

Includes High Frequency Reading Words for Grades 1, 2, and 3

QUICK READING INTERVENTION

Grade 3+

Makes Reading Easy by Combining Sight and Sound Patterns

-an

man

can

plan

than

-ation

nation

station

vacation

education

Uses the brain's natural ability for rhymes and patterns to quickly move struggling students toward grade level reading.

Matthew Glavach, Ph.D.

Zoe Gillespie, B.S.

GLAVACH & ASSOCIATES

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

OVERVIEW

Quick Reading Intervention is a teacher resource book from which teachers can choose lessons in an order that relates to their classroom study units or use the lessons in sequence as student workbooks. The resource book's goal is to help struggling readers in grade 3 and above move quickly to grade level reading.

Quick Reading Intervention is based on the idea that the brain is highly efficient and that it organizes information by patterns, predictable patterns that give the brain a framework on which to hook new information. Working with predictable word patterns that rhyme allows students' brains to do much of the work.

The resource book presents important high frequency reading words for grades 1, 2, and 3, in predictable decoding patterns. Students gain essential decoding skills in a high frequency reading word context, a context of words that they need for reading their textbooks and other classroom materials.

Students who are struggling to read in grade 3 or above usually lack beginning reading skills. *Quick Reading Intervention* offers a way for students to move toward grade level reading by mastering beginning reading words along with more advanced words. Combining easier words with more difficult words in the same rhyming and decoding categories can lead to quick reading improvement.

USING QUICK READING INTERVENTION

There are five main activities in *Quick Reading Intervention*.

- A. Word Sorts
- B. Challenge Word Sorts
- C. Rapid Reading
- D. Contrasting Word Sounds
- E. Word Building Puzzles

A. WORD SORTS

1. In a left to right direction, the teacher and students pronounce the words in the word box. Then the teacher discusses the words or has students say each word in a phrase or a sentence.
2. Students write the words under the correct ending spelling patterns. Always choosing words in a left to right direction, students write the words under the correct spelling patterns. (The number of boxes matches the number of words in each column.)

EXAMPLE: WORD SORT 1

—————→					
ran	pan	tag	than	bad	hat
cat	mad	sat	that	bag	dad
had	bat	sad	flag	can	man

• Write each word under the correct spelling.

-an	-at	-ad	-ag
<u>ran</u>	hat	bad	tag
pan	cat	mad	bag
than	sat	dad	flag
can	that	had	
man	bat	sad	

3. With the teacher, the aide, or another student, students practice reading the words in a downward direction. Reading the words down takes advantage of the rhyming and the visual patterns of the words. Next, students read the words across. The rhyming format is used in most of the word sorts. An asterisk (*) in a lesson denotes some irregular words.

	-an	-at	-ad	-ag
	<u>ran</u>	hat	bad	tag
	pan	cat	mad	flag
	than	sat	dad	bag
	can	that	had	
	man	bat	sad	

4. (Optional)

For extra practice, students cut the word cards and use them for word sort activities. After students practice sorting words into the appropriate categories, they practice speed sorts to help them reach automaticity. Speed sorts work well with students in pairs or in cooperative groups. Members of the pair or group that completes the word sort in the shortest time are the winners. The winners usually receive bonus points or prizes. The word cards also can be used for games such as *Concentration* and for card games.

ran	hat	bad	tag
pan	cat	mad	bag
than	sat	dad	flag
can	that	had	
man	bat	sad	

B. CHALLENGE WORD SORTS

Directions for Challenge Word Sorts are the same as for Word Sorts. Students enjoy working with longer words. Because the words are arranged by common endings, with many of the words also rhyming, they are much easier for students to master. Challenge Word Sorts are followed by Practice Reading Tests and Rapid Reading Tests. The teacher reads the Practice Reading Test words with the students as they make arcs under the word syllables.

