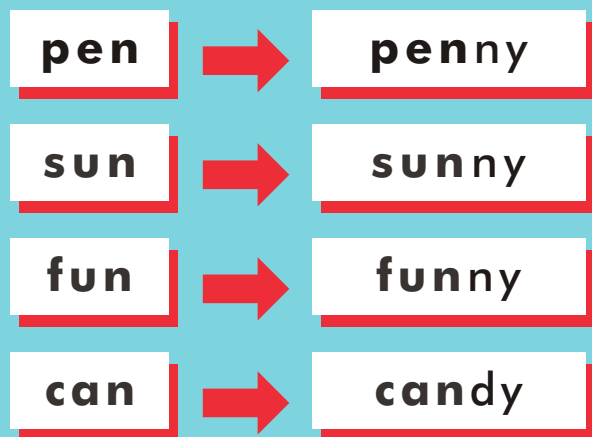


*Includes High Frequency Reading Words for Grades 1 and 2*

# **QUICK READING INTERVENTION**

## **Grade 2+**

**Makes Reading Easy by Combining Sight and Sound Patterns**



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

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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.

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## OVERVIEW

*Quick Reading Intervention, Grade 2+*, 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 2 and above move quickly to grade level reading.

*Quick Reading Intervention, Grade 2+*, 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 and 2, 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.

*Quick Reading Intervention, Grade 2+*, 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, GRADE 2+

There are five main activities.

- A. Word Sorts
- B. Word Sort Reading Checks
- C. Word Building Word Sorts
- D. Reading Practice and Reading Tests
- E. Word Building Games

### 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 empty boxes matches the number of words under each spelling pattern.)

#### EXAMPLE: WORD SORT 1

→			
<del>fan</del>	man	hat	had
cat	ran	bad	bat
can	dad	sat	sad

- Write each word under the correct spelling.

-an	-at	-ad
<u>fan</u>	hat	had
man	cat	bad
ran	bat	dad
can	sat	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	-at	-ad
	<b>fan</b>	hat	had
	man	cat	bad
	ran	bat	dad
	can	sat	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 improve automatic word recognition. Speed sorts work well with students in pairs or in cooperative groups. Members of the pair or group that complete 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.

fan	hat	had
man	cat	bad
ran	bat	dad
can	sat	sad

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## **B. WORD SORT READING CHECKS**

Word Reading Checks are keyed to the Word Sorts. (The diagnostic – prescriptive approach allows the teacher to provide further practice on areas of student difficulty.) Selected words were chosen from the word sort puzzles for the word reading checks. The words are usually presented in rhyming pairs, a technique that improves word learning.

## **C WORD BUILDING WORD SORTS**

Directions for Word Building 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. Word Building Word Sorts are followed by Practice Reading Tests and Reading Tests.

Practice Reading Tests require students to draw arcs under the word syllables. The teacher reads the words, pacing the students as they draw arcs under the syllables.

Students take the Reading Tests with the teacher, the aide, or another student (reading partner).

As an optional activity, students are timed on the reading tests. Timed reading is important for improving automatic word recognition. 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.

## **D. WORD BUILDING GAMES**

Word Building Games include lessons for compound words and contractions.

## **INDEPENDENT READING**

*Quick Reading Intervention, Grade 2+*, lessons provide extensive decoding practice for students. To apply and to reinforce the students' decoding skills, teachers follow the lessons with independent silent and oral classroom reading to develop reading fluency. Teachers also can use the audio workbook programs *Phonics Review 1, and Phonics Review 2* for

developing decoding skills.

The programs can be purchased at [www.StrugglingReaders.com](http://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 phrase or 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.

# DRAWING MASTER

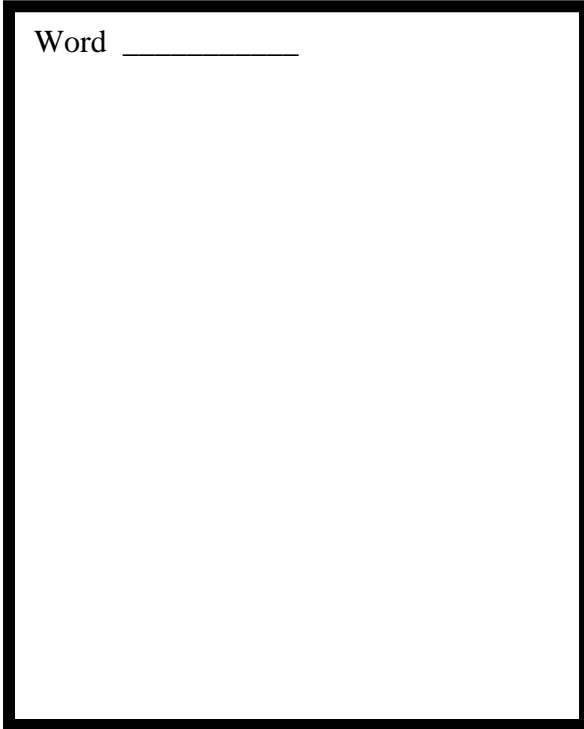
Using personal visual context to remember a word

