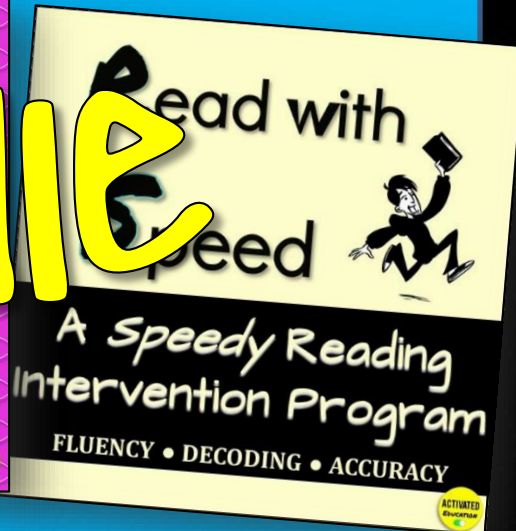
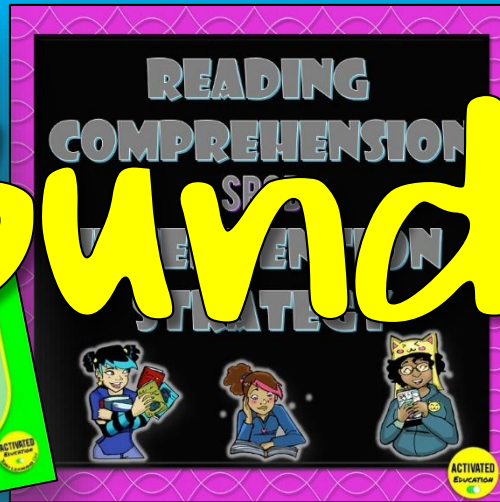
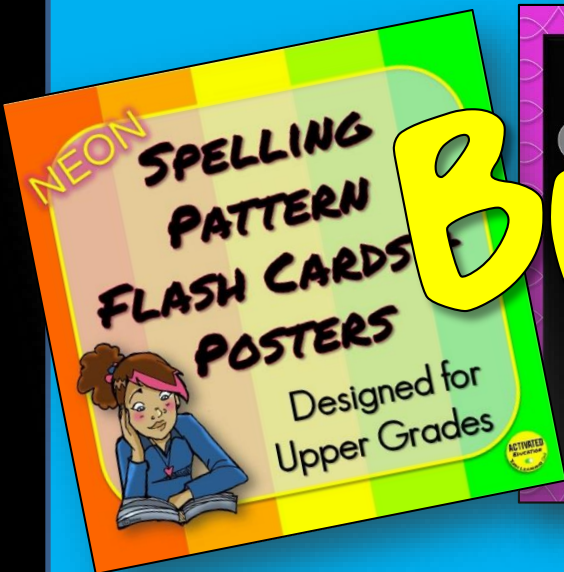


Preview File

READING INTERVENTION



Bundle

PHONICS
SPELLING
COMPREHENSION

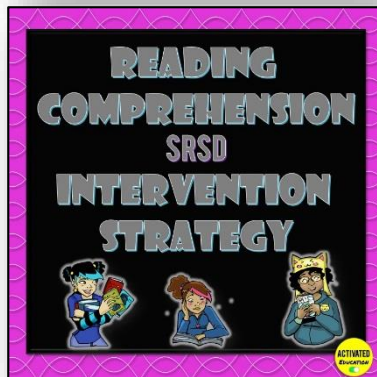
READINGINTERVENTION Bundle

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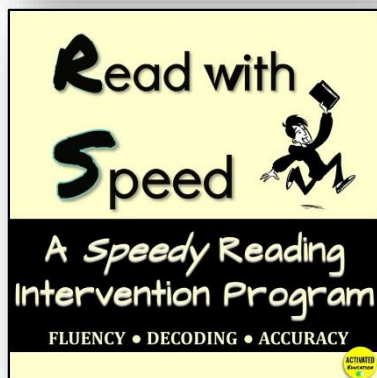
Spelling Pattern Flash Cards & Posters

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TWA Reading Comprehension Intervention

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Read with Speed Fluency Intervention

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PREVIEW

SPELLING PATTERN FLASH CARDS + POSTERS



for
Upper Grades

in NEON



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- [Spelling Pattern Posters](#)
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 - [Set 1](#)
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 - [Set 2 \(key letters underlined\)](#)
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PREVIEW FILE

