REWARDS: Reading Excellence: Word Attack & Rate Development Strategies

An overview of the program presented by:

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Nationally certified REWARDS trainer
REWARDS (Intermediate), REWARDS (Original Program), REWARDS Plus: Reading Strategies Applied to Social Studies Passages, & REWARDS Plus: Reading Strategies Applied to Science Passages
The **REWARDS** Program was designed to meet the needs of struggling readers

- **REWARDS Intermediate**
  - Grades 4-6
  - Read at 2.5 or above
  - 25 lessons

- **REWARDS Secondary/Original**
  - Grades 6+
  - Read at 2.5 or above
  - 20 lessons

- **REWARDS Plus: Social Studies & Science**
  - Grades 6+
  - Read at 4th or above
  - 45-66 days of instruction
What is REWARDS Intermediate & Secondary?

• A research-validated program
• Consisting of 20-25 fifty minute lessons
• To teach intermediate and secondary students a flexible strategy for decoding long words
• To enhance their decoding accuracy and fluency
REWARDS
Intermediate & Secondary is based on three premises:

80% of all words have an affix
Every decodable part has a vowel sound
Close approximations can be corrected using content.
Why might you want to teach REWARDS?

READING is the major predictor of academic success.

But many of our intermediate and secondary students are poor readers, have trouble passing content-area classes and are not doing well on the state tests.
Older Struggling Readers

“We don’t have to give up on older students with limited literacy. The great majority of them do not have serious reading disabilities; they are better described as “curriculum casualties”. And we can do something about that. It’s not too late. We should give them what they so desperately need and want: a concentrated, ambitious, research-based literacy curriculum”

Jane Fell Green
Report of the National Reading Panel

Available at no charge:
www.nationalreadingpanel.org
Why might you want to teach \textit{REWARDS}?

• Necessary for comprehension
  – Word recognition is a necessary, though not sufficient, skill to allow comprehension.
Why might you want to teach \textit{REWARDS}?

As you participate in the following activity, reflect on the contributions word recognition makes to reading comprehension.
Why might you want to teach REWARDS?

• Most of the new words have 2 or more syllables

• The longer words are often content words that carry the meaning of the passage.

Cunningham, 1998
Why might you want to teach **REWARDS**?

Assume you cannot read multisyllabic words. Read the following passage. The underlined multisyllabic words have been deleted. How much would you gain from reading this social studies passage.
“The f_________s of the c__________n f____d a d_________ t c________t. They saw the need for a strong n_________l g________t. At the same time, they did not want to take away all p______r from the states. Like most A________s, they b________d that state g________t would better u________d the special needs and c________s of their c________s.”
“The framers of the constitution faced a difficult conflict. They saw the need for a strong national government. At the same time, they did not want to take away all power from the states. Like most Americans, they believed that state government would better understand the special needs and concerns of their citizens.”

From the American Nation (1994) published by Prentice Hall
Why might you use **REWARDS**?

- Poorly developed word recognition skills are the most pervasive and debilitating *source of reading challenges*. (Adams, 1990; Perfetti, 1985; Share and Stanovich, 1995)

- The ability to decode long words increases the qualitative *differences between good and poor readers*. (Perfetti, 1986)

- Poor decoders, even those who can decode single syllable words, have a difficult time with *multi-syllabic words*. (Just & Carpenter, 1987)

- Low decoders
  - Pronounce fewer affixes and vowel sounds correctly
  - Disregard large portions of letter information (Shefelbeine & Calhoun, 1991)
Why might you want to teach REWARDS?

• The “Matthew Effect”
  – Students with low word recognition and fluency skills will read less. “The rich get richer. The poor get poorer.”

