COMMON CORE solution

REWARDS®

SHORT-TERM INTERVENTION, LONG-TERM RESULTS

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

VOYAGER SOPRIS LEARNING

The EVIDENCE-BASED, TARGETED AP

Reading
Excellence
Word
Attack and
Rate
Development
Strategies

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.

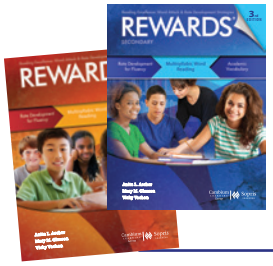
"The components of the *REWARDS* program address the needs of older at-risk readers with quick results. My students reported that, after the program, they could read things they never could read before, their confidence increased, and they started reading for pleasure."

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

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.

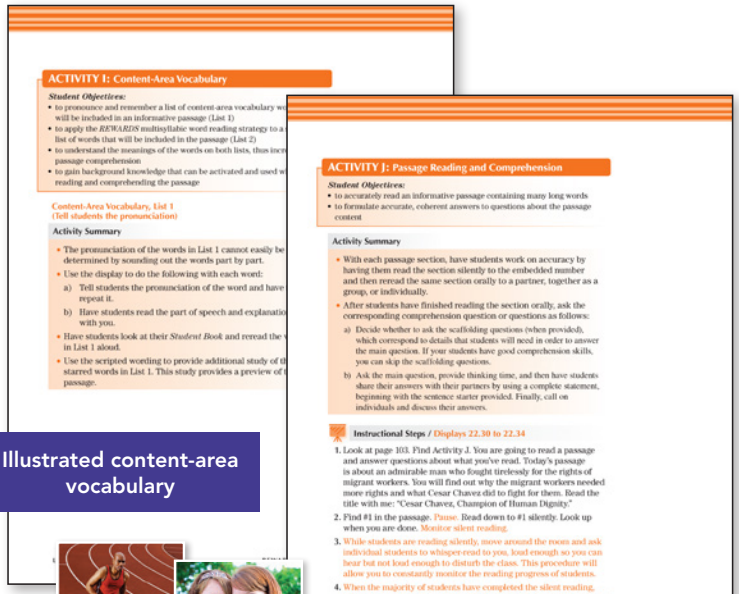
expansion

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

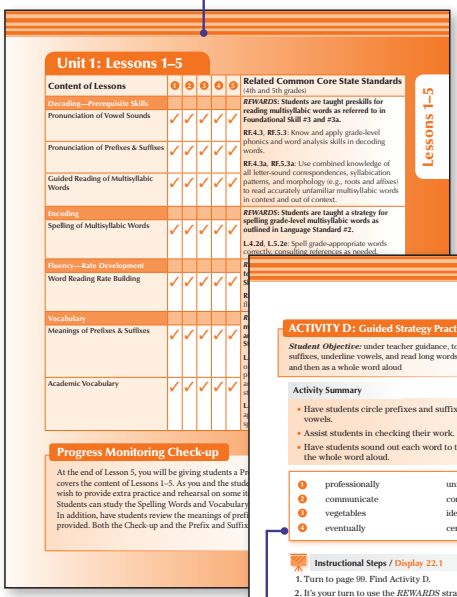
Screening	Progress Monitoring		
	Before program	During program	After program
San Diego Quick Assessment	• Multisyllabic Word • Reading Fluency • Pretest/Posttest	Unit Check-ups covering the content of the lessons	• Multisyllabic Word • Reading Fluency • Pretest/Posttest
Passage Reading Fluency Pretest/Posttest	• Passage Reading • Fluency Pretest/Posttest	Fluency timings of passages	• Passage Reading • Fluency Pretest/Posttest