Teacher information

Research is clear – struggling decoders and spellers need explicit instruction and intense practice with “word work”. This set was made to fill two holes. First, phonics and spelling materials formatted and designed with the older student in mind. Second, I found my own materials lacking a way to teach students all the different ways we can spell a sound as well as all the different sounds letters or letter combinations can make. It is my hope that these materials help you fill a hole in your curriculum for older struggling readers as well. These posters and cards are meant to supplement both spelling and reading instruction and word work, regardless of the curriculum you choose to use. For example, they work with Words Their Way, Orton-Gillingham methods, or your own phonics instruction.

The cards can be printed and laminated as a class set for use as a center or literacy station activity. I use the two versions of two sets in order to differentiate, starting with the cards that have the key letters underlined (Set 2) if students have difficulty isolating the phonetic pattern or need that extra support. There is a version of both sets that includes a neon glow. You may also choose to give students an individual set in entirety, or ones that are personally difficult for them, to keep in an envelope glued into an Interactive Notebook or kept in a binder.

The posters are available in both bright neon and grayscale. The original intent is for these to be classroom posters; however it may be useful to print copies in color or grayscale for individual student use, or to make a spelling reference booklet that is kept in a central location in the classroom.

However you choose to use them, I hope they benefit the students in your class who are struggling with literacy.



PREVIEW FILE

PREVIEW FILE

Ways to Spell Long o

go pony donut focus locate moment	o_e home slope robe broke doze stove	oe toe foe doe hoe woe Joe	oa boat coat road coal groan throat
OW snow blow mow bowl tow know			

/ō/



PREVIEW FILE

PREVIEW FILE

Ways to Spell Long i

tiny shiny silo spider silent final	i_e five pine polite invite drive ice	ie pie tie die lie vie	igh light fight bright right sigh high
y my cry dry cycle cyclone tycoon	y_e type style rhyme		

/ī/



PREVIEW FILE

PREVIEW FILE

Ways to Spell Long e

e me be recess secret ego veto	e_e these here complete extreme concede sincere	ee feet feed seem speech sweet free	ea eat steal weak beach team plead
ei either ceiling receipt deceive protein conceit	ie chief brief piece niece field yield	ey key valley money monkey honey chimney	y candy chilly sunny empty dust

/ē/



PREVIEW FILE

PREVIEW FILE

Ways to Spell Long a

a baby crazy lady shaky bacon table	a_e came lake wave shade plane space	ai sail rain daily waist sprain mail	ay play tray may stay clay say
ei vein rein feign beige reindeer reign	eigh eight sleigh weigh weight neighbor freight	ea great steak break bear tear wear	ey they heavy

/ā/



PREVIEW FILE

Ways to Spell Long u

PREVIEW FILE

/ū/

music
pupil
unite
unit
human

u_e
use
cube
mule
cute
fume
mute

ue
rescue
argue

eu
Europe
eulogy
feud
feudal

ew
few
pew
mew
hew



PREVIEW FILE

Ways to Spell /oo/

PREVIEW FILE

/oo/

oo
food
moon
broom
droop
cool
choose

ou
soup
group
wound
recoup
troupe

ue
blue
true
glue
avenue
tissue
statue

ew
chew
blew
crew
flew
stew
drew

u
ruby
truth
Ruth
tulip
numeral

u_e
rule
prune
tune
tube
flute



PREVIEW FILE

Ways to Spell /oo/

PREVIEW FILE

oo
book
look
good
hood
stood
shook

u
put
pull
full
push
bush
butcher



Ways to Spell /ou/

PREVIEW FILE

/ou/

ou
out
our
loud
house
south
sound

ow
cow
owl
growl
down
town
towel



PREVIEW FILE

Ways to Spell /ow/

PREVIEW FILE

/ow/

ow
ball
talk
walnut
war
swarm
quart

au
fault
cause
haunt
author
vault
faucet

aw
jaw
claw
winning
lawful
crawl
town
owl



Ways to Spell /oi/

PREVIEW FILE

/oi/

oi
oil
soil
coin
point
void
poison

oy
boy
oyster
enjoy
royal
destroy
soybean



PREVIEW FILE

WAYS TO SPELL /er/

er her jerk verse nerve winter upper	ir bird stir first girl chirp squirt	ur fur hurt nurse surf churn suburb	ear early earth heard search learn earnest
or worm work world worse doctor humor	ar cellar calendar beggar regular dollar collar		

