



REWARDS[®]

SHORT-TERM INTERVENTION, LONG-TERM RESULTS

Targeted Strategies to Empower Older Learners
to Read, Write, and Learn Across Content Areas



The **EVIDENCE-BASED, TARGETED AP**

Reading **E**xcellence **W**ord **A**ttack and **R**ate **D**evelopment **S**trategies

Numerous studies, from the authors and independent researchers, have validated the effectiveness of **REWARDS®**. Key conclusions state that **REWARDS**:

- Improves students' ability to decode unknown long words
- Yields significant growth in decoding and reading rate (fluency)
- Is effective with English language learners
- Is effective as an intervention for struggling readers and students with reading disabilities
- Can be successfully implemented by a wide variety of educators—teachers, paraprofessionals, and volunteers

Visit www.soprislearning.com/rewards for comprehensive research information.

“The components of the **REWARDS** program address the needs of older at-risk readers with quick results. My students reported that, after the program, they could read things they never could read before, their confidence increased, and they started reading for pleasure.”

*Vonnie DiCecco, Education Specialist
California Department of Education*

PROACH to Improving LITERACY SKILLS.

The REWARDS family of reading and writing intervention materials is specifically designed for older struggling learners. Educators nationwide have embraced REWARDS as a powerful short-term intervention that results in long-term literacy achievement. The program supports any core curriculum and offers flexible implementation options. **The ultimate goal of the REWARDS suite is to increase fluency rates, deepen comprehension of informational and content-area texts, and increase precision in sentence writing.**

The REWARDS Suite:



REWARDS INTERMEDIATE AND SECONDARY
FLUENCY, MULTISYLLABIC WORD READING, ACADEMIC VOCABULARY

LEARN THE STRATEGY!
APPLY THE STRATEGY!



REWARDS PLUS
READING STRATEGIES APPLIED TO SOCIAL STUDIES AND SCIENCE PASSAGES

APPLY THE STRATEGY
TO AUTHENTIC CONTENT



REWARDS WRITING
SENTENCE REFINEMENT

COMPOSE IMPACTFUL, CLEAR SENTENCES

How is REWARDS Implemented?

REWARDS has been validated in a number of settings with a variety of learners. All components of REWARDS can be implemented as:

- Supplements to core instruction
- Part of a strategic or intensive intervention program during the school day
- After school/extended day programs
- Part of a summer school program

REWARDS INTERMEDIATE AND SECONDARY

KEY DETAILS

Intermediate

- Students:
- Grades 4–6
 - Read at 3.0 or above

- Lessons:
- 25 lessons
 - 50–60 minutes per lesson

Secondary

- Students:
- Grades 6–12
 - Read at 3.0 or above

- Lessons:
- 20 lessons
 - 50–60 minutes per lesson

REWARDS INTERMEDIATE AND SECONDARY

Rate Development for Fluency, Multisyllabic Word Reading, Academic Vocabulary

The primary strength of *REWARDS* Intermediate and Secondary is its unwavering focus on strategies that are proven to make the most impact on accelerating the growth of students' reading. **The primary focus of *REWARDS* is decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing work and passage reading fluency, building academic vocabulary, and deepening comprehension.**

The Strategy: Key to Fluent Reading

6-Step Strategy to Breaking Down Complex Words

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it into a real word.



Why does this work?

- Requires students to pay attention to the word (as opposed to skipping it or guessing)
- Breaks words into manageable chunks (increasing students' ability to recognize patterns)
- Provides students with background on meanings of word parts



Placement and Progress Monitoring

Screening	Progress Monitoring		
	Before program	During program	After program
San Diego Quick Assessment	<ul style="list-style-type: none"> • Multisyllabic Word • Reading Fluency • Pretest/Posttest 	Unit Check-ups covering the content of the lessons	<ul style="list-style-type: none"> • Multisyllabic Word • Reading Fluency • Pretest/Posttest
Passage Reading Fluency Pretest/Posttest	<ul style="list-style-type: none"> • Passage Reading • Fluency Pretest/Posttest 	Fluency timings of passages	<ul style="list-style-type: none"> • Passage Reading • Fluency Pretest/Posttest

REWARDS INTERMEDIATE AND SECONDARY

Easy-to-Implement, with Teacher-Friendly Streamlined Components



ACTIVITY I: Content-Area Vocabulary

Student Objectives:

- to pronounce and remember a list of content-area vocabulary words that will be included in an informative passage (List 1).
- to apply the REWARDS multisyllabic word reading strategy to a list of words that will be included in the passage (List 2).
- to understand the meanings of the words on both lists, thus test passage comprehension.
- to gain background knowledge that can be activated and used in reading and comprehending the passage.

