

## Word Cards Intervention Manual

### Summary:

Teaching children spelling has been shown to increase their spelling, writing fluency, and reading word-attack. Being more familiar with spelling allows children to spend less time engaged in the mechanics of reading and writing and more time in fluency.

### Goal:

To increase student's writing fluency.

### Materials Needed:

Current spelling book, spelling word wall or word list.

Index cards to make word cards from student's spelling book.

### Script:

1. Intervention should be implemented three times per week, for a 20-minute session.
2. Instruction should be delivered in a quiet area of the classroom.
3. Each lesson should reflect the information one unit of the student's current spelling textbook.
4. Before the session, the implementer is to write all the spelling words on different index cards.
5. Ideally, the implementer will be working with pairs of students.
6. As most spelling curriculum in elementary school is broken up into phonics, the implementer will use the phonics to teach the words. For example, if the unit has the words mat, sled, and pig, the implementer will say each word twice, the second time emphasizing the vowel sound.
7. Placing one of each word with that sound at the top of the column, the students are to place each word in its appropriate column.
8. After completing the pile of spelling words, the students are instructed to attempt to think of other words that follow those same spelling/ phonics rules.
9. This is to be done for the first ten minutes of the session. For the second ten minutes of the session, pairs of students are to quiz each other, using the index cards of spelling words, taking turns to see who can spell the words.

### Progress Monitoring:

Baseline data can be gather from previous spelling tests, while weekly spelling tests can monitor progress during the intervention. If desired, students can be given a baseline and intervention phase writing exercise and words per minute written can be calculated to monitor the effects on student's writing fluency.

### Treatment Integrity:

The following survey can be filled out by the implementer to obtain self-report data. If desired, forms can be modified and students can be taught to assess the implementers for treatment integrity. Score 1 for yes and 0 for no.

1. I have taken baseline data. \_\_\_\_\_
2. I have conducted the lessons using phonics. \_\_\_\_\_
3. I have instructed the student in the concept of phonics and the phonics rule for this unit. \_\_\_\_\_
4. I have elicited new words following this phonics rule from the students. \_\_\_\_\_
5. I have engaged in this activity with a pair of students. \_\_\_\_\_
6. I have instructed students on peer tutoring. \_\_\_\_\_
7. Students have spent 10 minutes tutoring each other. \_\_\_\_\_

Total Score: \_\_\_\_\_

**Based On:**

Graham, S., Harris, K. R., & Chorzempa, B. F. (2002). Contribution of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology, 94*(4), 669-686.

**Supported By:**

Berninger, V. (1999). Coordinating transcription and text generation in working memory during composing: Automatic and constructive processes. *Learning Disability Quarterly, 22*, 99-112.

Calkins, L. (1985). "I am one who writes": New approaches to children's writing. *American Educator, 9*, 26-29, 42-44.