WAYS TO SPELL /i/

i hit brim split twin flip strip	y gym symbol mystery hypnotize sympathy		
--	--	--	--



WAYS TO SPELL LONG a /ā/

	a_e baby crazy lady shaky bacon table	ai came lake wave shade plane space	ay sail rain daily waist sprain mail	ay play tray may stay clay say
ei vein rein feign beige reindeer reign	eigh eight sleigh weigh weight neighbor freight	ea great steak break bear tear wear	ey they hey obey	



SPELLING PATTERN POSTERS: PRINTER-FRIENDLY VERSION! 😊

PREVIEW FILE

PELLING PATTERN CARDS SET 1 WITH NEON GLOW (NO UNDERLINE)

PREVIEW FILE

PREVIEW FILE

PELLING PATTERN CARDS SET 1 (NO UNDERLINE, NO COLOR)

PREVIEW FILE

ch
chin
chorus
chut

qu

quit

s

snake
nose
Tom's

ck

ship

ph

phone

x

box
exam

tch

th

this
thumb

c

cat
cite

y

yoyo
baby
my

dge

wh

when

g

goat
germ

ed

planted
called
helped

PREVIEW FILE

ie

piece
pie

y

valley
they

er

her

or

horn
doctor
word

eat
bread
steak

ue

cue
true

ir

bird

ar

car
beggar

eigh

eight

el

either
vein

ur

burn

ew

pew
grew

eu

feud

ear

learn

PREVIEW FILE

PREVIEW FILE

SPELLING PATTERN CARDS
SET 2
WITH NEON GLOW
(KEY LETTERS UNDERLINED)

PREVIEW FILE

PREVIEW FILE

SPELLING PATTERN CARDS
SET 2
(KEY LETTERS UNDERLINED,
NO COLORS)

PREVIEW FILE

PREVIEW FILE

ch
chin
chorus
chut

ship

th
this
thumb

wh
when

ph
phone

c
cat
cite

g
goat
germ

s
snake
nose
Tom's

x
box
exam

y
yoyo
baby
my

ed
planted
called
helped

ck

tch

dge

PREVIEW FILE

PREVIEW FILE

ion
mission
vision
expans

bold

ng
sing

ay
play

at
sail

ow
snow
how

ou
ouch
soup

oo
food
book

oy
toy

oi
oil

oa
boat

oe
toe

ee
feet

igh
light

aw
saw

August

PREVIEW FILE

Thank you for your previewing!

I hope this product makes a difference for the students in your classroom. Please contact me using one of the methods listed below if you have any questions, concerns, or feedback.

Thank you!



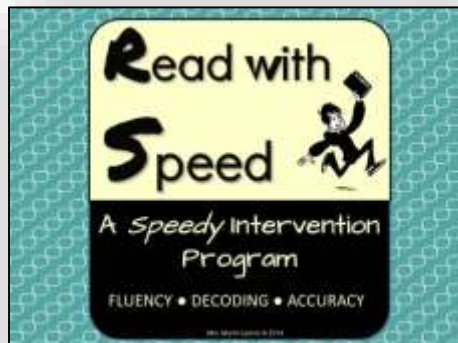
Click for my TpT
Store!



Click for my
Pinterest boards



Other engaging products for struggling readers that you may be interested in:



*Graphics in this product:

Clip Art by: [Illumismart](#)

Background paper by: [Fun for Learning](#)

READING COMPREHENSION SRSD INTERVENTION STRATEGY



PREVIEW FILE

TWA

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PREVIEW FILE

Background Information & Introduction

TWA is a Self-Regulated Strategy Development (SRSD) strategy, similar in style to reciprocal teaching. The SRSD model was developed by Karen R. Harris and Steve Graham at Vanderbilt University. SRSD models are evidence-based methods for students who struggle with reading and are not at standard, including those with learning disabilities, emotional and behavioral disabilities, and ADHD. Students learn to use TWA for all reading, no matter the assignment. TWA is “good reader” strategies all bundled up in a process that students can commit to memory and utilize independently over time.

