

Parallel Reading Intervention

SUCCESS IN



ACADEMIC CONTENT CLASSES

SOCIAL STUDIES VOCABULARY

Plus

Reading and Spelling Intervention

- *Parallels important social studies vocabulary and improves content area reading, spelling, and writing*
- *Helps at-risk students while teaching important content for all students*

Matthew J. Glavach, Ph.D.

Zoe A. Gillespie, B.S.

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CONTENTS

TEACHER'S GUIDE I - V

LESSONS – BY WORD ENDINGS:

LESSON 1 -ER, -OR, -AR	1
LESSON 2 -ER, -URE, -AGE	11
LESSON 3 -MENT, -ENT, -ANT	21
LESSON 4 -IC, -AL, -CIAL	31
LESSON 5 -ATE, -TION, -SION	41
LESSON 6 -TION, -ATION	51
LESSON 7 -Y, -AN, -ISM	61
ANSWER KEYS	72

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Teacher's Guide

With *Success in Academic Content Classes, Social Studies Vocabulary*, social studies teachers provide reading and spelling intervention helping at-risk students succeed and teaching important content to all students. The program provides a scaffold to textbook reading and common core standards.

Introduction

For many students, reading and spelling problems that begin in elementary school lead to academic failure in middle school and high school. Students who read far below grade level are denied access to school success.

Middle school and high school students must decode, read fluently, and interpret books with complex words and technical information. Traditional reading intervention methods have not worked for many of the students. Even when students make progress in traditional interventions, they are not connected to the academic curriculum and its domain specific vocabulary.

Success in Academic Content Classes, Social Studies Vocabulary, is a program that includes instruction in advanced decoding, domain specific vocabulary (social studies vocabulary), spelling, and reading fluency. Students reading at grade three through high school levels benefit from the program.

Success in Academic Content Classes, Social Studies Vocabulary, has seven lessons (with a packet for each lesson). Each of the seven lessons has the same structure, making the program comfortable for students and easy for teachers to present.

Presenting the program requires only that teachers become familiar with the lesson structure by using the “For the Teacher” directions given for lesson 1, following in the Teacher’s Guide.

Most words students encounter after fifth grade are complex, content-specific words.

EASY TO USE IN THE REGULAR CLASSROOM.

The unique program design makes it possible for all students to benefit from the same program.

IMPROVED CLASSROOM BEHAVIOR

Successful students are not focused on inappropriate classroom behavior.

LESSON 1

● For the Teacher:

For each student, duplicate and staple pages 2, 3, 4, 5, 6, 7, and 10, to make the lesson 1 packet. (When you are ready to begin lesson 1, give a lesson packet to each student.)

Also for each student, duplicate page 8, Spelling Test, Lesson 1, and page 9, Vocabulary Tests 1 and 2, Lesson 1, to be given after the lesson 1 packet is completed.

● PAGE 1. (LESSON DIVIDER)

● PAGE 2. (WORD SORT)

Instruction 1. Pronounce the words in the word box with students. (The words are separated by syllables to help with pronunciation and spelling.) Discuss the general word meanings with students. Students tell words with which they are familiar.

Instruction 2. Students write the words under the correct ending spelling patterns. They write each word as one word.

Instruction 3. (OPTIONAL BUT RECOMMENDED)

Students cut out the word cards and use them for word sorting activities. Students practice sorting the words into the appropriate categories. They say the words as they sort them. Later, they practice speed sorts to help them work toward automatic word recognition. Speed sorts work well with students in pairs or cooperative groups. Members of the pair or group that completes the word sort in the shortest time are the winners. Winners usually receive bonus points or prizes.

● PAGE 3. (VOCABULARY STUDY 1)

Part 1. Instruction. Students write definitions for the Vocabulary Study 1 words. Definitions are given on page 5. Tell students to study the definitions as they write them because they will be tested on them. Discuss word meanings and examples with students.

Presenting words by syllables helps students break words into manageable parts.

Sorting words into categories helps students see features common to each word group.

Extra word exposure helps cement words into long-term memory.

When students are thousands of words behind in vocabulary, one solution is teaching domain specific vocabulary.

Writing definitions helps imprint word meanings to memory and is an activity where all students can succeed.

Seeing words in different contexts aids in putting words into long-term memory.

A strong content area vocabulary improves text comprehension.

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."

Part 2. Instruction. Individual students draw personal pictures of vocabulary words 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 word meanings.) After students have completed the drawings, they write a sentence about each picture they have drawn. To reinforce word meanings with all students, display selected drawings in the classroom, and discuss the word meanings.