(Stanovich, 1986)
## Data on 5th Grade Students

### Time 5th Graders Spent Reading In and Out of School

<table>
<thead>
<tr>
<th>Standardized Test Scores</th>
<th>Time Spent Reading Per Day</th>
<th>Words Read Per Year</th>
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<tbody>
<tr>
<td>90%</td>
<td>40 minutes</td>
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<tr>
<td>50%</td>
<td>13 minutes</td>
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<tr>
<td>10%</td>
<td>1.5 minutes</td>
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Think, Pair, Share

- What are the some advantages of reading more volume?
Reading More Leads to Accompanying Gains in:
Why might you want to use REWARDS?

- **Teaching** helps!
- **REWARDS** Research
  - Reading deficient 4th and 5th graders who were taught the **REWARDS** strategies made significant gains over students receiving monosyllabic word instruction. (Archer, Gleason, Vachon, Hollenbeck, 2004)
  - Significant increases in word reading accuracy and fluency were observed in 6th, 7th, and 8th graders. (Vachon & Gleason, 2004)
The dilemma.........

How am I ever gonna learn to read when all of the words are DIFFERENT???
A Solution.......... 

Students need a flexible strategy for pronouncing long words.

No relationship exists between knowledge of syllabication rules and successful reading.  

(Canney & Schreiner, 1977)
Overt Strategy

1. Circle the word parts (prefixes) at the beginning of the word.

2. Circle the word parts (suffixes) at the end of the word.

3. Underline the letters representing vowel sounds in the rest of the word.

4. Say the parts of the word.  
   Example: reconstruction

5. Say the parts fast.

6. Make it into a real word.
Overt Strategy

1. expansion
2. fraction
3. confederate
Covert Strategy for Reading Long Words

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.
Needed Preskills

• Vowel combinations
• Vowel conversion
• Underline vowel sounds in words
• Correcting close approximations using context
• Pronouncing word parts
• Identify & circling words parts
Two Types of Lessons: **Preskill** and Strategy

**Preskill Lessons**

- **Oral activities**
  - Blending word parts into words
  - Correcting close approximation using content
- **Vowel Combinations and Vowel Conversions**
  - Underlining vowels in words
- **Prefixes and Suffixes**
  - Circling prefixes and suffixes in words
- **Vocabulary**
- **Spelling Dictation**
AUDITORY SKILLS

Blending word parts into words

- Correcting close approximations using content
REWARDS : Auditory Skills

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: In this activity, students learn to hear words pronounced part by part by part, before they blend the word parts together to make a real word. Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your Student Book to Lesson 1.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. Listen. (Say the word, pausing completely between the word parts.)
   tea spoon ful. What word? __
3. (Repeat with the following examples.)
   sec re tar y
   in dis tinct
   ad min is ter
   in ter mis sion
   fas cin a tion
   ex tra va gant
REWARDS : Auditory Skills

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

**Activity Procedure:** In this activity, students listen to mispronunciations similar to those that might be made while they decode words. Then they use the context of the sentence and their own language to make the word into a real word. Pronounce the word incorrectly as shown (stressing the word part in bold). When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Sometimes when we read a longer word, the word doesn’t sound right. We have to change the pronunciation of the word so that it makes sense in the sentence. Let’s see if you can change these words to make sense in the sentences.

2. Listen. I read the word ‘hus bānd’. Change the word to make sense in this sentence. ‘Have you met Mrs. Smith’s hus bānd?’ What should the word be? __

3. (Repeat Step 2 with the following examples, stressing the bold word part.)

| hōt el | When we were on vacation, we stayed in a hōt el. |
| dēs troy | The twister will dēs troy the barn. |
| crād le | The baby is sleeping in the crād le. |
| un fort ūn āte | Losing his car keys was very un fort ūn āte. |
## Sounds & Names of Vowel Graphemes

<table>
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<th>Vowel Letter</th>
<th>Sound</th>
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<th>Name</th>
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# Vowel Combinations

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<td>or</td>
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</table>
REWARDS : Vowel Graphemes

ACTIVITY B: Vowel Combinations (See the Student Book, page 1.)

