

Instruction Designed to Meet the Needs of Struggling Readers

Program Overview

SpellRead is a one-year, small-group reading intervention program that focuses on phonological automaticity and reading fluency while providing explicit comprehension and vocabulary instruction and opportunities for writing. Backed by independent research, **SpellRead** combines intensive phonemic and phonetic activities with leveled readers and award-winning trade books to build students' reading comprehension. **SpellRead** progresses sequentially through three phases of instruction: Phases A, B, and C. In each phase, comprehensive and explicit instruction and materials are designed for classes of five students in 60- or 90-minute sessions.

Components of SpellRead Instruction

The **SpellRead** program engages students in three types of lessons for a comprehensive, research-based, and proven approach to reading intervention:

- **Linguistic Foundations**
- **Active Reading**
- **Writing Connections**

SpellRead Materials

FOR STUDENTS

- Student Activity Books, Phases A, B, and C
- Student Answer Keys, Phases A, B, and C
- Students' Card Kit
- Student Writing Journal
- Trade Book Libraries

FOR TEACHERS

- Teacher's Manuals, Phases A, B, and C
- Teacher's Card Kit
- Teacher's Resource Book
- Supplemental Lessons and Activities for Remediation
- Active Reading Guide

How Does SpellRead Work?

LINGUISTIC FOUNDATIONS	ACTIVE READING	WRITING CONNECTIONS
<p>INTRODUCE NEW SOUNDS Students learn a new sound and its spelling through a series of focused, targeted activities</p> <p>SKILL-BUILDING ACTIVITIES You reinforce a new skill with building, blending, listening, analyzing, synthesizing, and spelling activities. Students practice in Student Activity Books and self-check with Student Answer Keys.</p> <p>INSTRUCTIONAL CARDS Letter, syllable, word, and listening cards provide visual and kinesthetic reinforcement and develop automaticity.</p> <p>SPEED READING AND REVIEW Speed Reading monitors students' mastery and fluency at regular intervals and provides diagnostic information for remediation.</p>	<p>ORAL READING Students read engaging books at their instructional level each day to practice word mastery, fluency, and comprehension.</p> <p>PREVIEW/DISCUSS You encourage students to review or preview text before reading, discuss new vocabulary, and to visualize text continuously while reading.</p> <p>COMPREHENSION MINI-LESSONS Once-a-week comprehension and vocabulary mini-lessons teach effective reading strategies that are applied daily throughout the week during reading.</p> <p>SPELLREAD LIBRARIES Leveled readers and trade books provide stimulating, age-appropriate content while being accessible to emerging readers.</p>	<p>PROGRESS TOWARD MASTERY Students write each day in response to their reading. Initially they write without worrying about spelling or grammar, but as they become more confident, they apply the skills they are learning to their writing.</p> <p>PURPOSEFUL WRITING Students write for a specific purpose, from summarizing to writing a personal response to a character.</p> <p>RECORDING ACCOMPLISHMENTS The Student Writing Journal provides an ongoing record for students, allowing them to celebrate how far they've come.</p>

Linguistic Foundations

Linguistic Foundations is the solid base that builds students' reading proficiency. It provides 35 minutes of focused phonemic/phonetic lessons within a 60-minute instructional session (55 minutes within a 90-minute instructional session). Instructional cards provide kinesthetic, auditory, and visual reinforcement, with activities that include listening, building, blending, synthesizing, and analyzing.

Phonemic Activities

Linguistic Foundations uses a variety of phonemic activities in a consistent, predictable approach.

- **Build:** Students identify the individual sounds in a spoken syllable, then use consonant and vowel cards to reconstruct the syllable.
- **Listen:** Students identify the initial, medial, or final position of the sound in a spoken syllable.
- **Analyze:** Students hear a word or syllable and orally separate the individual sounds.
- **Blend:** Students hear sounds and orally combine two or more sounds to form a word or syllable.
- **Synthesize:** Students blend single sounds orally to form a syllable or a word.
- **Spell:** Students recall the written form of a sound (sound/symbol correspondence) to spell words or syllables.
- **Visualize:** Students strengthen the auditory/visual link by recalling visual images—for example, through memory games.

Practice is embedded throughout, continually reinforcing skills mastery.

Active Reading

During the 19 minutes devoted to Active Reading in a 60-minute instructional session (27 minutes in a 90-minute session), students take turns reading aloud as the others silently follow along in their books. Students read a varied selection of trade books and leveled readers provided with the **SpellRead** program.