In order for SRSD to be effective and for students to generalize the strategy, there are six essential instructional stages that must be used and repeated until the skills are generalized:

1. Developing pre-skills for individual learning deficits. (in other words, it doesn't work alone. A student weak in decoding multisyllabic words needs instruction in that skill prior to, and during, reading a text that contains multisyllabic words in addition to the SRSD strategy).
2. Discussing and describing the strategy
3. Memorization of the strategy steps
4. Modeling the strategy with Think Alouds
5. Teacher-supported guided practice
6. Independent practice

These materials are meant to support you and your students through the six steps and during generalized, independent student practice and use. Provide many opportunities to use TWA in different contexts using the included materials and any reading text! The included task cards are meant to help students see that TWA can be used for any type of text, even a poster about library rules. How much emphasis we put on each step varies for those different contexts. For example, reading speed is not as important for a poster containing minimal text. The ultimate goal of TWA is that students will be able to use the steps to self-monitor their own reading comprehension. TWA works well within the general education classroom and in reading intervention groups or the special education setting. It can be used with any reading program or Language Arts curriculum you are using, and generalized to readings in other content areas such as Science and Social Studies.

If a student is having difficulty comprehending a reading task, review TWA and have them use the TWA worksheet instead of the textbook review questions or reading response of the day. Then, make a connection between the classroom task and the TWA steps. It is important for students to realize that a reading response question asking them to “Tell me the most important or interesting part of your book this week” is essentially asking them to summarize a portion of what they have read. Struggling readers are often not making those connections and connections on their own, but are capable when taught how.

PREVIEW FILE

T → **W** → **A**

THINK before you read

- What is the author's purpose?
- What do I already know?
- What do I want, or need, to learn?

Think WHILE you read

- Reading speed
- Re-read for understanding
- What connections can I make to my background knowledge?

Think AFTER you read

- Think about the main idea
- Summarize
- Explain what I learned
- Ask questions

SUMMARIZING STRATEGIES

- 10-Word Summary
- Somebody-Wanted-But-So-Then
- Identify a verb + Finish your thought

Somebody-Wanted-But-So-Then

TWA CHECKLIST

10-Word Summary

1. Identify the important Who or What from the reading
2. Tell what is important about the Who or What
3. Put it together in 10 words or less!

ID + Verb + Finish Thought

TWA CHECKLIST

Think BEFORE

- ☐ I predicted the author's purpose
- ☐ I thought about what I already know
- ☐ I know what I want to, or need to, learn

Think WHILE

- ☐ I am reading at a speed that helps me understand and remember
- ☐ I am re-reading the sections I don't understand well
- ☐ I am making connections to my background knowledge

Think AFTER

- ☐ I know the main idea
- ☐ I can summarize what I read
- ☐ I can explain what I learned
- ☐ I can ask a question about the text

T → **W** → **A**

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T → **W** → **A**

THINK before you read

Think WHILE you read

Think AFTER you read

T → **W** → **A**

Think BEFORE you read

Think WHILE you read

Think AFTER you read

TWA

Think WHILE you read

- Reading speed
- Which sections should I re-read for understanding?
- What connections can I make to my background knowledge?

TWA

Think AFTER you read

- Think about the main idea
- Summarize what I read
- Explain what I learned
- Ask questions

TWA



The Big Parade
miss this one! It is a...
The Mayor promises that this year will be even better than last year. One improvement: that children will love it that the candy is back! The parade starts at 12:00 noon on Main Street but you will need to get there early to find a great seat.

School Library Rules
Return your books on time
Use technology for school purposes
Calm voice and body
No backpacks

A TASK CARD

Cell Phones in School!
Phones banned from schools and...
for that to change. Schools need to...
to use cell phones and other technology...
aren't just for texting anymore. Having...
at a disadvantage and ignores many...
opportunities. It is time to change the...
and dusty "no cell phones" to a long...

TWA TASK CARD



Butterfly
By Leroy E. Jackson
Butterfly, butterfly,
Sit on my chin.
Your wings are like straw,
So yellow and thin.
Butterfly, butterfly,
Give me a kiss,
If you give me a kiss,
There's nothing else...