<table>
<thead>
<tr>
<th>ay</th>
<th>ai</th>
<th>au</th>
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</thead>
<tbody>
<tr>
<td>(say)</td>
<td>(rain)</td>
<td>(sauce)</td>
</tr>
</tbody>
</table>

Activity Procedure: In this activity, students learn the sound to say when they see a combination of letters. Have students point to the letters in their Student Books. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.

2. Look at the box. Point to the letters a - y. The sound of these letters is usually /æ/. What sound? __

3. Point to the letters a - i. The sound of these letters is usually /ə/. What sound? __

4. Point to the letters a - u. The sound of these letters is usually /aw/. What sound? __

5. Go back to the beginning of the line. Say the sounds again. What sound? __ Next sound? __ Next sound? __
ACTIVITY C:  **Vowel Conversions** (See the Student Book, page 3.)

| a | i |

**Activity Procedure:** In this activity, students learn to switch between saying the sound and saying the name for a particular vowel letter. They learn that when they see a vowel letter in a long word, they should first say the sound. If it doesn't make a real word, they will say the name. Have students point to the letter while you tell them the sound, and have them repeat the sound. Then, have students point to the same letter while you tell them the name, and have students repeat the name. Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, first try the sound. If it doesn't make a real word, then try the name.

2. Point to the first letter. The sound is /a/. What sound? ___ The name is a. What name? ___

3. Point to the next letter. The sound is /i/. What sound? ___ The name is i. What name? ___


## REWARDS: Vowel Graphemes

**ACTIVITY D: Reading Parts of Real Words** (See the *Student Book*, page 1.)

<table>
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<th></th>
<th>frain</th>
<th>trast</th>
<th>cay</th>
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<td>4.</td>
<td>path</td>
<td>tri</td>
<td>aut</td>
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**Activity Procedure:** In this activity, students learn to read parts of words that come from real words. When separated from the whole word, many of these word parts look like nonsense words. When a vowel in a word part could be pronounced with the sound or name, an asterisk under the vowel indicates that students should say the name. Ask students to say each word part to themselves, then aloud. Remind them what to do when they see the asterisk.

**Notes:**
- On word parts with an asterisk under the vowel, tell students to say the name. Ask: “What name?”
- If you are teaching older students for whom “thumbs-up” is inappropriate, have students look at you when they can read the word part.

1. Find Activity D. We are going to read parts of real words. Most of these word parts are not real words by themselves, but practicing them will help you read longer words later.

2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. ___ What part? ___

3. Next word part. Thumbs-up when you are ready. ___ What part? ___

4. Next word part. (Pause.) What part? ___

5. Next word part. (Pause.) What part? ___


7. Next word part. (Pause.) What part? ___

8. Next word part. (Pause.) What part? ___

**Activity Procedure:** In this activity, students learn that each word part has a vowel sound. They learn to use the vowel sounds to read the word parts, then blend the word parts together to say the whole word. Show students how to find the vowels and say the sounds. Next, ask them to say the word parts. Then, ask them to say the whole word.

(Use Overhead 1: Activity E)

1. Find Activity E. Listen. Each part of a word has one vowel sound. What does each word part have? Finding the vowels in a word helps us read the word.

2. Watch me find the vowels in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the letters representing vowel sounds in **waistband**. Point to the vowels.) What sound? What sound? How many vowel sounds? So, how many word parts?

3. Watch again. (Underline the letters representing a vowel sound in **fraud**. Point to the vowel.) What sound? How many vowel sounds? So, how many word parts?

4. Watch one more. (Underline the vowels in **plaything**. Point to the vowels.) What sound? What sound? How many vowel sounds? So, how many word parts?

5. Now, you underline the vowels in the words in Line 1. (Pause.) Now, underline the vowels in the rest of the words. Look up when you are done.

6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowels. Fix any mistakes.

7. (When students are done checking, assist them in reading each word beginning with the first word in Line 1. Touch the vowels in **waistband**.) What sound? (Then loop under each word part in **waistband**.) What part? What part? (Run your finger under the whole word.) What word?