Content-Area Vocabulary, List 1
(Tell students the pronunciation)

Activity Summary

- The pronunciation of the words in List 1 cannot easily be determined by sounding out the words part by part.
- Use the display to do the following with each word:
 - Tell students the pronunciation of the word and have repeat it.
 - Have students read the part of speech and explain it with you.
 - Have students look at their Student Book and read the word in List 1 aloud.
 - Use the scripted wording to provide additional study of the starred words in List 1. This study provides a preview of passage.

ACTIVITY J: Passage Reading and Comprehension

Student Objectives:

- to accurately read an informative passage containing many long words
- to formulate accurate, coherent answers to questions about the passage content

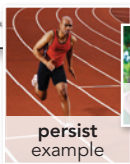
Activity Summary

- With each passage section, have students work on accuracy by having them read the section silently to the embedded number and then reread the same section orally to a partner, together as a group, or individually.
- After students have finished reading the section orally, ask the corresponding comprehension question or questions as follows:
 - Decide whether to ask the scaffolding questions (when provided), which correspond to details that students will need in order to answer the main question. If your students have good comprehension skills, you can skip the scaffolding questions.
 - Ask the main question, provide thinking time, and then have students share their answers with their partners by using a complete sentence, beginning with the sentence starter provided. Finally, call on individuals and discuss their answers.

Instructional Steps / Displays 22.30 to 22.34

- Look at page 103. Find Activity J. You are going to read a passage and answer questions about what you've read. Today's passage is about an admirable man who fought tirelessly for the rights of migrant workers. You will find out why the migrant workers needed more rights and what Cesar Chavez did to fight for them. Read the title with me: "Cesar Chavez, Champion of Human Dignity."
- Find #1 in the passage. *Pause.* Read down to #1 silently. Look up when you are done. Monitor silent reading.
- While students are reading silently, move around the room and ask individual students to whisper read to you, loud enough so you can hear but not loud enough to disturb the class. This procedure will allow you to constantly monitor the reading progress of students.
- When the majority of students have completed the silent reading, have them reread the section by having them read orally to a partner (partner reading), read together orally as a group (choral reading), or read aloud individually.

Illustrated content-area vocabulary



More robust comprehension activities ask scaffolded and text-dependent questions

Unit dividers provide Common Core alignment

Unit 1: Lessons 1-5

Content of Lessons	1	2	3	4	5	Related Common Core State Standards (4th and 5th grades)
Decoding—Prerequisite Skills Pronunciation of Vowel Sounds	✓	✓	✓	✓	✓	REWARDS: Students are taught prereqs for reading multisyllabic words as referred to in Foundational Skills #2 and #3a.
Pronunciation of Prefixes & Suffixes	✓	✓	✓	✓	✓	RE.4.3, RE.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
Guided Reading of Multisyllabic Words	✓	✓	✓	✓	✓	RE.4.3a, RE.5.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Encoding Spelling of Multisyllabic Words	✓	✓	✓	✓	✓	REWARDS: Students are taught a strategy for spelling grade-level multisyllabic words as outlined in Language Standard #2.
Fluency—Rate Development Word Reading Rate Building	✓	✓	✓	✓	✓	L.4-24, L.5-24: Spell grade-appropriate words correctly; consult general references as needed.
Vocabulary Meanings of Prefixes & Suffixes	✓	✓	✓	✓	✓	
Academic Vocabulary	✓	✓	✓	✓	✓	

Progress Monitoring Check-up

At the end of Lesson 5, you will be giving students a Pt covers the content of Lessons 1-5. As you and the student to provide extra practice and rehearsal on some of the words in the Spelling Words and Vocabulary. In addition, have students review the meanings of prefix provided. Both the Check-up and the Prefix and Suffix

ACTIVITY D: Guided Strategy Practice

Student Objectives: under teacher guidance, to circle prefixes and suffixes, underline vowels, and read long words, first part by part silently and then as a whole word aloud

Activity Summary

- Have students circle prefixes and suffixes and underline the vowels.
- Assist students in checking their work.
- Have students sound out each word to themselves and then say the whole word aloud.