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

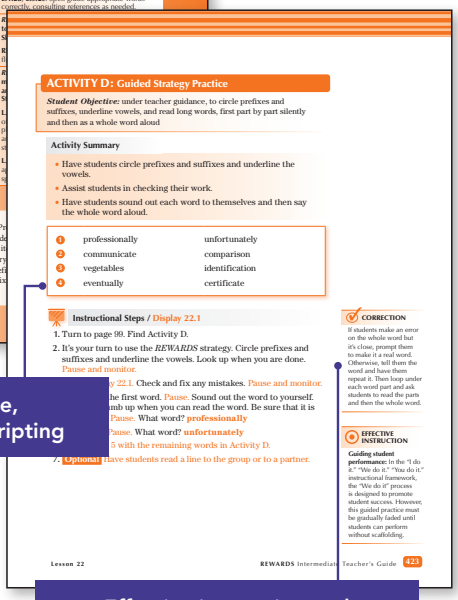


Illustrated content-area vocabulary

More robust comprehension activities ask scaffolded and text-dependent questions

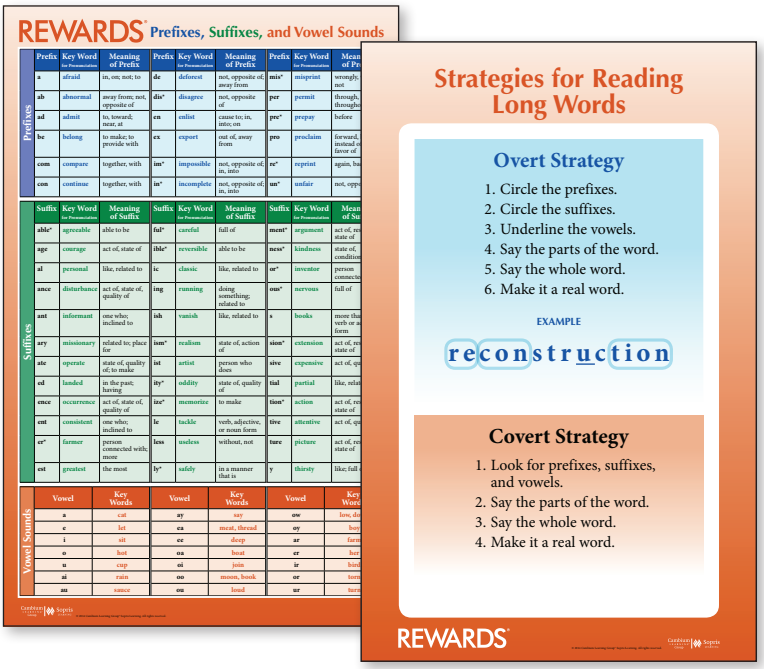


Unit dividers provide Common Core alignment



Easy-to-use, color-coded scripting

Effective instruction and correction boxes at point of use



Posters reinforce instruction

Online displays, eBook Teacher Edition, and teacher resources

REWARDS®

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

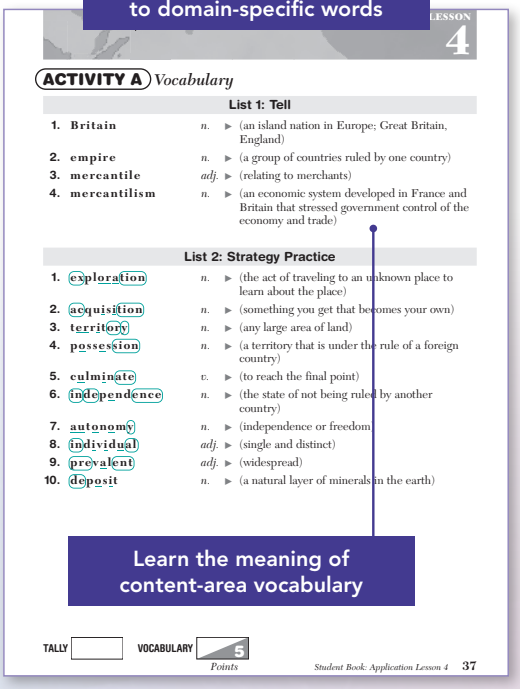
Progress Monitoring

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

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



LESSON 4

ACTIVITY A *Vocabulary*

List 1: Tell

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

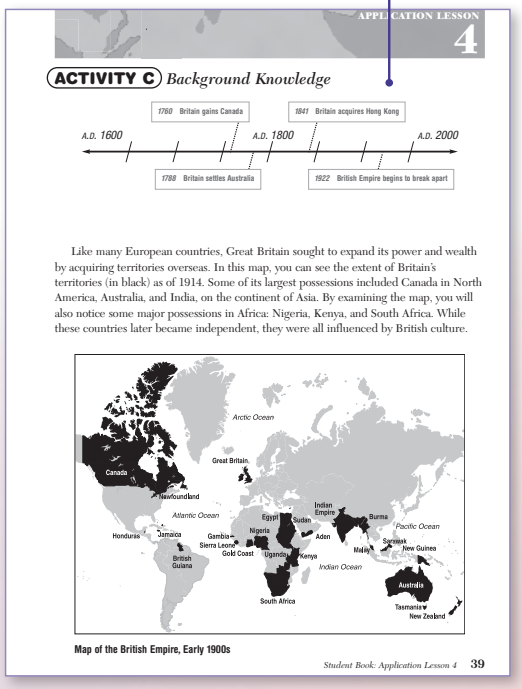
List 2: Strategy Practice

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

Learn the meaning of content-area vocabulary

TALLY ____ VOCABULARY ____ 5 Points

Student Book: Application Lesson 4 37



APPLICATION LESSON 4

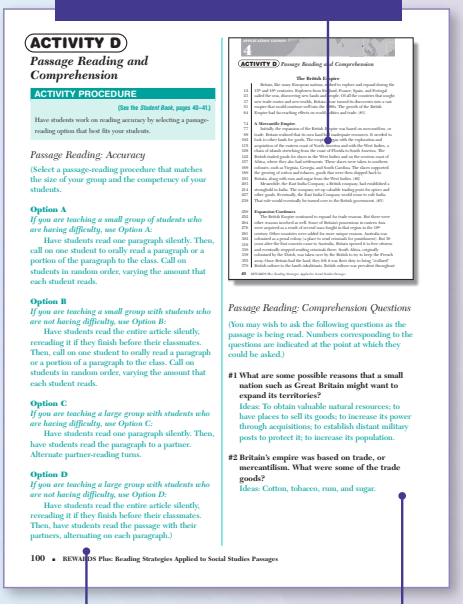
ACTIVITY C *Background Knowledge*

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

(See the *Student Book*, pages 40–41.)

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 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.)

Passage Reading: 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 are some possible reasons that a small nation such as Great Britain might want to expand its territories?

