National Association of Special Education Teachers (NASET)

THE PRACTICAL TEACHER

This Month's Topic:

Rapid Reading Cards

Introduction

It seemed like a treadmill, year after year testing adolescent struggling readers and placing them at the appropriate reading instruction levels. Too often, placement ended with students commenting, "I don't like this baby work". Placing students at their instructional reading levels deflated them, and they lost motivation. Following the zone of proximal development did not work well for middle school and high school students who were out of the zone years ago. The author tried a new approach. The new approach uses rapid reading word cards based on brain research to help struggling readers read the big words, multisyllable words.

Using Brain Research to Master the Big Words author, Matthew J. Glavach, Ph.D., offers a reading instruction approach especially for adolescent struggling readers, based on core classroom curriculum. The approach, which he calls parallel reading intervention, organizes important content area vocabulary words into logical brain efficient word lists that make learning the words much easier. The rapid reading word cards develop automatic reading skills. Students improve word attack and vocabulary skills while improving their ability to succeed in the content area classes. The article describes the approach, presents teaching ideas, provides brain efficient rapid reading word cards for English classroom vocabulary, and gives content area examples. (The approach also works well in other content areas, for which teachers can use the article as a model.)

The Rapid Reading Word Cards Are Based on Brain Research

-Multisyllable words are like music, they have natural rhythms that can make learning them easier. "Accent structures in words naturally make a sort of melody".[1] The rhythmic feature creates less demand on the brain. [2]

-Brain research shows that a similar word pattern can prime the next word if it has a similar pattern and can accelerate reading. Rhyming words are especially powerful.[3] (See Figure 1.)

Figure 1. Rhyming Word Examples

<div align="center">

narr**ation** - abbrevi**ation** - punctu**ation**

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-Even when the words do not rhyme but have the same ending spelling patterns, reading time is accelerated. (See Figure 2.)

Figure 2. Spelling Pattern Examples

langu**age**   pass**age**   us**age**

-The brain's neural networks respond in patterns and store language in patterns. Longer words offer more patterns to strengthen connections to and to decode smaller and longer words.

-The brain tends to group together the letters that make up a syllable. [4] (Students do not divide words into parts by using complex rules. They decode longer words by looking for familiar patterns.) (See Figure 3.)

Figure 3. Syllable Pattern Examples

news pa per   **re por ter**   **pub lish er**

Why looking for familiar syllable patterns is important? The following example serves as a demonstration. (See Figure 4.)

Figure 4. Syllable Pattern Examples

newsp ap er   rep or ter   **publ is her**

Struggling readers need practice in identifying syllable boundaries.

Also, presenting words by syllables helps students break words into manageable parts.

-The sounds in suffixes do not have to be pronounced separately, they should be pronounced as one unit. This will speed up reading. (See Figure 5.)

Figure 5. Suffix Examples

deb**ate**   dict**ate**   transl**ate**

-If decoding is slow, not automatic, students will have a difficult time comprehending what they read. "High speed word recognition frees a reader's cognitive resources so that meaning of the text can be the focus of attention".[5] The rapid reading word cards focus on developing automatic recognition of multisyllable words.

RAPID READING WORD CARDS

Instruction 1. VOCABULARY
Ask students to tell about words that are familiar and to discuss them. (It is not necessary that students know all of the word meanings. Teachers determine how much vocabulary to study based on their groups. By improving word attack skills, students gain more information from textbooks and classroom lessons, and they improve general reading ability.) (See Figure 6.)

Instruction 2. SYLLABLE ACTIVITY

Students draw an arc under each syllable as the teacher reads the words at a quick, challenging pace. (See Figure 6.)

Instruction 3. TIMED READING

Before the timed reading, the teacher reads the words aloud while students follow. Then individually, students read as many words as they can in one minute aloud softly to themselves, to the teacher, or to a student partner. If students finish reading the words, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores at the bottom of the page. (Limit or have no interruptions of oral timed reading. If students need help the teacher says the word and lets them continue reading.) (See Figure 6.)