8. (Repeat Step 7 with all words in Activity E.)
## Word Parts and Vowel Combinations

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<th>Key Word</th>
<th>Word Part</th>
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<td>meat, thread</td>
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</table>
Activity Procedure: In this activity, students learn to identify and pronounce prefixes and suffixes. In this lesson, have students first point to the words, then the circled prefixes, while you pronounce them. Ask students to repeat the words and prefixes after you.

1. Find Activity G. Now, we are going to learn about word parts we call prefixes. Prefixes always come at the beginning of words. Do prefixes come at the beginning or at the end of words? __

2. Point to the first column in the box. The first word is discover. What word? __ Point to the circled prefix. The prefix is /dis/. Say it. __

3. Point to the next word. The word is mistaken. What word? __ Point to the circled prefix. The prefix is /mis/. Say it. __

4. (Repeat with abdomen and /ab/, and advertise and /ad/.)


6. The parts of words you just learned come at the beginning of words. What are they called? __ In the next activity, you are going to circle these prefixes.
## Activity H: Circling Prefixes and Suffixes (See the Student Book, page 3.)

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<table>
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<td>7.</td>
<td>disband</td>
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### Activity Procedure:

In this activity, students practice identifying the prefixes and suffixes learned in the previous activity. In this lesson, tell students to find the prefixes they have learned and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.

(Use Overhead 1: Activity H)

1. **Find Activity H. Circle the prefixes you learned in Activity G. Do prefixes come at the beginning or at the end of words?** __ Be careful. Some words have no prefixes, and some words have one of the prefixes you just learned. Look up when you are done. __

2. **(Show the overhead transparency.) Now check to see if you circled all the prefixes. Fix any mistakes.** __

3. **(When students are done checking, assist them in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here.** __
   (Loop under each word part in **addict**.) **What part?** __ **What part?** __
   (Run your finger under the whole word.) **What word?** __

4. **(Repeat Step 3 with all words in Activity H.)**
REWARDS : Focus on Meaning

ACTIVITY I: Vocabulary (See the Student Book, page 3.)

a. to not claim (line 2, Activity H) **disclaim**

b. a person that does not fit into a group (line 3, Activity H) **misfit**

c. a word or phrase that was not printed correctly (line 6, Activity H) **misprint**

d. to not match (line 7, Activity H) **mismatch**

Activity Procedure: In this activity, students focus on the meaning of words when an affix is added. They read a definition that includes the root word and locate a related word with an affix. Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. Listen. You are going to learn the meanings of words that have prefixes.

2. Listen to the first definition, ‘to not claim.’ Find the word that means ‘to not claim’ in Line 2 of Activity H, and write it on the line after a. (Pause and monitor.) What word means ‘to not claim’? (disclaim)

3. Listen to the next definition, ‘a person that does not fit into a group.’ Find the word in Line 3 and write it. (Pause and monitor.) What word means ‘a person that does not fit into a group’? (misfit)

4. Next. ‘A word or phrase that was not printed correctly.’ Find the word in Line 6 and write it. (Pause and monitor.) What word means ‘a word or phrase that was not printed correctly’? (misprint)

5. Next. ‘To not match.’ Find the word in Line 7 and write it. (Pause and monitor.) What word means ‘to not match’? (mismatch)
REWARDS : Focus on Meaning-Word Families

Family 2

construct- Megan will **construct** a model house of legos.

constructing- She loves **constructing** things from legos.

construction- The **construction** of the complicated house will take days.

Reconstruct- If the house falls down, she will have to **reconstruct** it.

Word Relative Instruction- new edition
1. Read the first word **construct**
2. Read the sentence
3. Tell your partner the meaning of the word **construct**.
4. (Call on a student) What does **construct** mean?
5. Read the next word **constructing**
6. Read the sentence
7. Tell your partner the meaning of the word **constructing**.
8. (Call on a student) What does the word **constructing** mean?

Repeat for remaining words
ACTIVITY J:  **Spelling Dictation** (See the *Student Book*, page 3.)