● PAGE 4. (VOCABULARY STUDY 2)

Instruction. Students complete Vocabulary Study 2 the same as they completed Vocabulary Study 1. (Depending on the group, students may complete this page at a later time or on another day.)

● PAGE 5. (VOCABULARY DEFINITIONS)

● PAGE 6. (TIMED WORD READING)

Part 1. Instruction. Students draw arc under each syllable in the words as you read the words at a quick, challenging pace.

Part 2. Timed Word Reading Card . Timed reading increases student reading speed and automatic word recognition. The words are grouped by specific sound, visual patterns.

Instruction 1. Before the timing, you and all students read the words aloud together.

Instruction 2. Then individually, students read as many words as they can in one minute aloud softly to themselves or to you 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 say the word and let them continue reading.)

“Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression.”

Research has demonstrated that helping students read in phrases will improve their reading fluency and overall reading achievement.

The brain organizes words by patterns. Learning consistent word patterns helps students with spelling and word pronunciation.

● PAGE 7. (TIMED PHRASE AND SENTENCE READING)

Instruction 1. Before the timing, you and all students read the phrases and sentences aloud together.

Instruction 2. Then individually, students read as many words in the phrases and sentences as they can in one or two minutes aloud softly to themselves or to you or to a student partner. If students finish reading, they may 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.

● PAGE 8. (SPELLING TEST)

Instruction 1. The Spelling Test words are on page **73**. Before administering the test, write the words on the chalkboard and review them with students.

Instruction 2. (SAY TO STUDENTS:)

I will say each word. You will write the letters on the lines to complete each word.

Number 1 is **border**. Write the letters on the lines to complete the word **border**. **Border**, a line that divides one place from another (the **border** between two states) (REPEAT) **border**.

Number 2 is **trader**. (CONTINUE THE PATTERN OF SAYING THE WORD, USING THE WORD IN A PHRASE OR SENTENCE, AND REPEATING THE WORD.)

● PAGE 9. (VOCABULARY TEST 1 AND VOCABULARY TEST 2, LESSON 1)

Each Vocabulary Test reviews nine vocabulary words. Vocabulary Test 1 is based on Vocabulary Study 1. Vocabulary Test 2 is based on Vocabulary Study 2.

TEST 1. Instruction.

Before administering Vocabulary Test 1, review the words and the word definitions from Vocabulary Study 1 orally using a general review or a game with all students in the class together. It is important that the review or the game is oral and that all students are involved.

TEST 2. Instruction.

Follow Vocabulary Test 1 instruction.

● PAGE 10. (SOCIAL STUDIES WORD SEARCH 1)

For additional timed reading practice, 25 Graded Reading Passages (for science and social studies at approximately grade 3 through grade 10 readability levels) is offered at www.StrugglingReaders.com.

END NOTES:

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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.

Rasinski, T.V. (2003). *The fluent reader*. New York, NY: Scholastic, Inc.

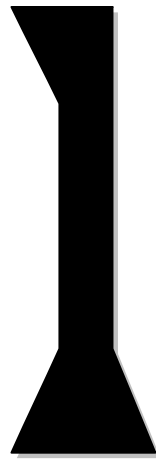
Rasinski, T.V. (1990). The effects of phrase boundaries in texts. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills (ED 313 689).

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READING INTERVENTION PROGRAM

**SOCIAL STUDIES
VOCABULARY**

LESSON



-ER, -OR, -AR

SOCIAL STUDIES WORD SORT, LESSON 1

bor -der	dis as ter	gov er nor	so lar
trai tor	po lar	con su mer	sur vi vor
pop u lar	sen a tor	tra der	nu cle ar
ex plor er	dic ta tor	nav i ga tor	
pro du cer	cal en dar	spec tac u lar	

● Write the words under the correct spelling. (Write each word as one word.)

-er

-or

-ar

border <u>er</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

VOCABULARY STUDY 1, **LESSON 1**

PART 1

● Write a definition for each word.

1. border _____
2. explorer _____
3. disaster _____
4. producer _____
5. consumer _____
6. trader _____
7. traitor _____
8. survivor _____
9. navigator _____



PART 2

WORD PICTURES

● Choose four interesting words from Part 1, above, and draw a picture for each word.

● On the back of this page, write a sentence about each picture.