A TASK CARD

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TWA TASK CARD



Amazon Fire Phone Review
Amazon has a winner! The new Fire cell phone is an amazing piece of technology. The Fire is the best cell phone available for watching media. You can watch YouTube and other online videos as well as enjoy one year free of Amazon Prime, which let's you watch videos and borrow ebooks. Upgrade to the Fire phone today!

T → W → A

THINK before you read

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- Ask questions

SUMMARIZING STRATEGIES

- 10-Word Summary
- Somebody-Wanted-But-So-Then
- Identify + verb + finish your thought

Somebody-Wanted-But-So-Then

1. Somebody: Who is it about
2. Wanted: What did they want or need?
3. But: What was the problem?

TWA CHECKLIST

10-Word Summary

1. Identify the important Who or What from the reading
2. Tell what is important about the Who or What
3. Put it together in 10 words or less!

ID + Verb + Finish Thought

1. Identify the important Who or What from the reading
2. Choose a verb (shows, tells, entertains...)

TWA CHECKLIST

Think BEFORE

- ☐ I predicted the author's purpose
- ☐ I thought about what I already know
- ☐ I know what I want to, or need to, learn

Think WHILE

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- Reading speed
- Re-read for understanding
- What connections can I make to my background knowledge?

- Think about the main idea
- Summarize
- Explain what I learned
- Ask questions



T → W → A

THINK before you read

Think WHILE you read

Think AFTER you read

T → W → A

- What
- What
- What

TWA

- What
- What
- What

TWA

Think WHILE you read

- Reading speed
- Which sections should I re-read for understanding?
- What connections can I make to my background knowledge?

TWA

Think AFTER you read

- Think about the main idea
- Summarize what I read
- Explain what I learned
- Ask questions

TWA TASK CARD



Cinderella

At a time there was a girl named Cinderella. She was a very beautiful girl and two stepsisters. They were very mean to her. One day a royal ball was announced and she was invited. A magic ball appeared and she went to the ball with the prince. She was very happy.

TWA TASK CARD

Cell Phones in Schools

Cell phones banned from schools and time for that to change. Schools need to be able to use cell phones and other technology. It's not just for texting anymore. Banning it is a disadvantage and ignores many opportunities. It is time to change the old and dusty "no cell phones" to a bring-it policy.

TWA TASK CARD



Butterfly
by Leroy E. Jackson

Butterfly, butterfly
Sit on my chin,
Your wings are like the sun,
So yellow and thin,
Butterfly, butterfly,
Give me a kiss!
If you give me a dozen
There's nothing better.

TWA TASK CARD



School Library Rules

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No backpacks.

TWA TASK CARD



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T

W

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THINK before
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Think WHILE
you read

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you read

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you read

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- What do I already know?
- What do I want, or need, to learn?

TWA CHECKLIST

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you read

Think AFTER
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- What do I already know?
- What do I want, or need, to learn?

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- Re-read for understanding
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- Think about the main idea
- Summarize
- Explain what I learned
- Ask questions



T

W

A

THINK before
you read

Think WHILE
you read

Think AFTER
you read

T

W

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- What do I already know?
- What do I want, or need, to learn?

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- Reading speed
- Re-read for understanding
- What connections can I make to my background knowledge?

Think AFTER
you read

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- Summarize
- Explain what I learned
- Ask questions

TASK CARD

TASK CARD

TWA TASK CARD



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by Leroy F. Jackson

Butterfly, butterfly,
Sit on my chin,
Your wings are like tin,
So yellow and thin,
Butterfly, butterfly,
Give me a kiss;
If you give me a dozen
There's nothing amiss.

TWA TASK CARD



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TWA Sort
 Print, cut, and laminate (optional). Have students sort the cards into the correct TWA categories to check for memorization of the steps. Use this page as an answer key.

T	W	A
Think before you read	Think while you read	Think after you read
What is the author's purpose?	How is my reading speed?	What was the main idea?
What do I already know?	Which	



TWA Check-In #1

Directions: Show what you know about TWA

1. What does TWA stand for?

T = _____

W = _____

A = _____

Name: _____

2. These are the parts of TWA. Label each section with a T, W, or A.

- Think about my reading speed
- Which sections should I re-read for understanding?
- What connections can I make to my background knowledge?