<table>
<thead>
<tr>
<th>1. admit</th>
<th>2. misprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. maintain</td>
<td>4. pathway</td>
</tr>
</tbody>
</table>

**Activity Procedure:** In this activity, students practice spelling some of the words they’ve learned to read. For each word, tell students the word, then have students say the parts of the word with you. Have them say the parts to themselves as they write the word. Then have students compare their words with your word written on an overhead transparency or the board. Finally, have students cross out and rewrite any misspelled words.

**Note:**
- Distribute a piece of light cardboard to each of the students so they can cover their page during spelling dictation. The cardboard can also be used as a bookmark so students can quickly locate pages at the beginning of the lesson.

1. Find Activity J. At the end of each lesson you will be spelling four of the lesson words. Please cover up the rest of the page with your cardboard.

2. The first word is **admit**. What word? __ Say the parts in **admit** with me. (admit). Say the parts slowly to yourself as you write the word. (Pause and monitor.)

3. (Write **admit** on the board or overhead transparency.) Check **admit**. If you misspelled it, cross it out and write it correctly.
Two Types of Lessons: Preskill and Strategy

Strategy Lessons
• Vowel combination and vowel conversion review
• Prefix and suffix review
• Strategy instruction
• Strategy Practice
• Word Families
• Spelling Dictation
• Vocabulary
• Sentence reading
• Passage reading and comprehension
• Passage reading fluency
Strategy Lesson
Format

I do it
We do it
You do it
REWARDS: Strategy Instruction: Modeling

**ACTIVITY D: Strategy Instruction** (See the Student Book, page 38.)

1. propeller  
2. infection  
3. befuddle  
4. exterminate  

**Activity Procedure:** In this activity, students practice using all the skills learned in the first 12 lessons for figuring out longer words. First, use two words to show students how to use the strategy. Then, work with students to apply the strategy to the remaining words. Ask students if the word has any prefixes or suffixes, then circle them. Underline the vowels and have students say the sounds. Finally, have students say the word, first part by part, and then as a whole word.

**Items:** Use Overhead 13: Activity D

**Note:**
- Read this activity carefully before you teach, because the wording changes in each lesson.

1. Find Activity D.
2. Today we are going to learn a strategy for figuring out longer words. The **REWARDS** strategy uses all the skills you have learned in the first 12 lessons.
3. Look up here. Watch me use the strategy. (Point to the word propeller.)
4. First, I circle prefixes and suffixes. (Circle pro and er. Point to each affix and ask …) What prefix? ___ What suffix? ___
5. Next, I underline the vowels in the rest of the word. (Underline e in pell. Point to the vowel and ask …) What sound? ___
6. Next, I say the parts in the word. (Loop under each part and say the parts.) propeller
7. Next, we say the whole word. It must be a real word. What word? ___
8. (Repeat Steps 4-7 with construction.)
9. Let’s read some more words.
Strategy Instruction-Modeling

1. prevention

2. description
# REWARDS: Strategy Instruction - Guided Practice

**Activity E: Strategy Practice** (See the Student Book, page 38.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>expansion</td>
</tr>
<tr>
<td>2.</td>
<td>container</td>
</tr>
<tr>
<td>3.</td>
<td>performance</td>
</tr>
<tr>
<td>4.</td>
<td>reunion</td>
</tr>
<tr>
<td>5.</td>
<td>furnish</td>
</tr>
</tbody>
</table>

**Activity Procedure:** In this activity, students practice using the strategy themselves for figuring out longer words. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.

---

1. Find Activity E.

2. Now it’s your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __

3. (Show the overhead transparency.) **Now check and fix any mistakes.** __

4. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) **Look up here.** __
   (Loop under each word part in the first word.) **What part?** __ **What part?** __ **What part?** __
   (Run your finger under the whole word.) **What word?** __

5. (Repeat with all words in Activity E.)
REWARDS: Generalization of Strategy-Sentence Reading

**Activity G: Sentence Reading** (See the *Student Book*, page 39.)

1. The performance was very artistic.
2. Our new plane propeller is very effective.
3. The cruel words in the letter were unspeakable.
4. When construction is finished, we can furnish the house.
5. Everyone is sick because the infection spread.
6. Did you make a commitment to finish the work?
7. Can you exterminate the ants before they eat all the food?
8. The food consultant will help the people plan their dinner.
9. The man gave them instructions about how to furnish their house.
10. The container leaked; it was not effective for holding water.
11. The awful painting was completed by an inartistic person.
12. The new construction will result in expansion of the school.