- professionally
- communicate
- vegetables
- eventually
- unfortunately
- comparison
- identification
- certificates

Instructional Steps / Display 22.1

- Turn to page 99. Find Activity D.
- It's your turn to use the REWARDS strategy. Circle prefixes and suffixes and underline the vowels. Look up when you are done. *Pause and monitor.*

22.1 Check and fix any mistakes. *Pause and monitor.* the first word. *Pause.* Sound out the word to yourself. *Pause.* Sound out the word to yourself. *Pause.* What word? *professionally*

22.1 Check and fix any mistakes. *Pause and monitor.* the first word. *Pause.* Sound out the word to yourself. *Pause.* Sound out the word to yourself. *Pause.* What word? *unfortunately*

22.1 Check and fix any mistakes. *Pause and monitor.* the first word. *Pause.* Sound out the word to yourself. *Pause.* Sound out the word to yourself. *Pause.* What word? *eventually*

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Easy-to-use, color-coded scripting

Effective instruction and correction boxes at point of use

REWARDS Prefixes, Suffixes, and Vowel Sounds

Prefix	Key Word	Meaning of Prefix	Prefix	Key Word	Meaning of Prefix	Prefix	Key Word	Meaning of Prefix
dis	absurd	in, on, not to	dis	deficient	not, opposite of	mis	misprint	wrongly
ab	absorbent	away from, not, opposite of	dis	disagree	not, opposite of	per	permit	through, beyond
ad	adult	to, toward, near, at	con	conclude	come to, on, in, on	pre	prepare	before
be	belong	to, toward, near, at	ex	export	out of, away from	pro	proclaim	forward, instead of
com	compare	together with	im	impossible	not, opposite of, in, into	re	repeat	again, back
con	continue	together with	im	impossible	not, opposite of, in, into	un	unfair	not, opp.
Suffix	Key Word	Meaning of Suffix	Suffix	Key Word	Meaning of Suffix	Suffix	Key Word	Meaning of Suffix
able	approvable	able to be	ant	antenna	against	ness	happiness	state of, condition
age	coverage	act of, state of	ible	reversible	able to be	ness	kindness	state of, condition
al	personal	like, related to	ic	classic	like, related to	or	inventor	person connected with
ance	disturbance	act of, state of, quality of	ing	meaning	doing something, related to	ous	increase	full of
ant	informant	one who, inclined to	ish	vanish	like, related to	s	books	more than, with or in form
ary	ministry	related to, place for	ness	realness	state of, action of	tion	extension	act of, state of
ate	separate	state of, quality of, to make	ist	artist	person who does	tive	responsive	act of, state of
ed	landed	in the past, having	ity	ability	state of, quality of	ial	partial	like, related to
ence	occurrence	act of, state of, quality of	ment	moment	to make	ness	action	act of, state of
ent	continent	one who, inclined to	le	handle	with, adjective, or noun form	ive	attractive	act of, state of
er	barrier	person, connected with, more	less	weaker	without, not	ture	picture	act of, state of
est	greatest	the most	ly	solidly	in a manner that is	y	liberty	like, full
Vowel	Key Words	Vowel	Key Words	Vowel	Key Words			
a	cat	ay	may	aw	law, day			
e	let	ea	meat, thread	ay	hay			
i	bit	ee	deep	ar	far			
o	boat	oo	blue	er	her			
u	put	ou	house	er	her			
ai	rain	oi	coin, boy	er	her			
au	now	ou	house, book	er	her			
oo	good	ou	house	er	her			

Strategies for Reading Long Words

- Overt Strategy**
- Circle the prefixes.
 - Circle the suffixes.
 - Underline the vowels.
 - Say the parts of the word.
 - Say the whole word.
 - Make it a real word.