## Direction:

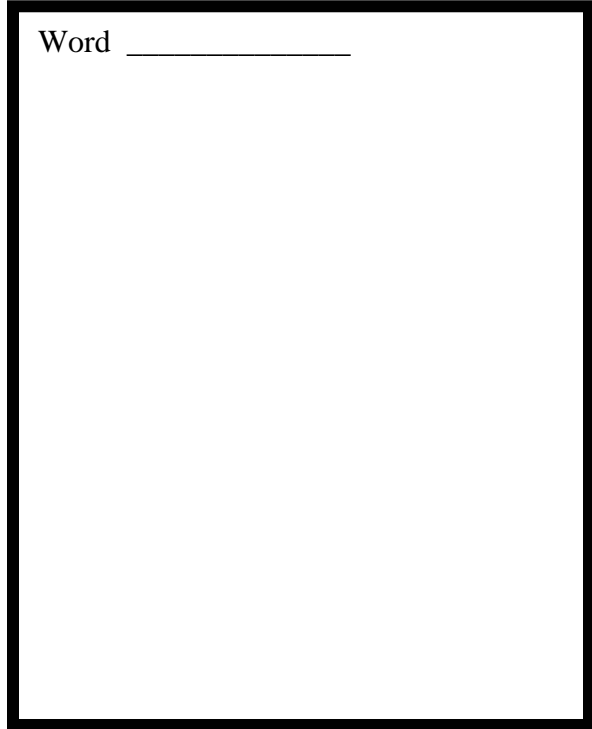
Choose two to four words to illustrate.

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

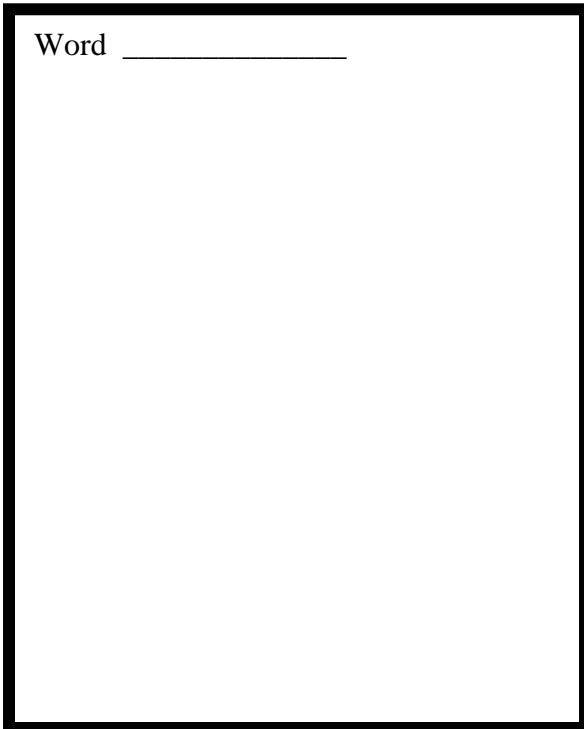
Word \_\_\_\_\_



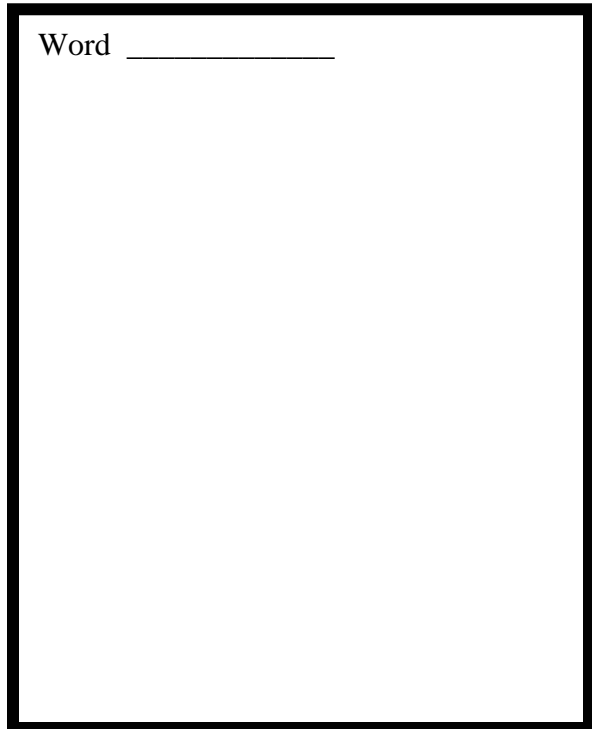
Word \_\_\_\_\_



Word \_\_\_\_\_



Word \_\_\_\_\_





# WORD SORT 1

Spellings for Short /a/

<u>fan</u>	man	hat	had
cat	ran	bad	bat
can	dad	sat	sad

• Write each word under the correct spelling.

**-an**

**-at**

**-ad**

<u>fan</u>		

# WORD SORT 2

Spellings for Short /a/

<u>cap</u>	bag	pan	tap
tag	nap	as	tan
lap	than	map	has

- Write each word under the correct spelling.

**-ap**

**-an**

**-as**

<u>cap</u>		
		<b>-ag</b>

# WORD SORT 3

Spellings for Short /u/

<u>sun</u>	run	bug	but
rug	hut	hug	bun
cut	nut	fun	mug

- Write each word under the correct spelling.

**-un**

**-ut**

**-ug**

<u>sun</u>		

# WORD SORT 4

Spellings for Short /u/

<u>rub</u>	hum	pup	cup
sum	gum	us	tub
cub	bus	club	drum

- Write each word under the correct spelling.

**-ub**

**-um**

**-up**

<u>rub</u>		
		<b>-us</b>

# WORD SORT 5

Spellings for Short /i/

<u>fin</u>	sit	dig	fig
hit	tin	fit	pin
bit	big	win	pig

- Write each word under the correct spelling.

**-in**

**-ig**

**-it**

<u>fin</u>		

# WORD SORT 6

Spellings for Short /o/

<u>not</u>	job	hop	spot
hot	pop	rob	top
stop	sob	got	mop

• Write each word under the correct spelling.

**-ot**

**-op**

**-ob**

<u>not</u>		

# WORD SORT 7

Spellings for Short /e/

<u>l</u> et	red	jet	ten
wet	men	pet	pen
bed	get	when	fed

• Write each word under the correct spelling.

**-et**

**-en**

**-ed**

<u>l</u> et		