**Activity Procedure:** In this activity, students use the strategy for figuring out longer words in the context of sentences that contain words they have already practiced. Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.
Passage Reading Procedures

• Goals
• 1. To provide as much practice as possible.
• 2. To involve all students.
• 3. To reread sections to increase fluency
Passage Reading Practices to Improve Fluency

Traditional practice: Round robin reading

Students take turns reading parts of a text aloud—literature, social studies, science, health
Partner Discussion

• What are the disadvantages of Round Robin reading in a large group setting?
Disadvantages of Round Robin Reading in Large Group Settings

- Decreased practice opportunities
- Decreased attention to task
- Promotes feelings of anxiety
- Favors better readers
Disadvantages of Round Robin Reading in Large Group Settings
Question: What can we do instead???

Answer:

Implement passage reading procedures which involve all students.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Guidelines for Implementation</th>
</tr>
</thead>
</table>
| Silent Reading    | 1. Specify the amount to be read  
2. Tell students to reread any material if they finish early.  
3. Have students “whisper read” to you                                                                  |
| Individual Turns | 1. Call on students in random order  
2. Vary the amount                                                                                         |
| Choral Reading    | 1. Orally read with your students  
2. Read at a moderate rate  
3. Pre-correct “Keep your voice with mine”                                                                    |
| Cloze Reading     | 1. Orally read the material to your students.  
2. Pause and have students say the next word.  
3. Delete “meaningful” words                                                                            |
| Partner Reading   | 1. Assign students partners and the numbers one and two. Give the number one to the highest performing student in the partnership.  
2. Designate an amount that will be read to their partner.  
3. When an error is heard, have the students use the Ask, then Tell correction procedure. ASK- “Can you figure out this word?”  
TELL- “This word is ______. What word? Reread the sentence.”                                                  |
REWARDS: Generalization of Strategy- Passage Reading
Intermediate passages for 4th, 5th, 6th.
Secondary passages for 6th, 7th, 8th

ACTIVITY 1: **Passage Preparation** (See the *Student Book*, page 55.)

<table>
<thead>
<tr>
<th>Part 1—Tell</th>
<th>Part 2—Strategy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emerald Isle</td>
<td>1. surrounded</td>
</tr>
<tr>
<td>2. famine</td>
<td>2. uniform</td>
</tr>
<tr>
<td>3. European</td>
<td>3. pasture</td>
</tr>
<tr>
<td>4. Celts</td>
<td>4. emigrate</td>
</tr>
<tr>
<td></td>
<td>5. disaster</td>
</tr>
<tr>
<td></td>
<td>6. equipment</td>
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<tr>
<td></td>
<td>capital</td>
</tr>
<tr>
<td></td>
<td>Protestant</td>
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<td></td>
<td>manufacture</td>
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<td></td>
<td>manufacturing</td>
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<td></td>
<td>industry</td>
</tr>
<tr>
<td></td>
<td>transportation</td>
</tr>
<tr>
<td></td>
<td>official</td>
</tr>
</tbody>
</table>

**Activity Procedure:** Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Then have students figure out each word to themselves, then say it aloud.
Activity J: Passage Reading (See the Student Book, pages 55 and 56.)

“The Emerald Isle”

If you could fly over Ireland on a summer day, you would see lush green meadows and tree-covered hills. Surrounded on three sides by the Atlantic Ocean, Ireland’s green color is so striking that it was named the Emerald Isle. (1)

The Landscape

At Ireland’s center lies a wide, rolling plain dotted with low hills. Forests and farmland cover this central lowland. Much of the area is rich in peat, or wet ground with decaying plants that can be used for fuel. Peat is dug from bogs, or swampland. (2)

Along the Irish coast, the land rises in rocky highlands. In some places, however, the central plain spreads all the way to the sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.