Ideas: To obtain valuable natural resources; to have places to sell its goods; to increase its power through acquisitions; to establish distant military posts to protect it; to increase its population.

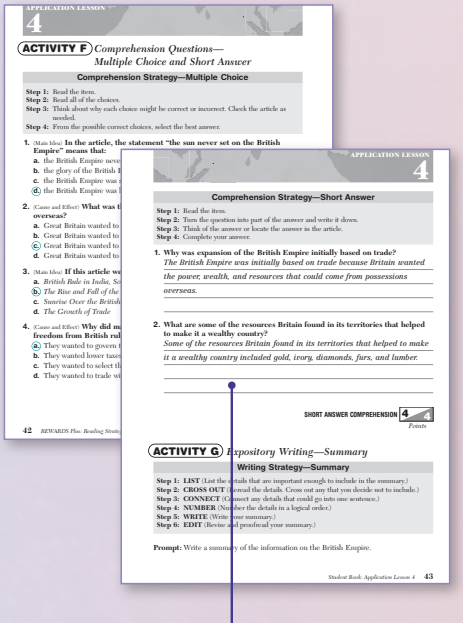
#2 Britain's empire was based on trade, or mercantilism. What were some of the trade goods?

Ideas: Cotton, tobacco, rum, and sugar.

100 ▪ REWARDS Plus: Reading Strategies Applied to Social Studies Passages

Differentiation for small and large groups

Explicit instructional support



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 why each 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 the article, the statement "the sun never set on the British Empire" means that:**
   a. the British Empire never
   b. the glory of the British E
   c. the British Empire was
   d. the British Empire was

2. (Cause and Effect) **What was t overseas?**
   a. Great Britain wanted to
   b. Great Britain wanted to
   c. Great Britain wanted to
   d. Great Britain wanted to

3. (Main Idea) **If this article w**
   a. *British Rule in India, Su*
   b. *The Rise and Fall of the*
   c. *Sunrise Over the British*
   d. *The Growth of Trade*

4. (Cause and Effect) **Why did m freedom from British rul**
   a. They wanted to govern
   b. They wanted lower taxes
   c. They wanted to select t
   d. They wanted to trade w

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APPLICATION LESSON 4

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 resources Britain found in its territories that helped to make it a wealthy country included gold, ivory, diamonds, furs, and lumber.**