C. RAPID READING TESTS

Rapid Reading Tests are important for improving automatic word recognition. Students take the tests with the teacher, the aide, or another student (reading partner). The teacher, the aide, or the student reading partner asks students to read the test words and times them for 30 seconds or longer. Then students count the number of words they have read. If students read all of the words before the end of the timed period, they start the test again and count the additional words in their totals. Some of the lessons include Reading Practice Tests that require students to draw arcs under the word syllables. The teacher reads the words, pacing the students as they draw arcs under the syllables.

C. CONTRASTING SOUNDS

Contrasting sound pages (**at – ate, mad - made**) are important for improving reading flexibility and automatic word recognition. Students read the words with the teacher, the aide, or a student reading partner. The teacher, the aide, or the student reading partner asks students to read the test words and times them for 30 seconds or longer. Then the students count the number of words they have read.

D. WORD BUILDING PUZZLES

Word Building Puzzles include lessons for compound words, word endings, and homophones.

INDEPENDENT READING

Quick Reading Intervention lessons provide extensive decoding practice for students. To apply and to reinforce the student's decoding skills, teachers follow the lessons with independent silent and oral classroom reading to develop reading fluency. Teachers also can use the audio workbook program *Reading the News for Reading Fluency* for developing reading fluency. They can purchase the program at www.StrugglingReaders.com.

DRAWING MASTER

Individual students draw personal pictures of vocabulary words that they select for themselves. For words that are difficult to draw with pictures, students write each word in an interesting, decorative way. (Personal drawings help students remember the word meanings.) After students have completed the drawings, they write a sentence about each picture that they have drawn. To reinforce the word meanings with all students, the teacher displays the drawings in the classroom and discusses the word meanings. A Drawing Master is included in the following pages.

WORD SORT MASTER

For making larger word cards, a Word Sort Master is included at the end of the Teacher's Guide. It makes cards larger than those in the lessons. In the word boxes from the Word Sort Master, teachers can write words from the lessons. The larger card size is easier to use for word sort activities and for focusing on individual lesson words.

DRAWING MASTER

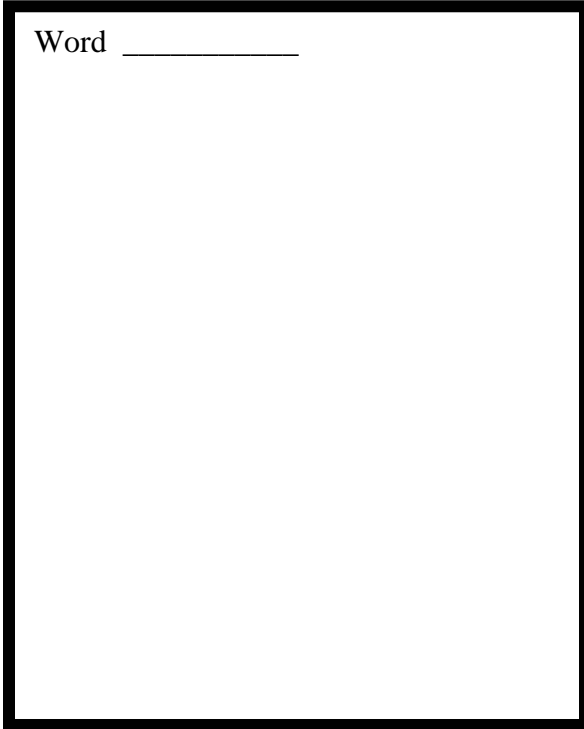
Using personal visual context to remember a word

Direction:

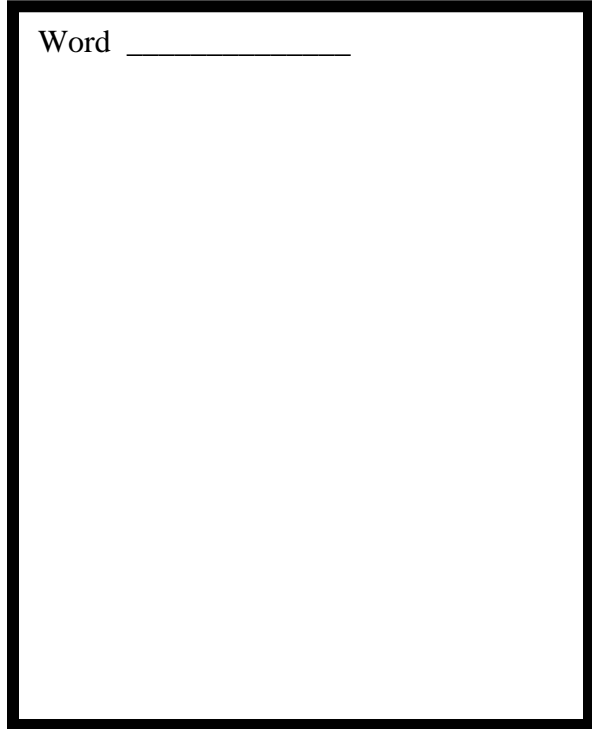
Choose four words to illustrate.

For each word: draw a picture, a symbol, a cartoon, or an ad, or write the word in an interesting way.

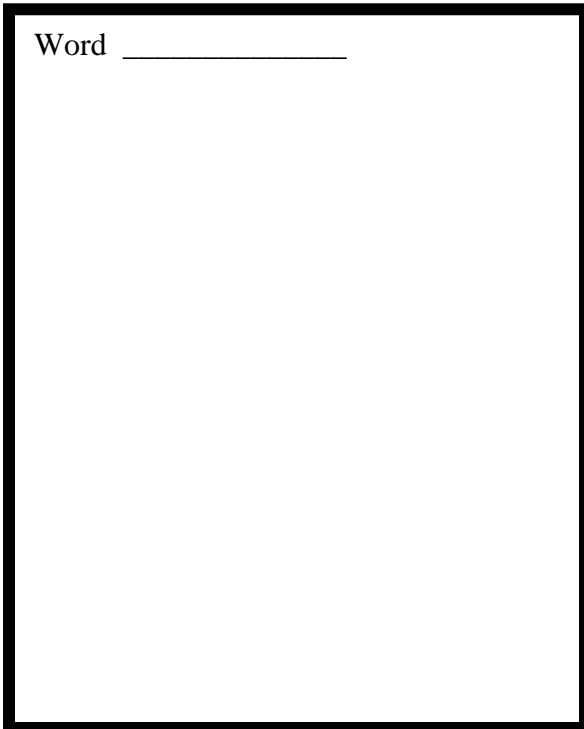
Word _____



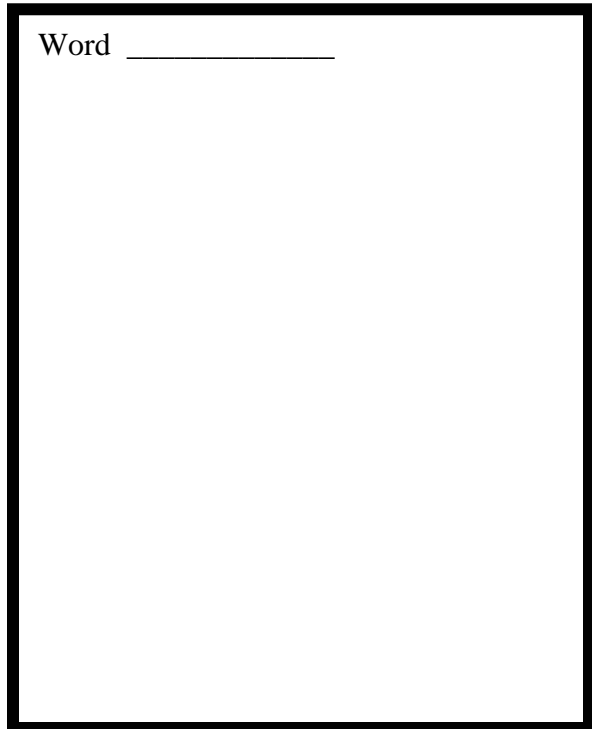
Word _____



Word _____



Word _____



WORD SORT

(Word Sort Master)

--

- Write each word under the correct spelling.

_____	_____	_____	_____