EXAMPLE
reconstruction

- Covert Strategy**
- Look for prefixes, suffixes, and vowels.
 - Say the parts of the word.
 - Say the whole word.
 - Make it a real word.

REWARDS

Posters reinforce instruction

KEY DETAILS

Students:

- Grades 6–12
- Read at 4.0 or above
- Are familiar with the REWARDS strategy

Lessons:

- 6 Review Lessons (review the REWARDS strategy): 45–50 minutes per lesson
- 15 Application Lessons: 3–4 instructional periods (45–50 minutes each)

REWARDS PLUS SOCIAL STUDIES AND SCIENCE

Build Literacy in Science and Social Studies/History

REWARDS Plus engages students in applying the REWARDS strategy for breaking down multisyllabic words to content-area materials. **The ultimate goal of REWARDS Plus is to develop students' capacity to successfully and independently read social studies and science texts.** REWARDS Plus deepens reading comprehension, increases fluency, introduces domain-specific vocabulary, and builds expository writing skills.

Apply the REWARDS Reading Strategy to Authentic, Content-Area Text

BEFORE READING

- Study unknown words prior to reading
- Learn the meanings of domain-specific words before reading
- Preview passages by examining key text elements, including titles and headings
- Build background knowledge

DURING READING

- Cite text evidence to respond to comprehension questions
- Integrate visual information, such as timelines and diagrams, to better understand text
- Re-read authentic content-area texts

AFTER READING

- Determine main ideas, details, and supporting evidence
- Compose summaries of reading
- Respond to multiple-choice and short-response requests
- Compose paragraph and multiple-paragraph responses
- Re-read and discuss text

Engaging Content-Area Topics

Science Topics include atoms, ecosystems, photosynthesis, and the cardiovascular system

Social Studies/History Topics range from Greek theater to Kanji (Japanese written characters) to the mysteries of Easter Island

Progress Monitoring

REWARDS Plus provides the following to monitor student progress: student fluency graph, rubrics to assess writing, before- and after-program evaluation of domain-specific vocabulary knowledge.



Easy-to-Implement Lesson Design

Apply the REWARDS strategy to domain-specific words

LESSON 4

ACTIVITY A Vocabulary

List 1: Tell

- Britain** n. ► (an island nation in Europe; Great Britain, England)
- empire** n. ► (a group of countries ruled by one country)
- mercantile** adj. ► (relating to merchants)
- mercantilism** n. ► (an economic system developed in France and Britain that stressed government control of the economy and trade)

List 2: Strategy Practice

- exploration** n. ► (the act of traveling to an unknown place to learn about the place)
- acquisition** n. ► (something you get that becomes your own)
- territory** n. ► (any large area of land)
- possession** n. ► (a territory that is under the rule of a foreign country)
- culminate** v. ► (to reach the final point)
- independence** n. ► (the state of not being ruled by another country)
- autonomy** n. ► (independence or freedom)
- individual** adj. ► (single and distinct)
- prevalent** adj. ► (widespread)
- deposit** n. ► (a natural layer of minerals in the earth)

TALLY VOCABULARY 5 Points

Student Book: Application Lesson 4 37

Learn the meaning of content-area vocabulary

Build background knowledge and examine visual supports, such as maps and timelines

APPLICATION LESSON 4

ACTIVITY C Background Knowledge

Like many European countries, Great Britain sought to expand its power and wealth by acquiring territories overseas. In this map, you can see the extent of Britain's territories (in black) as of 1914. Some of its largest possessions included Canada in North America, Australia, and India, on the continent of Asia. By examining the map, you will also notice some major possessions in Africa: Nigeria, Kenya, and South Africa. While these countries later became independent, they were all influenced by British culture.

Map of the British Empire, Early 1900s

Student Book: Application Lesson 4 39

Authentic content-area texts

ACTIVITY D Passage Reading and Comprehension

ACTIVITY PROCEDURE

Have students work on reading accuracy by selecting a passage-reading option that best fits your students.

Passage Reading Accuracy

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

Option A
If you are teaching a small group of 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 a 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.