Active Reading is an opportunity for students to apply and transfer the skills they develop and master during Linguistic Foundations as they become engaged with print. Active Reading is a critical component of the **SpellRead** program, building the following competencies and skills:

- **Oral Reading:** On a daily basis, you and the students take turns reading orally from a carefully chosen trade book. As each student reads, others in the group silently follow along with the text.
- **Comprehension and Vocabulary Strategies:** A weekly mini-lesson on a specific comprehension strategy, such as “Connecting to Personal Experience,” provides ways to help students learn and apply strategies to their reading during the week, building their reading independence. New vocabulary is introduced and discussed, allowing students to focus on comprehending and engaging with text.
- **Fluency Modeling:** For students who need extra coaching in fluency, you model phrasing, fluency, and pace by reading a passage from the book. You point out the punctuation signals that help a reader know when to pause, stop, or add emphasis.

Writing Connections

Following Active Reading, students write for six minutes in a 60-minute instructional session (up to eight minutes in a 90-minute session) about the books they have just read. Writing Connections is a key component of **SpellRead** instruction, building and reinforcing the skills mastery that students are achieving, in these ways:

- **Skill Reinforcement:** Initially, students write freely without worrying about the conventions of writing, such as spelling, punctuation, and grammar. As they gain confidence, they will become more aware of writing conventions and apply them in their writing.
- **Comprehension and Vocabulary Building:** Students organize their thoughts to recall story events, incorporating four of the critical comprehension components: retrieving facts, summarizing, sequencing, and determining the main idea. As students become more adept at this activity, they incorporate other strategies, such as making inferences and using critical judgment.

Program Materials

Teacher's Manuals

Linguistic Foundations instruction is delivered primarily through the *Teacher's Manual*, which forms the core of the **SpellRead** materials. This manual contains focused, step-by-step instructions and detailed activities for each of the 50 lessons in Phase A, 30 lessons in Phase B, and 25 lessons in Phase C. Planning and organizational aids include lists of required materials for every lesson; helpful visuals and graphics showing how all the materials are integrated into the program; word lists, syllable lists, and spelling lists located at point-of-use in every lesson; and expected student responses for every teacher prompt.

Phase A

- 44 phonemes—26 consonants, 18 vowels, 1-syllable words
- 50 lessons

Phase B

- Consonant blends, secondary vowels, 2-syllable words
- 30 lessons

Phase C

- Clusters, verb endings, multi-syllable words
- 25 lessons

Regional Variations

In the *Teacher's Manual*, you will find phoneme pronunciations common to many regions in North America. If a specific sound is pronounced differently in your region, adjust your instruction to reflect your local preference and use the pronunciation that will be most familiar to your students. See two examples of lessons with regional pronunciation variations on the next page.

Lesson 20.1: The “wh” spelling for the sound /w/ is introduced and presented as the same sound as /w/ spelled “w.” In some regions, the “wh” in “where” is pronounced /hw/ instead of /w/. If students are accustomed to pronouncing the spelling “wh” as /hw/, a sound that is distinct from /w/, then reinforce that pronunciation.

Lesson 21.1: The “o” spelling in “hot” is introduced as another spelling for the /aw/ sound spelled “aw.” In **SpellRead**, students learn that the /_o_/ and /aw/ sounds are pronounced the same way. Depending on your geographic region, however, you and your students may pronounce /_o_/ and /aw/ words differently.

Adaptations

The **SpellRead** program provides suggestions for adapting instruction for individual needs in Adaptation boxes, which appear beside each lesson at point of use. Suggestions vary, and may include repeating an earlier listening activity before asking students to do a spelling exercise. Frequently, the adaptation suggests additional practice with a Spell-a-Vowel activity. Spelling Lists for Spell-a-Vowel activities and blank Spell-a-Vowel answer sheets are included in the *Teacher’s Resource Book*, and answer keys for Spell-a-Vowel activities are in the *Student Answer Key* for Phase A.

Speed Reading and Review

Speed Reading is an essential tool that has been built into **SpellRead** to check students’ progress in gaining automaticity with the skills they’ve learned and practiced. Speed Reading also helps you target students’ trouble spots and focus your review sessions to address students’ needs. In Phase A, you will time students on nine packs of Speed Reading Cards and record their progress.