The Climate

Whether plain or highland, no part of Ireland is more than 70 miles from the sea. This nearness to the sea gives Ireland a uniform climate. Like the United Kingdom, Ireland is warmed by moist winds blowing over the North Atlantic Current. The mild weather, along with frequent rain and mist, makes Ireland’s landscape green year-round. (3)

The Economy

Ireland has few mineral resources. The country, however, does have rich soil and pastureland.

The mild and rainy climate favors farming. In the mid-1800s, Irish farmers grew potatoes as their main food crop. When too much rain and a blight caused the potatoes to rot in the fields, famine struck, bringing hardship to the Irish. This disaster forced many Irish to emigrate to other countries, especially to the United States. (4)
REWARDS : Passage Reading

Lesson 16

Find Activity J. Today’s article comes from a geography textbook. The article is about the country of Ireland. Read the title with me. “The Emerald Isle.”

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A  If you are teaching a small group with students who are having difficulty, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B  If you are teaching a small group with students who are not having difficulty, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C  If you are teaching a large group with students who are having difficulty, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D  If you are teaching a large group with students who are not having difficulty, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What country is sometimes called the Emerald Isle?** (Ireland) Why? (Because it is so green.)
2. **What do the Irish dig up from the central plain?** (Peat that can be used for fuel.)
3. **Describe the reason for Ireland being so green.** (listen for ideas such as: not far from the sea, uniform climate, moist winds, mild weather, frequent rain and mist)
Who can benefit from REWARDS Intermediate & Secondary?

Students in Grades 4-12

- who have mastered the basic reading skills associated with 1\textsuperscript{st} & 2\textsuperscript{nd} grade,
- who have difficulty reading grade level material, \textbf{and/or}
- orally read grade-level material more slowly than their peers.
In what types of settings has *REWARDS* been used?

Both *REWARDS* Intermediate & Secondary* can be used with:

- Remedial Reading and Special Education Classes with struggling intermediate and secondary students
- Summer School, After-School & Supplemental Programs

*REWARDS Secondary can also be used with on-level students in 4th & 5th grade.*
Who might teach REWARDS?

• General education teachers
• Reading teachers
• Special education teachers
• Remedial or compensatory education teachers
• Well trained para-educators with individuals or a small group
• Well trained tutors working with an individual students
What’s included in REWARDS

• Teacher’s Guide
  – Introduction
  – Twenty lessons
    • Lessons 1-12: Necessary preskills
    • Lessons 13-20: Strategy instruction, generalization to sentence & passage reading, & fluency building
  – Blackline masters of overheads
  – Pre, post, & generalization tests
  – Posters & Additional support materials

• Student Book
Similarities between REWARDS Intermediate and Secondary

- Decoding
- Fluency
- Students who read at 2.5 or above
- Lesson Structure
- Student Book
  - Strategies
  - Charts
Difference between *REWARDS* Intermediate and Secondary

- For Students–Grades 4-6
  - 25 lessons
  - Word choice, reading and interest level - Grades 4, 5 & 6
  - Expanded instruction focusing on word relatives
  - More in-depth vocabulary component

- Students–Grades 6+
  - 20 lessons
  - Word choice, reading and interest level–Grades 6+
  - Word relatives exercise optional
  - Vocabulary exercise optional
Research Based & Validated Techniques Included in REWARDS

• The Decoding Strategy
• Active Student Participation
• Repeated Reading-Fluency
Easy to Implement

• Each lesson is scripted as a support to the teacher.

• Black-line masters of overheads are included in the teachers manual.
  – The words have been pre-looped or segmented
  – Charts are provided so that students can monitor their fluency progress themselves

• But what do teachers and students have to say…….
“Our high school teachers are amazed and joyous over the progress our students are making. We put some 6th grade readers in the program and they jumped to 8th grade readability!”