100 • REWARDS Plus Reading Strategies Applied to Social Studies Passages

Differentiation for small and large groups

Explicit instructional support

APPLICATION LESSON 4

ACTIVITY F Comprehension Questions—Multiple Choice and Short Answer

Comprehension Strategy—Multiple Choice

Step 1: Read the item.
Step 2: Read all of the choices.
Step 3: Think about which choice might be correct or incorrect. Check the article as needed.
Step 4: From the possible correct choices, select the best answer.

1. Main Idea: In this article, the statement “the sun never set on the British Empire” means that:

- the British Empire never
- the glory of the British
- the British Empire was
- the British Empire was

2. Cause and Effect: What was the effect?

- Great Britain wanted to
- Great Britain wanted to
- Great Britain wanted to
- Great Britain wanted to

3. Main Idea: If this article were:

- British Rule in India, Si
- The Rise and Fall of the
- Science Over the British
- The Growth of Trade

4. Cause and Effect: Why did an

32 REWARDS Plus Reading Strategies

ACTIVITY G Expository Writing—Summary

Writing Strategy—Summary

Step 1: LIST (List the details that are important enough to include in the summary.)
Step 2: CROSS OUT (Cross out the details. Cross out one that you decide not to include.)
Step 3: CONNECT (Connect the most important details that could go into one sentence.)
Step 4: NUMBER (Number the details in a logical order.)
Step 5: WRITE (Write your summary.)
Step 6: EDIT (Increase the professional quality of your summary.)

Prompt: Write a summary of the information on the British Empire.

Student Book: Application Lesson 4 43

Multiple-choice and short-answer comprehension questions

Writing summaries

Comprehension Strategy—Short Answer

Step 1: Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

1. Why was expansion of the British Empire initially based on trade?
The British Empire was initially based on trade because Britain wanted the power, wealth, and resources that could come from possessions overseas.

2. What are some of the reasons to make it a wealthy country include?

ACTIVITY G Expository Writing

Writing Strategy—Summary

Step 1: LIST (List the details that are important enough to include in the summary.)
Step 2: CROSS OUT (Cross out the details. Cross out one that you decide not to include.)
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Step 4: NUMBER (Number the details in a logical order.)
Step 5: WRITE (Write your summary.)
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Prompt: Write a summary of the information on the British Empire.

Student Book: Application Lesson 4 43

Planning Box

1. ideas = empire begins with trade
2. ideas = looked for resources in other lands
3. ideas = established colonies where the resources were
4. ideas = acquired land through wars
5. ideas = established British culture in the acquired lands
6. ideas = resources made Britain wealthy
7. ideas = empire declined
8. ideas = colonies wanted independence
9. ideas = some countries fought for it
10. ideas = Britain granted independence to some countries

Directions: Write your summary on a separate piece of paper.

Rubric—Summary	Student or Partner Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	Yes Fix up Yes No	Yes No
2. Did the author focus on important details?	Yes Fix up Yes No	Yes No
3. Did the author combine details in some of the sentences?	Yes Fix up Yes No	Yes No
4. Is the summary easy to understand?	Yes Fix up Yes No	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up Yes No	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentences and proper names of people, places, and things?	Yes Fix up Yes No	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up Yes No	Yes No

44 REWARDS Plus Reading Strategies Applied to Social Studies Passages

WRITING 7 Points

Rubrics to support progress monitoring

REWARDS WRITING: SENTENCE REFINEMENT

KEY DETAILS

- Students:
- Grades 5–12
- Lessons:
- 75 lessons
 - 20–30 minutes per lesson

Impactful, Clear Sentences Are the Foundation of Powerful Writing

REWARDS Writing focuses explicitly on writing and refining powerful sentences. The ultimate goal of REWARDS Writing is to develop students' sentence-writing abilities so they are able to generate high-quality, compelling paragraphs, narratives, and multi-paragraph essays. More than practice, REWARDS Writing provides targeted instruction in key sentence-writing and editing skills. Rubrics and checklists are used to measure progress.