Phase A: Primary Vowel and Consonant Spellings Introduced

Lesson	Primary Vowel Spellings	Primary Consonant Spellings	Lesson	Primary Vowel Spellings	Primary Consonant Spellings
A 1	oo, ee	m, s, f	A 26		r
A 3	aw		A 27	_u_	
A 4		sh	A 29		z
A 5	oy		A 30		th as in "this"
A 6	a_e		A 31	i_e	
A 7		th as in "thin"	A 32		y as in "your"
A 11		p, t, k	A 33	ar	
A 12		n	A 34	_i_	
A 13		ch	A 36	_e_	
A 14		b	A 37		qu
A 15		d	A 38		ng
A 16		g as in "get"	A 39		x
A 17	_a_	c, ck	A 40		c as in "city"
A 18		j as in "jam"	A 43	u_e	
A 19		l	A 44	oo as in "look"	g as in "gym"
A 20		w, wh	A 45	er, ir, ur	
A 21	_o_	tch	A 46	o	
A 22		h	A 48		ph, kn, wr, mb
A 23	o_e		A 49		ge, dge
A 24		v			
A 25	ow as in "how"				

Student Activity Book and Student Answer Key

The *Student Activity Book* and corresponding *Student Answer Key* provide hands-on auditory, visual, and kinesthetic reinforcement of the skills students are learning. Writing the spellings of sounds, syllables, and words helps students bridge auditory and visual skills in order to become proficient in reading, spelling, and writing. Self-checking using the answer keys helps students reinforce the skills they have learned and helps them feel ownership of their success.

Student Activity Book

For most lessons, you will follow up your instruction by directing students to the *Student Activity Book* in which a writing activity reinforces the sounds you've taught. The Materials Needed box at the beginning of every lesson lists the *Student Activity Book* pages that will be used for each lesson. The *Teacher's Manual* lesson numbers match the activity numbers in the *Student Activity Book*.

In many activities, students spell a sound, a syllable, or a word containing the sounds. In others, they may scan a syllable chart to exercise their visualization skills and locate the syllables that contain the sounds they are mastering. With your guidance, students complete the activity in the *Student Activity Book* that corresponds to the lesson you are teaching.

Student Answer Key

After students complete an activity in the *Student Activity Book*, explain and model for them how to check their own answers. Have students find the answer key page that matches the activity, place it beside the activity book page, and line up the numbered items. Then have them use one finger on each hand to point to and check each answer they wrote against the correct answer (one hand pointing to the answer they wrote in their activity books, the other pointing to the corresponding answer key). This self-checking process provides yet another way for students to reinforce the sound-spelling connections.

Phase A Student Answer Key

The *Student Answer Key* is organized into three sections. The first section provides answers to the activities students complete in the instructional sessions for Lessons 1–50. The next two sections, “Spell-a-Vowel Answer Keys for CV/VC Spelling Lists” and “Spell-a-Vowel Answer Keys for CVC Spelling Lists,” contain answers to Spell-a-Vowel activities that may be used for additional practice. These activities are explained below.

Using Spell-a-Vowel Answer Keys for Lesson Adaptations

You will find Adaptations for specific lessons in the *Teacher’s Manual*, with suggestions for additional listening and Spell-a-Vowel activities with the vowel sounds that might be difficult for them. In those instances, follow the procedures in Lesson 9 for CV/VC syllables and Lesson 13.3 C for CVC syllables. Use the Spelling List for the lesson in the *Teacher’s Manual* or find it in the *Teacher’s Resource Book*. Provide students with blank Spell-a-Vowel sheets, which you will find in the *Teacher’s Resource Book*. When you do these additional activities, students will be able to check their answers with the Spell-a-Vowel Answer Keys in the *Student Answer Key*. Section 2 of the Student Answer Key provides correct answers for additional listening and spell-a-vowel activities with CV/VC syllables. Section 3 of the *Student Answer Key* provides correct answers for additional listening and Spell-a-Vowel activities with CVC syllables.

Using Spell-a-Vowel Answer Keys for Speed Reading Review

When you begin timing students for speed and accuracy on Speed Reading Cards in Lesson 10.3, you may diagnose trouble spots for which you want to provide review and remediation for your students. In these instances, use the Speed Reading Review Chart in the Review section in the *Teacher’s Manual*, to find the specific vowel or vowels you want to review. The chart references the Spelling List that provides words and syllables containing those vowels. Find the appropriate Spelling List in the *Teacher’s Resource Book* and use it to do additional activities. As with the Adaptations, provide students with blank answer sheets, which you can find in the *Teacher’s Resource Book*. Then they will use the Spell-a-Vowel Answer Keys to check their answers.

