engagement too!

Integrate! Teach Literacy ALL Day

Time	Subject	
8:00-9:00	Reading	ALL 5 Components!
9:00-9:20	Recess	Oral Language
9:20-10:20	Math	Phonics & Comprehension
10:20-11:00	Writing	ALL 5 Components!
11:00-11:30	Lunch	Oral Language
11:30-12:30	Read Aloud	All 5 Components!
12:30-12:45	Recess	Oral Language
12:45-1:00	History	All 5 Components
1:00-2:00	Science	All 5 Components!

Integrate. Integrate. Integrate.

Frequency Bias

[when something that is recently learned suddenly appears 'everywhere.']

R-Controlled Vowels in REAL Life!

Weekly Flow Overview

Watch the *BIG Kids Need Phonics Too!* Video

Read the *Teacher Talk* for full pattern understanding

Print:
- Student packets
- Notebook Cut-Outs
- Anchor Posters
- Decodable Passage

Teach whole group using daily *Google Slides*

Differentiate in small groups

Create a file for the weekly pattern to be used next year: anchor charts laminated, morphology cards, & games

Success Tips

This program is designed to be a supplemental program for intermediate students. Here are our top tips and tricks to make it successful!

1. **Teacher Knowledge**

   The more you know about how reading works in the brain and effective reading instruction, the better! Become knowledgeable about the 5 components of reading, reading acquisition, and reading disabilities. Your expertise is more important than any program! This program isn't scripted because not every student and class needs the same thing. You are the orchestrator! You can learn more at https://readingrev.com/professional-development

2. **Organization and Systems**

   The more systematic you can be, the better. The flow of each week should feel very familiar for you and your students. Dedicate time the first few weeks of school teaching your students the routines and activities of *Reading Rev*. Modeling and practicing will make your lessons more efficient and purposeful.
   - Sound boxes and syllable scoops
     - *Sound boxes* are used for single syllable words, *syllable scoops* are used for 2 syllable words
   - *Everything Reading Notebook* routine
     - Teach kids to use the next blank page in each section! They aren't just opening to a random page! Have students use a sticky note or bookmark to keep the weekly pattern(s) marked. This will avoid hunting for the right page each day.

3. **Be Data-Driven**

   The more you know about your students' knowledge and gaps, the more you can tailor your instruction, and the more success you will see! Use formative assessments throughout the week to see who needs additional practice or enrichment. This can be fun! Use the games like *3,2,1...Reveal* to see in-the-moment data.

4. **Review, review, review**

   Review previously taught material constantly! This can be embedded in your explicit instruction (Google Slide Decks), but also throughout the day. Point out patterns and model spelling, phonics, and morphology as you read and write throughout all content areas.

5. **Educate Parents**

   Take time at the beginning of the year to explain how this spelling program is going to feel different than how we traditionally taught spelling. Use the *Rethinking Spelling* page in the *Teacher Talks Manual* to explain why learning phonetic patterns is more effective than memorizing lists of words. Invite parents to watch the *Big Kids Need Phonics Videos* so they can learn along with their child. Front loading this information is easier than getting numerous calls and emails from confused, disgruntled parents later.

6. **Build Student Motivation**

   Simply telling students about the science of reading and their own data-driven instruction can be one of the most impactful things you can do! Share the *why* behind the program and activities. Show students their strengths, weaknesses, and progress. Students will often "buy in," and growth soars! Read about building student motivation at https://readingrev.com/blog/increasing-student-motivation-engagement-in-structured-literacy.

7. **Orchestrate School-Wide Change**

   Students will benefit the most by having consistent, systematic instruction. Grade-level teachers and teachers throughout a school must be on the same page! Inconsistent vocabulary and methods is especially confusing to dyslexic students and those who struggle. Work together with your administration and team to build the kind of literacy instruction that will benefit all kids. Read about how to orchestrate school-wide magic at https://readingrev.com/blog/6-steps-to-begin-a-school-wide-science-of-reading-journey.

8. **Build Knowledge**

   Remember that this is a supplemental program that addresses the bottom half of the Scarborough's Reading Rope. A knowledge-building curriculum should also be implemented. Both are necessary for a student to be a skilled reader.

Frequently Asked Questions

1. **Will I receive a physical product?**
   1. No, all products are digital downloads. Nothing will be shipped. The price would be exponentially higher if materials were printed and shipped.

2. **What grade is the *Reading Rev* program designed for? Is there a separate program for 3rd, 4th, & 5th grade?**
   This program was created as a tier 1, on-grade level 3rd grade phonics and spelling program. However, many students beyond 3rd grade are not secure in many of these phonetic patterns and need explicit phonics instruction. The way the system was designed, it can easily be differentiated to meet the needs of various students. Within each phonetic pattern, there are differentiated word lists and dictation sentences. The skill-based passages also come in two different reading levels. This program has eliminated the primary clip art and "babyish" vibe so can easily be used with students requiring intervention beyond 3rd grade.

3. **Is this program appropriate for intervention for students beyond 5th grade?**
   YES! The steps to remediate decoding and encoding (spelling) are the same regardless of age. So, this program can be used to systematically teach missing skills to older students. We have used it with high school students.

4. **Why does some of the terminology change in the first *BIG Kids Need Phonics Too* videos?**
   We started making these videos during the pandemic to ensure our students had explicit instruction while in remote learning. At that time, we were using a different reading program. After much encouragement, we finished the video series later using only Reading Rev terminology. We changed some of the phoneme terms (guardian consonant to keeper consonant) and changed the sayings of the syllable division rules. Explain to students why this discrepancy exists but stay consistent with the Reading Rev terminology all year.

5. **How do I possibly fit it all in? I only have a ____ minute literacy block?**
   First, you don't have to do it all! You are the orchestrator. Choose the activities that your students need and that will make the biggest difference to your specific learners. By design, this program provides ample resources so that you can teach, practice, and review as much as you need to! Find the sweet spot. Go back to your data and formative assessments. Let us know if you'd like to schedule a consultation call where we can talk through your personal situation.

6. **Can you explain the phonics patterns vs. spelling rules and how they work in the notebook?**
   A phonics pattern can be heard and tapped/sounded out (ex. The vowel sound changes when followed by the letter r). A spelling rule cannot be heard; it is a rule that one must know in order to spell the word correctly (ex. Use the digraph ck to spell the /k/ sound at the end of a single syllable word with a short vowel). The program originally had a separate tab for spelling so students knew that it was a rule they must know. This added confusion so we incorporated the spelling rules in the phonics tab which left a tab available to add morphology.