TWA

Think BEFORE



Think

TWA

Think BEFORE

TWA

Think

TWA

Think

TWA

Think BEFORE

TWA

Think

TWA

Think BEFORE

TWA

Think

TWA

Think BEFORE



Think WHILE



Think AFTER

TWA

Think BEFORE



Think WHILE



Think AFTER

TWA

Think BEFORE



Think WHILE



Think AFTER

TWA

Think BEFORE



Think WHILE



Think AFTER

TWA

Think BEFORE



Think WHILE



Think AFTER



Think AFTER you read

- Think about the main idea
- Summarize what I read
- Explain what I learned
- Ask questions

1. I think the main idea is because of the details.

2. Use a strategy to summarize the text.

3. One thing I learned by reading this text is.

3. A question I have about what I read is.

T → W → A



Name: _____ Date: _____ Class: _____ Author: _____

THINK before you read

- What is the author's purpose?
- What do I already know?
- What do I want (or need) to learn?

1. I think the author's purpose is to (write) persuade inform entertain explain

1. One thing I already know about this topic or subject is

2. One thing I want to learn or need to learn is

Think WHILE you read

- Reading speed
- Which sections should I re-read for understanding?
- What connections can I make to my background knowledge and myself or the world?

Answer WHILE you read. Use our marking codes to identify the following:

- ☐ Main idea
- ☐ Key words and phrases
- ☐ Questions you have about information or words

Remember to TWA

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TWA

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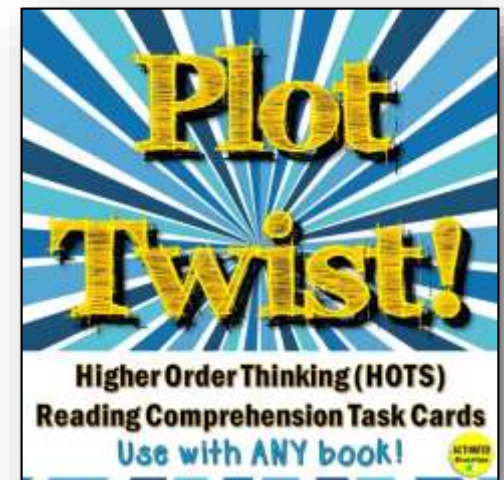
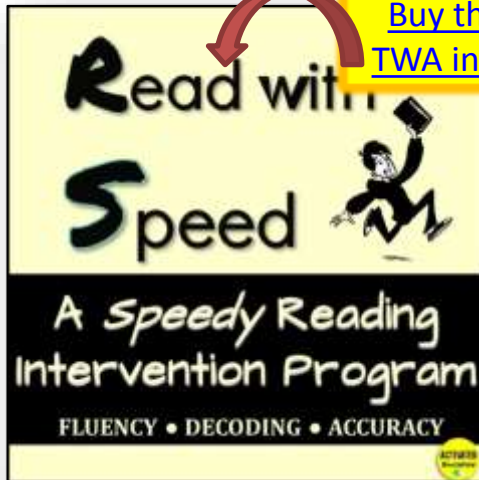
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Click for my Pinterest boards

LOOKING FOR ADDITIONAL RESOURCES FOR YOUR STRUGGLING READERS?

[Buy these resources with TWA in a bundle, and save!](#)



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Read with Speed



A Speedy Reading
Intervention Program

FLUENCY • DECODING • ACCURACY

PREVIEW FILE



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PREVIEW FILE

Read with Speed

The Read with Speed program provides students a targeted way to practice phonograms and link each one to a key word. This enables them to recognize the pattern and recall the key word when decoding an unfamiliar word. When students have mastered the patterns and recall is automatic, their reading fluency increases. Tracking accuracy and speed provides the teacher with progress monitoring data and is shared with the student so they can participate in goal setting and celebrate reaching milestones. This program is easily individualized to meet the needs of all striving readers.

Please note: This program was developed to be one part of comprehensive reading instruction. It has proven effective for middle school students with learning disabilities who are struggling readers. Students need to have had basic instruction in phonograms prior to using this program. Single-sound consonants are not included.

