Overview

Literacy Intervention
Grades 4–12

SHORT-TERM INTERVENTION, LONG-TERM RESULTS
Targeted Strategies to Empower Older Learners to Read, Write, and Learn Across Content Areas

REWARDS®
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
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:

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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

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

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

Posters reinforce instruction

More robust comprehension activities ask scaffolded and text-dependent questions

Easy-to-use, color-coded scripting

Unit dividers provide Common Core solution

Effective instruction and correction boxes at point of use

Online displays, eBook Teacher Edition, and teacher resources
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.
Before we read the passage, have students discuss the meaning of the word and read the definition aloud. For each definition, provide a sentence or two that uses the word in context. If you wish to emphasize the part of speech, have students say the word and then use it in a sentence. If you are teaching a small group of students who are not having difficulty, use Option D:

**Option D**

Have students read one paragraph silently. Then, encourage students to reread it if they finish before their classmates.

Now, read the definition.

Let’s read the steps in the Short Answer Strategy at the bottom of page 43 to plan our answers:

1. Think of the answer.
2. Write your answer on a separate sheet of paper. Be sure that it is a real word.
3. Cross out any answers that do not sound right.
4. Read the question again and correct any answers that are not correct.

For each question, ask students:

- Is the answer easy to understand?
- Did the author combine details in some of the answer?
- Did the author focus on important details?

During or after the class session, fill in the third column of the rubric chart and assign points to the student based on the number of points for each correct response.

**Prompt:**

Did the author state the topic and the main idea of the passage in one sentence?

**Directions:**

- Write a summary of the information on the British Empire.
- Include a period at the end of each sentence.
- Cross out any that you decide not to include.
- Reread the details. Cross out any that you decide not to include.
- Think of the answer.
- Write your answer on a separate sheet of paper.
- Be sure that it is a real word.
- Cross out any answers that do not sound right.
- Read the question again and correct any answers that are not correct.

**Writing Strategy**

Think of the answer.

Write your answer on a separate sheet of paper.

Be sure that it is a real word.

Cross out any answers that do not sound right.

Read the question again and correct any answers that are not correct.

**Writing Strategy**

Step 1: List important details.

Step 2: Cross out any that you decide not to include.

Step 3: Reread the details. Cross out any that you decide not to include.

Step 4: Think of the answer.

Step 5: Write your answer on a separate sheet of paper.

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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

Choosing Precise Words

Combing and Expanding Sentences

Examining Synonyms for the Best Match
REWARDS SUITE MATERIALS ARE COST-EFFECTIVE AND EASY TO IMPLEMENT

REWARDS Intermediate and Secondary: Fluency, Multisyllabic Word Reading, Academic Vocabulary

- Teacher Edition (choose a printed copy or a 1-year license to the eBook)
  Includes access to online digital transparencies, illustrated content-area vocabulary displays, assessment materials, additional teacher resources, and two posters
- Student Book (consumable)
  Includes 1-year access to teacher-facing online data management (available upon request)

REWARDS Plus:
Reading Strategies Applied to Science and Social Studies Passages

- Teacher Edition
- Student Book (consumable)
- CD-ROM with digital transparencies (Promethean®, SMART®, and PDF formats)
- Poster (1 for each program)

REWARDS Writing: Sentence Refinement

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

Visit www.soprislearning.com/rewards for complimentary samples.
IMPLEMENTATION SUPPORT: COMMITMENT TO SUCCESS

Voyager Sopris Learning offers premier implementation support. The following training and ongoing support options are available to support your implementation. These are highly recommended to ensure fidelity of implementation.

Initial Implementation Training—In Person
Prepares participants to immediately begin implementing the program.

REWARDS Secondary Online Training—Online
Four online modules provide everything you need to implement REWARDS Secondary immediately.

Ongoing Support and Coaching—In Person or Online
Customized to meet the specific needs of the district. Includes several options: refresher training, teacher observations and feedback, modeling lessons, webinars, and data analysis.

Training of Trainers (TOT) for Local Capacity Building—In Person
Prepare staff to train others at their school, district, or area agencies.

For complete training descriptions, pricing, and questions visit www.voyagersopris.com/rewards.
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.
The REWARDS suite of supplemental literacy interventions increases fluency rates, deepens comprehension of informational and content-area texts, and increases precision in sentence writing.

Visit www.voyagersopris.com/rewards to access:

- Complimentary lesson samples
- Overview video
- Correlations and alignments
- Success stories and efficacy reports

REWARDS provides targeted and proven instruction for older struggling learners.

PROVIDES PROVEN AND Targeted STRATEGIES FOR OLDER STRUGGLING LEARNERS

Built Specifically to Align with the Common Core State Standards

TO LEARN MORE, VISIT
www.voyagersopris.com/rewards