SHORT ANSWER COMPREHENSION 4 Points

ACTIVITY G *Expository Writing—Summary*

Writing Strategy—Summary

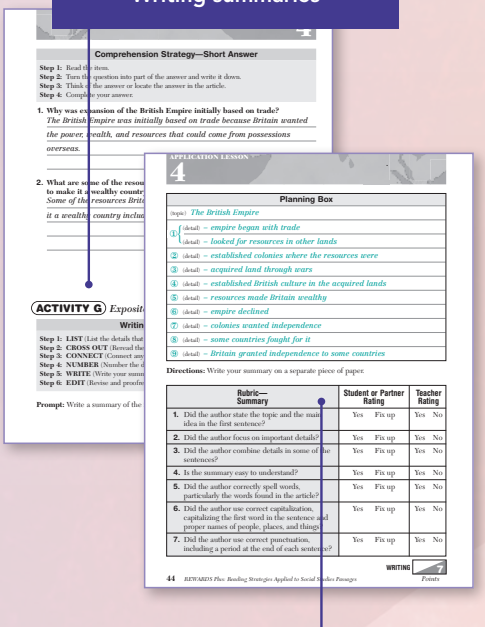
Step 1: LIST (List the details that are important enough to include in the summary.)
Step 2: CROSS OUT (Reread the details. Cross out any that you decide not to include.)
Step 3: CONNECT (Connect any details that could go into one sentence.)
Step 4: NUMBER (Number the details in a logical order.)
Step 5: WRITE (Write your summary.)
Step 6: EDIT (Revise and proofread 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 resou to make it a wealthy countr**
   Some of the resources Brit it a wealthy country inclu

ACTIVITY G *Exposit*

Writin

Step 1: LIST (List the details that
Step 2: CROSS OUT (Reread the
Step 3: CONNECT (Connect any
Step 4: NUMBER (Number the d
Step 5: WRITE (Write your summ
Step 6: EDIT (Revise and proofre

Prompt: Write a summary of the

APPLICATION LESSON 4

Planning Box

(topic) *The British Empire*

① (detail) – *empire began with trade*
(detail) – *looked for resources in other lands*
② (detail) – *established colonies where the resources were*
③ (detail) – *acquired land through wars*
④ (detail) – *established British culture in the acquired lands*
⑤ (detail) – *resources made Britain wealthy*
⑥ (detail) – *empire declined*
⑦ (detail) – *colonies wanted independence*
⑧ (detail) – *some countries fought for it*
⑨ (detail) – *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
2. Did the author focus on important details?	Yes Fix up	Yes No
3. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
4. Is the summary easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

WRITING ____ 7 Points

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Rubrics to support progress monitoring

REWARDS®

REWARDS WRITING: SENTENCE REFINEMENT

KEY DETAILS

Students:
- Grades 5–12

Lessons:
- 75 lessons
- 20–30 minutes per lesson

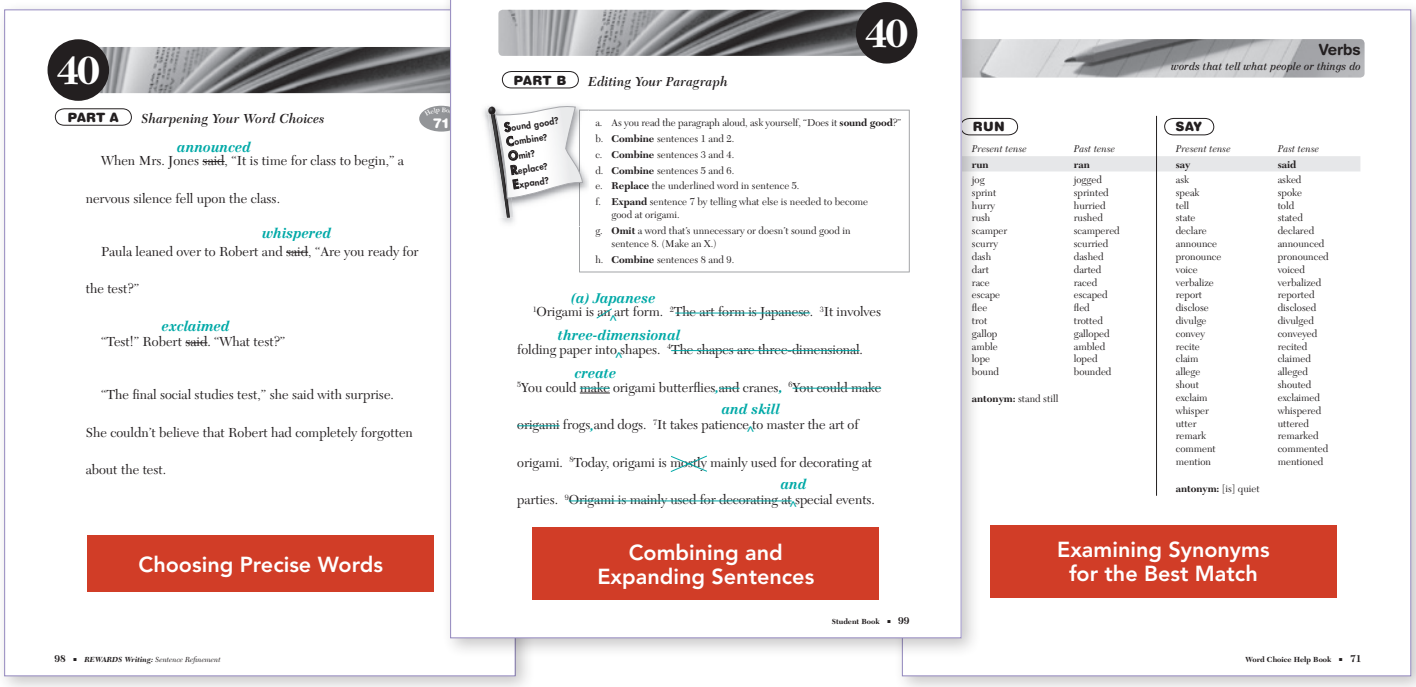
Impactful, Clear Sentences Are the Foundation of Powerful Writing