PREVIEW FILE

Program Steps

1. Administer the pre-assessment, recording accuracy and correct words per minute. See form for more instructions.
2. For students with a below average reading fluency, those with slow processing speeds, speech pattern that slows rate of speech/reading, or any other issue that will impact their ability to meet the average goal (1 second per phonogram and keyword) you may choose to administer the individual word reading speed check to determine an achievable speed for the students' word reading goal. You may also use current reading fluency data if available.
3. Draw a goal line on the graph and graph their baseline data point
4. Create a personal word bank with the student, or assign a student to an existing word bank. If you are creating a personal goal, combine words they have mastered with words they were not accurate with so they are learning new phonograms, reinforcing known ones, and increasing overall accuracy. Suggested to limit list to between 10 and 30 total words. Provide instruction on the phonograms that were not accurately read
5. Students practice words in a variety of contexts (cards, slideshow, as homework, with a partner, as a center activity, with a word sort, etc.)
6. Students are re-assessed approximately weekly (fit to your classroom schedule) and results are graphed.
7. Students who meet their goal are celebrated and their word list changed to include more un-mastered key words and phonograms, until they have mastered every one.

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Pre-assessment Directions

1. Administer in order, starting from the beginning and stopping each time a student has difficulty. Administer the pre-assessment in order, starting from the beginning and stopping each time a student has difficulty.
2. Only read the underlined words and then the assessment. For students who are unable to read the underlined words, they can skip them and move on to the next word.

Read with Speed Pre-assessment Short vowel words

Student Name: _____ Date: _____

Word	Time	Score
cat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		

Read with Speed Pre-assessment Long vowel words

Student Name: _____ Date: _____

Word	Time	Score
cake		
lake		
make		
take		
space		
snake		
make		
take		
space		
snake		
make		
take		
space		
snake		

Master List of Keywords

1. This can be used by teachers to track student progress. It is an optional form.

Optional Assessment: Speed check directions

- Background Information:**
1. The speed check is a form that is used to track student progress. It is an optional form.
 2. The speed check is a form that is used to track student progress. It is an optional form.

Optional Assessment Form: Class Mastery Checklist

Use this Class Mastery form to track each student's progress and see your class performance. Use this form to track each student's progress and see your class performance.

Class Checklist Directions

Word	Student	Score
cat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		

Example Assessment Form

Word	Student	Score
cat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		
bat		
hat		
mat		
pat		
sat		
fat		
rat		

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Assessment Forms

Individual Student Word Lists

1. Students create a list of the words they are studying. Monitor for correct spelling and reading progress. You can create two lists for students.
2. In pairs, create a list of 10, 20, or 30 words to create a list of different words.
3. From a list of 10 words, create a list of 10 words.



PREVIEW FILE

Printable Flashcards
Color

Printable Flashcards
Black-and-White

PREVIEW FILE

Read with Speed



Awards Certificates

CONGRATULATIONS!

You mastered a
Read with Speed
word list!



CONGRATULATIONS!

You mastered a
Read with Speed
word list!



CONGRATULATIONS!

You mastered a
Read with Speed
word list!



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word list!



CONGRATULATIONS!

You mastered a
Read with Speed
word list!



You mastered a
Read with Speed
word list!



CERTIFICATE OF MASTERY



Read with Speed
Program

This certificate is awarded to

_____ for completing the Read with Speed program and meeting your personal goal!

CERTIFICATE OF MASTERY



Read with Speed
Program

This certificate is awarded to

_____ for completing the Read with Speed program and meeting your personal goal!

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Thank you for previewing! If you have any questions or suggestions please contact me at activatededucation@gmail.com or via my store Q&A.

Thank you,



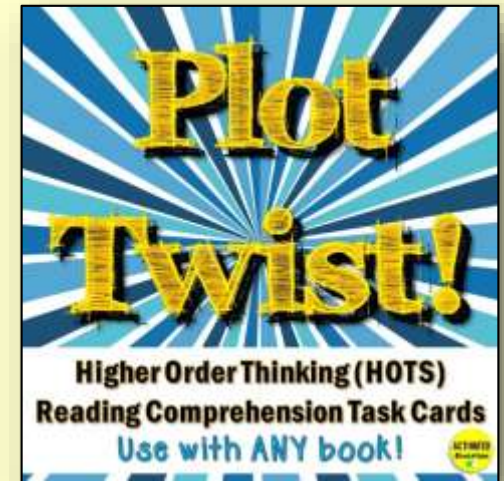
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LOOKING FOR ADDITIONAL RESOURCES FOR YOUR STRUGGLING READERS?

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