Components of REWARDS Writing

REWARDS Writing results in:

- Precise, refined word choice
- Appropriate use of academic- and content-area vocabulary
- Purposeful sentences that vary sentence pattern based on purpose
- Sophisticated sentences that are compelling and relevant
- Fewer errors

40

PART A Sharpening Your Word Choices

When Mrs. Jones **announced**, "It is time for class to begin," a nervous silence fell upon the class.

Paula leaned over to Robert and **whispered**, "Are you ready for the test?"

"Test!" Robert **exclaimed**, "What test?"

"The final social studies test," she said with surprise. She couldn't believe that Robert had completely forgotten about the test.

Choosing Precise Words

98 • REWARDS Writing: Sentence Refinement

40

PART B Editing Your Paragraph

Sound good?
Combine?
Omit?
Replace?
Expand?

a. As you read the paragraph aloud, ask yourself, "Does it sound good?"
b. **Combine** sentences 1 and 2.
c. **Combine** sentences 3 and 4.
d. **Combine** sentences 5 and 6.
e. **Replace** the underlined word in sentence 5.
f. **Expand** sentence 7 by telling what else is needed to become good at origami.
g. **Omit** a word that's unnecessary or doesn't sound good in sentence 8. (Make an X).
h. **Combine** sentences 8 and 9.

(a) **Japanese** origami is an art form. (b) **The art form is Japanese.** (c) It involves **three-dimensional** folding paper into shapes. (d) **The shapes are three-dimensional.** (e) **create** You could **make** origami butterflies, and cranes, and **you could make** origami frogs, and dogs. (f) It takes patience, **and skill** to master the art of origami. (g) Today, origami is **mostly** mainly used for decorating at parties. (h) **Origami is mainly used for decorating at** special events.

Combining and Expanding Sentences

Student Book • 99

Verbs
words that tell what people or things do

RUN		SAY	
Present tense	Past tense	Present tense	Past tense
run	ran	say	said
jog	jogged	ask	asked
sprint	sprinted	speak	spoke
hurry	hurried	tell	told
rush	rushed	state	stated
scamper	scampered	declare	declared
scurry	scurried	announce	announced
dash	dashed	pronounce	pronounced
dart	darted	voice	voiced
race	raced	verbalize	verbalized
escape	escaped	report	reported
flee	fled	disclose	disclosed
trot	trotted	divulge	divulged
gallop	galloped	convey	conveyed
amble	ambled	recite	recited
lope	loped	claim	claimed
bound	bounded	allege	alleged
		shout	shouted
		exclaim	exclaimed
		whisper	whispered
		utter	uttered
		remark	remarked
		comment	commented
		mention	mentioned

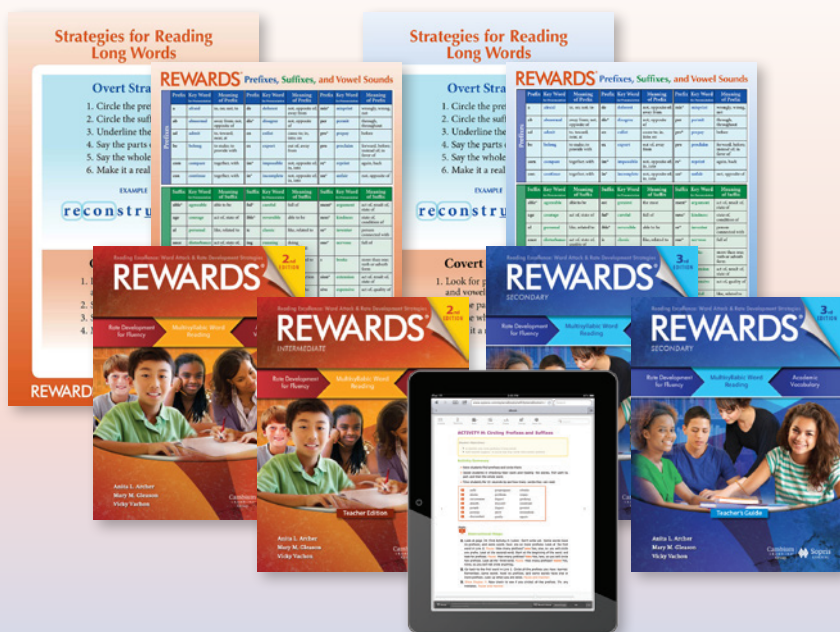
antonym: stand still

antonym: [is] quiet

Examining Synonyms for the Best Match

Word Choice Help Book • 71

REWARDS SUITE MATERIALS ARE COST-EFFECTIVE AND EASY TO IMPLEMENT



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- **Student Book** (consumable)
Includes 1-year access to teacher-facing online data management (available upon request)