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.

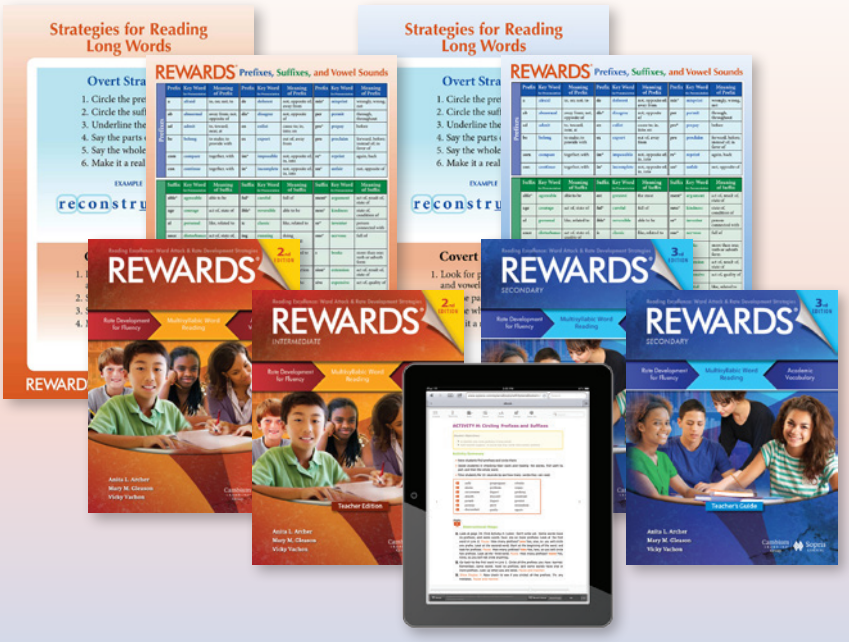
Components of *REWARDS Writing*

***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



REWARDS SUITE MATERIALS ARE COST-EFFECTIVE AND EASY TO IMPLEMENT



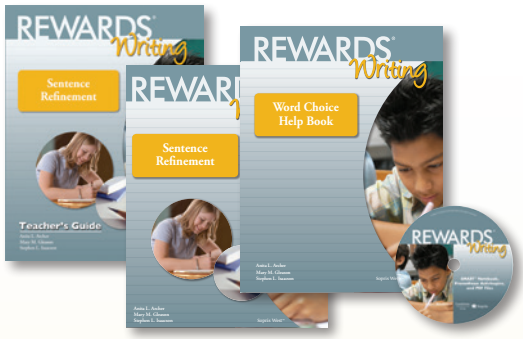
REWARDS Intermediate and Secondary: Fluency, Multisyllabic Word Reading, Academic Vocabulary

- **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

REWARDS®

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.

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

PROVIDES PROVEN AND TARGETED STRATEGIES FOR OLDER STRUGGLING LEARNERS

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.**

COMMON CORE solution

REWARDS®

Built Specifically to Align with the Common Core State Standards

REW_OV/331299/12-13/DIG/7M/.30

VOYAGER SOPRIS LEARNING

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331299