VOCABULARY STUDY 2, **LESSON 1**

PART 1

Write a definition for each word.

1. governor _____
2. senator _____
3. dictator _____
4. calendar _____
5. solar _____
6. polar _____
7. nuclear _____
8. popular _____
9. spectacular _____



PART 2

WORD PICTURES

- Choose four interesting words from Part 1, above, and draw a picture for each word.

- On the back of this page, write a sentence about each picture.

EXTRA CREDIT VOCABULARY WORDS: ambassador, gladiator, and liberator

SOCIAL STUDIES VOCABULARY DEFINITIONS, LESSON 1

-ER

border - a line that divides one place from another (*the border between two states*)

consumer - one who buys and uses goods and services, such as groceries and household repairs (*a tariff on consumer goods*)

disaster - a sudden great misfortune; something very bad, such as a flood or an earthquake (*We escaped the sudden disaster.*)

explorer - one who travels to places for discovery (*The explorers searched for the lost gold.*)

producer - a person or a company that produces goods, services, or materials, such as a farmer or a plumber (*producer and consumer*)

trader - a person who buys, sells, or exchanges goods; merchant (*The trader bought a shipload of goods from the Orient.*)

-AR

calendar - a chart showing the days and the months of the year (*the Gregorian calendar*)

nuclear - having to do with the nucleus, the central part (*nuclear energy, a nuclear family*)

polar - relating to the North Pole or the South Pole (*cold polar regions*)

popular - well known; well liked (*The popular congressman won the election.*)

solar - relating to the sun or the sun's light (*solar energy*)

spectacular - like a spectacle; showy; striking (*a spectacular Fourth of July celebration*)

-OR

dictator - a leader who has complete control of a country (*ruled by a dictator*)

governor - one who governs; one who leads the administration of a state in the United States (*candidate for governor*)

navigator - the officer who directs the course of a ship or an aircraft (*a domestic flight navigator*)

senator - a member of a lawmaking group; in the United States, a member of the Senate (*reelected the senator*)

survivor - a person who has continued to live after coming close to death (*survivor of a shark attack*)

traitor - one who is disloyal to or betrays his or her country or friends (*a traitor to his country*)

TIMED WORD READING, LESSON 1

PART 1 ● Make an arc under each syllable.

bor der ex plor er di sas ter border explorer disaster border explorer

tra der con su mer pro du cer trader consumer producer trader consumer

trai tor dic ta tor nav i gator traitor dictator navigator traitor dictator

gov er nor sen a tor sur vi vor governor senator survivor governor

so lar po lar pop u lar solar polar popular solar polar popular solar

nu cle ar cal en dar spec tac u lar nuclear calendar spectacular nuclear

PART 2 ● Read the words. ● Write the number correct and the time.

TIMED WORD READING CARD, LESSON 1

border

explorer

disaster

trader

consumer

producer

traitor

dictator

navigator

governor

senator

survivor

solar

polar

popular

nuclear

calendar

spectacular

BONUS WORDS

gladiator liberator ambassador

NUMBER CORRECT _____ TIME _____

TIMED PHRASE AND SENTENCE READING, LESSON 1



solar energy

cold polar regions

ruled by a dictator

reelected the senator

the liberator of Rome

a traitor to his country

candidate for governor

24

the Gregorian calendar

producer and consumer

survivor of a shark attack

a domestic flight navigator

a tariff on consumer goods

the border between two states

nuclear energy - a nuclear family

a spectacular Fourth of July celebration

the U.S. ambassador to the United Nations

67

We escaped the sudden disaster.

The explorers searched for the lost gold.

The popular congressman won the election.

Gladiators fought in the arenas of ancient Rome.

The trader bought a shipload of goods from the Orient.

103

TIMED READING 1, NUMBER OF WORDS CORRECT _____ TIME _____

TIMED READING 2, NUMBER OF WORDS CORRECT _____ TIME _____

SPELLING TEST, LESSON 1

1. ___ ___ ___ / ___ er

2. ___ ___ ___ / ___ er

3. ___ ___ / ___ ___ ___ ___ / er

4. ___ ___ ___ ___ / ___ or

5. ___ ___ ___ / ___ ___ / ___ or

6. ___ ___ ___ / ___ ___ / ___ or

7. ___ ___ / ___ ar

8. ___ ___ / ___ ar

9. ___ ___ ___ / ___ / ___ ar

10. ___ ___ ___ / ___ ___ / ___ ar

BONUS WORDS

NUMBER CORRECT _____