Figure 6. Rapid Reading Word Card Example

RAPID READING WORD CARD 1 (Syllable Activity)

chap ter	news pa per	re por ter
pub lish er	re search er	char ac ter
ter ror	hu mor	met a phor
au thor	edi tor	il lus tra tor
gram mar	sing u lar	pop u lar
reg u lar	ir reg u lar	schol ar

RAPID READING TIMED READING WORD CARD 1

chapt**er**	newspaper	reporter
publisher	researcher	character
terr**or**	humor	metaphor
author	editor	illustrator
gramm**ar**	singular	popular

VOCABULARY WORDS FOR RAPID READING WORD CARDS

Rapid Reading Word Card 2: Word Endings - ure, age, ise, ize

fu **ture**	fea ture	lec ture
ad ven ture	sig na ture	lit er a ture
lan gu**age**	pas sage	u sage
re v**ise**	ad ver tise	ex er cise
or gan **ize**	cap i tal ize	gen er al ize
sum mar ize	em pha size	cri ti cize

Rapid Reading Word Card 3: Word Endings - ic

com **ic**	top ic	lyr ic
ep ic	eth nic	clas sic
ar tis tic	dra ma tic	em phat ic
her o ic	iI tal ics	scho las tic
ac a dem ic	op ti mis tic	re a lis tic
un re a lis tic	char ac ter is tic	pho net ic

Rapid Reading Word Card 4: Word Endings – ent, ant, ance, ence

state m**ent**	in dent	cur rent
ex cel lent	doc u ment	ar gu ment
con so n**ant**	sig nif i cant	re sis tant
ro m**ance**	tol er ance	per for mance
sen t**ence**	ev i dence	in tel li gence

se quence   ref er ence   con se quence

Rapid Reading Word Card 5: Word Endings – ate

de b**ate**	dic tate	trans late
cre ate	nar rate	re late
ed u cate	punc tu ate	du pli cate
com mu ni cate	e val u ate	a bbre vi ate
in ves ti gate	par ti ci pate	lit er **ate**
il lit er **ate**	pre di **cate**	ac cur **ate**

Rapid Reading Word Card 6: Word Endings - ation

cre **a tion**	nar ra tion	re la tion
ed u ca tion	punc tu a tion	du pli ca tion
com mu ni ca tion	e val u a tion	a bbre vi a tion
in ves ti ga tion	par ti ci pa tion	dic ta tion
trans la tion		

Rapid Reading Word Card 7: Word Endings – sion, tion, ation

dis cu s**sion**	ex pre ssion	con clu sion
com pre hen sion	re vi sion	per sua sion
cap **tion**	fic tion	in struc tion
des crip tion	e di tion	com po si tion
in vi t**a tion**	grad u a tion	con tin u a t ion
rec o mmen da tion	ex pla na tion	ex am i na tion

Rapid Reading Word Card 8: Word Endings – ery, ary, ory, nym

mys t**er y**	bra ver y	
li br**ar y**	lit er ar y	dic tion ar y
sum mar y	di ar y	glos sar y
cat e g**or y**	al le gor y	au di tor y
ex pos i tor y	ex clam a tor y	in tro duc tor y

sat is fac tor y

an to **nym**   syn o nym   hom o nym

Teachers can modify or add to the vocabulary lists.

Making Rapid Reading Word Cards for Class Trade Books

Teachers can make rapid reading word cards based on chapters in trade books for students to practice word study for the big words, the multisyllable words. Below are common suffixes to use to make words for the rapid reading word cards (See Figure 7.)

Figure 7. Suffix Examples

-s, -es, -ed, -ing, , -ar -er, -or, -ion, -tion, -ation, -ition, -able, -ible,

-al, -ial, -y, -ly, , -ity, -ty, -ment, -ic, -ous, -eous, -ious, -en, -ive,

-ative, -tive, -ful, -less -ness, -est

Students responded positively to the rapid reading word cards, The author also developed rapid reading word cards for United States history, world history, and science classes. Students enjoyed the challenge of reading words that were more adult, and often they commented on how knowing the big words helped them succeed in content area classes. Content area teachers commented on the students improvement.

References

(1) Levitan, D.J. (2009). The World in Six Songs (p.25). New York: Penguin Books.

(2) Levitan, D.J. (2009). The World in Six Songs (p.172). New York: Penguin Books.

(3) Dehaene, S.D. (2009). Reading in the Brain (p. 29). New York:Viking/Penguin Group.

(4) Dehaene, S.D. (2009). Reading in the Brain (p. 24). New York:Viking/Penguin Group.

(5) National Reading Panel (2000). Report of the National Reading Panel: Teaching children to read. Report of the subgroups. Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health.

Currently a download copy of the book *Success in Academic Content Classes, English Classroom Vocabulary* is available at the author's website www.StrugglingReaders.com