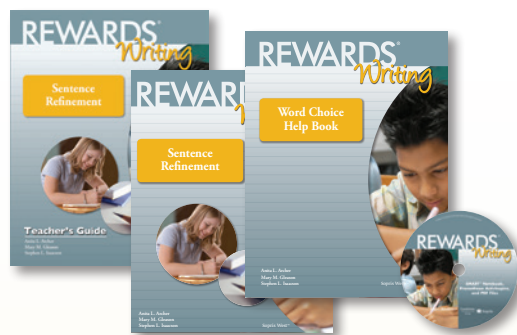
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Reading Strategies Applied to Science and Social Studies Passages



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- Poster (1 for each program)

REWARDS Writing: Sentence Refinement



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- Student Book (consumable)
- Word Choice Help Book
- CD-ROM with digital transparencies (Promethean, SMART, and PDF formats)
- Poster

REWARDS®

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MEET THE AUTHORS



Anita L. Archer, Ph.D.

Dr. Anita Archer is an educational consultant—focusing on the areas of explicit instruction, instructional design and delivery, classroom management, and literacy instruction—and is the lead author of *Explicit Instruction: Effective and Efficient Teaching*. Dr. Archer has taught elementary and middle school students and is the recipient of more than 10 awards honoring her excellence in teaching and contributions to the field of education. She is nationally known for her professional development activities, having presented in every state in the United States as well as many other countries over the course of her 40-year career. Dr. Archer is coauthor of numerous curriculum materials addressing reading, writing, and study skills, including *Skills for School Success*, *Advanced Skills for School Success*, *REWARDS*, *REWARDS Plus*, and *REWARDS Writing*. Dr. Archer also coauthored *Phonics for Reading*.



Mary M. Gleason, Ph.D.

Dr. Mary Gleason is an educational consultant with a focus on the implementation of literacy curriculum and instruction. Previously, Dr. Gleason was the director of training for the National Institute for Direct Instruction (NIFDI). Dr. Gleason has taught in general and special education classrooms and served as a professor at the University of Oregon for 20 years. She is author or coauthor of many journal articles, book chapters, and curriculum materials, including *Skills for School Success*, *Advanced Skills for School Success*, *REWARDS*, *REWARDS Plus*, and *REWARDS Writing*.



Vicky Vachon, Ph.D.

Dr. Vicky Vachon is an educational consultant to school districts in the United States, Australia, and Canada. Dr. Vachon spent many years as a classroom teacher and was also part of a multidisciplinary assessment team at the Child Development Clinic, Hospital for Sick Children for nine years. She also served as a project director for the National Institute for Direct Instruction (NIFDI), overseeing the usage of reading, writing, language, and math curricula in dozens of schools.

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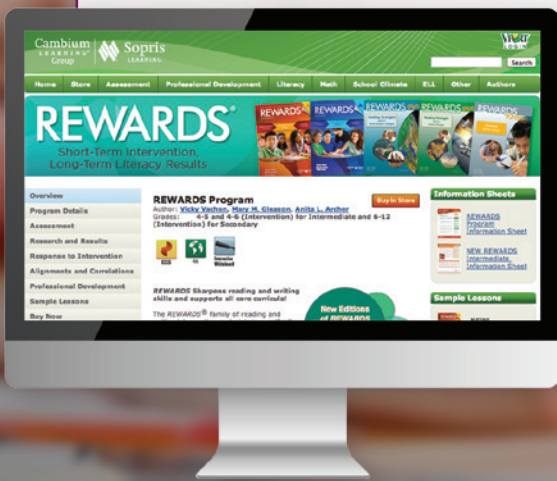
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