Debra Berlin,
Secondary Reading Coordinator,
Broward County School District
Thanks so very much! ....
REWARDS is the single most effective program I have ever found for at-risk middle school readers."

From Sandra a Middle School teacher in Washington State
“I wanted to follow up with you on Rewards… my reading kids are doing great with it! ….. I have seen more smiles and heard more, “ohhh”s! Many are admitting that they never learned how to spell words by breaking words into syllables and never looked so much at the various sounds vowels make! YEAH! …..This is amazing and I’m so excited about my classes! My students seem to feel more proud of themselves and don’t feel so “dumb.” Thank you for introducing me to this program!”

Tracy a High School Teacher in Florida
“This is COOL (REWARDS strategy)
Why didn’t anyone ever show me this before?.”

Darnell, a seventh grader in a mandatory reading intervention program.
What is REWARDS Plus?

Social Studies and Science

1. Practice REWARDS Strategies
   • Decoding & Fluently
2. Understand critical vocabulary
3. Comprehend expository texts
4. Respond to multiple-choice & short answer questions.
5. Write coherent summaries & extended responses.
REWARDS Plus-
Social Studies

• Reinforces skills in decoding, vocabulary, comprehension, writing and test taking to help students experience more success with reading in social studies.
REWARDS Plus-
Social Studies

- Built around social studies articles that vary in content from Greek theatre to the mysteries of Easter Island.
REWARDS Plus- Science

- Similar to REWARDS Plus Social Studies

- Reinforces skills in decoding, vocabulary, comprehension, writing and test taking to help students experience more success with reading in science.
REWARDS Plus- Science

• Each lesson features interesting and informative articles from physical, earth and life sciences

• A wide variety of topics are covered including atoms, ecosystems, photosynthesis and the cardiovascular system.
Who should participate in **REWARDS PLUS**?

• Struggling readers in 6th - 12th grades
• Who read at the 4th grade level or above
• Have completed *REWARDS*
• Anyone who would benefit from additional instruction on decoding, fluency, vocabulary, and comprehension
Where?

- Special reading classes in middle or high school.
- Remedial or special education settings.
- Intensive interventions
  - After school
  - Summer school
  - Interim sessions
What is taught?

Review Lessons- Six Lessons (One period each)

- Foundation skills for reading long words
  * Vowel conversions & combinations
  * Word parts at the beginning and end of words (prefixes & suffixes)

- REWARDS STRATEGY
  * Strategy practice (overt strategy)
  * Independent strategy practice (covert strategy)
  * Sentence Reading
What is taught?

Application Lessons - 15 Lessons (Two-four periods each)

• Built around social studies passages
  – Well-written, cohesive & interesting content
  – Representative of secondary content area textbooks
  – 8th to 9th grade readability

• Comprehension & Writing Strategies
  – Multiple Choice & Short Answer Questions
  – Writing Summaries and Extended Responses
How are Application Lessons Organized?

• Before passage reading
• During passage reading
• After passage reading
Before

Background Knowledge

• Build students’ background knowledge
  * Examine the graphic
  * Examine the time-line
• Preview the passage
  * Read the title
  * Read the headings and subheadings
During Passage Reading

- Passage Reading Procedures
  - Contains different options for different size groups and different ability levels
- Teacher asks questions during the students’ second reading of the passage.
After - Extended Response

Strategy Instruction

• Think Sheet
  – List
  – Cross-out
  – Connect
  – Number
  – Write
  – Edit
Why might you want to teach REWARDS?
Why might you want to teach REWARDS?
Why might you want to teach REWARDS?
The REWARDS Program can have a powerful effect on the educational future of struggling readers.
For more information...

Visit:
REWARDS reading page at Cambium Learning
www.rewardsreading.com

Florida Center for Reading Research
www.fcrr.org/fcrrreports/PDF/rewards_report.pdf
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