SpellRead Instructional Cards

Instructional cards are a vital part of the **SpellRead** program, and they are used in virtually every lesson. Each card pack is color-coded. The cards are blue for Phase A, pink for Phase B, and green for Phase C, with the exception of Consonant Cards, Secondary Consonant Cards, and Consonant Blend Cards, which are colored yellow for contrast when they are used to build with vowels. Cards are named with the phase and number of the lesson in which they are first used, and they retain that name when they are used again in subsequent lessons throughout the program.

Students' Card Kit

All the cards and card packs needed to implement a full year of instruction for five students are stored and organized in the Students' Card Kit. Students receive their own Consonant Cards, Secondary Consonant Cards, Vowel Cards, Secondary Vowel Cards, Consonant Blend Cards, Cluster Cards, and Speed Reading Cards. Student cards are organized by type and function, and then by order of use. Students receive cards as they are introduced in the lessons, and they gradually build their packs as new sounds are introduced until they have their own complete sets.

Each student receives

- 26 Consonant Cards
- 8 Secondary Consonant Cards
- 37 Consonant Blend Cards
- 16 Cluster Cards
- 18 Vowel Cards
- 19 Secondary Vowel Cards
- 9 Speed Reading Card packs

Teacher's Card Kit

This convenient kit stores and organizes the cards you use every day to enhance your **SpellRead** instruction and provide your students with the visual and tactile stimulation that leads them to phonemic mastery. The cards are arranged by phase, then by the type and function of each card or set of cards, and then within each type, by number and order of use.

Each teacher receives all the student cards, plus:

Phase A

- Listening Cards
- Word Cards (1 set of 87)
- Game Cards (11 different sets)
- Workout Cards (9 different sets)

Phase B

- Listening Cards (1-, 2-, and 3-syllable)
- Word Cards (1 set of 97)
- Game Cards (6 different sets)
- Workout Cards (3 different sets)
- Syllable Cards (3 different sets)

Phase C

- Word Cards (1 set of 65)
- Game Cards (6 different sets)
- Workout Cards (9 different sets)
- Verb Cards (5 different sets)

Active Reading Guide

Use the *Active Reading Guide* in the Active Reading and Writing Connections components of each day's lesson. This book provides instructions for guiding your students in building fluency and automaticity through oral reading. The *Active Reading Guide* also provides weekly comprehension and vocabulary mini-lessons writing prompts to aid your students as they write in response to their reading.

Student Writing Journal

The *Student Writing Journal* is a personalized record of progress and achievement for each student. Students write daily in response to their reading, and their writing becomes visible evidence of their increased skill mastery. Trade books and leveled readers provide motivation and discussion opportunities.

SpellRead Libraries

- Engaging, leveled text
- High-interest content
- Variety of genres and characters
- Topics reflecting societal diversity
- Themes relevant to students' lives

Teacher's Resource Book

You will find additional tools in the *Teacher's Resource Book* to help you prepare to teach the daily lessons.

Section 1: Glossary, abbreviations, and symbols

Section 2: Descriptions of phonemic activities and a Scope and Sequence of skills

Section 3: Instructional Cards listings

Section 4: Directions for games

Section 5: Spelling lists

Section 6: Reproducibles

Section 7: Speed Reading and the Instructor Support System

On-site training, delivered by our team of professional-development experts, gives you a comprehensive course in how to be a master **SpellRead** teacher. Topics include:

- Proven practices with struggling readers
- Understanding the program approach
- Effective program delivery and instruction
- Progress monitoring to ensure student success
- Use of the online Instructor Support System
- Best classroom practices

Proven Results

SpellRead was one of four programs chosen for the prestigious **Power 4 Kids** study, a clinical trial headed by an advisory board of leading researchers and scientists. Students using **SpellRead** made significant gains in word-level skills that ultimately lead to sustainable gains in fluency and comprehension.

The Florida Center for Reading Research found **SpellRead** to be:

“a reading intervention that offers instruction in phonemic awareness, phonemic decoding, spelling, reading fluency, reading comprehension, and writing...content and design are aligned with current scientifically based reading research...creative and varied array of exercises that enhance student motivation...”

SpellRead can provide the same results for your struggling readers.