

REWARDS[®]

Intermediate, 2nd Edition

Sample Pages Reviewer's Guide

Thank you for downloading samples of the *REWARDS Intermediate, 2nd Edition*! This document describes what's included in this file and suggestions on how to approach your review. This PDF file includes bookmarks, which you may find helpful in navigating the sample.

In this file, you'll find the *Teacher's Guide* front matter along with the two complete lessons. First is a Preskill Lesson, Lesson 4. Next is a Strategy Lesson, Lesson 23.

- ***Teacher's Guide*** front matter, pages 2-31. The front matter provides a comprehensive overview of the program.
- ***Teacher's Guide*** pages. The *Teacher's Guide* is the core component of instruction. The Preskill Lesson (Lesson 4) is found on pages 32-50. The Strategy Lesson (Lesson 20) is found on pages 73-100.
- ***Lesson and Illustrated Vocabulary Displays***, pages 51-63 for Lesson 4 and pages 101-132 for Lesson 20. Displays are a key ancillary to the teacher-directed instruction. References in the Instructional Steps headers in the *Teacher's Guide* pages guide their usage.
- ***Student Book*** pages, pages 64-68 for Lesson 4 and pages 133-140 for Lesson 20. Each student in *REWARDS Secondary* needs a print, consumable *Student Book*.
- Progress Monitoring ***Check-up***, pages 69-73 for Lesson 4 and pages 141-144 for Lesson 20. These assessments are administered at the end of each unit with data used to guide instruction.

Reading Excellence: Word Attack & Rate Development Strategies

2nd
EDITION

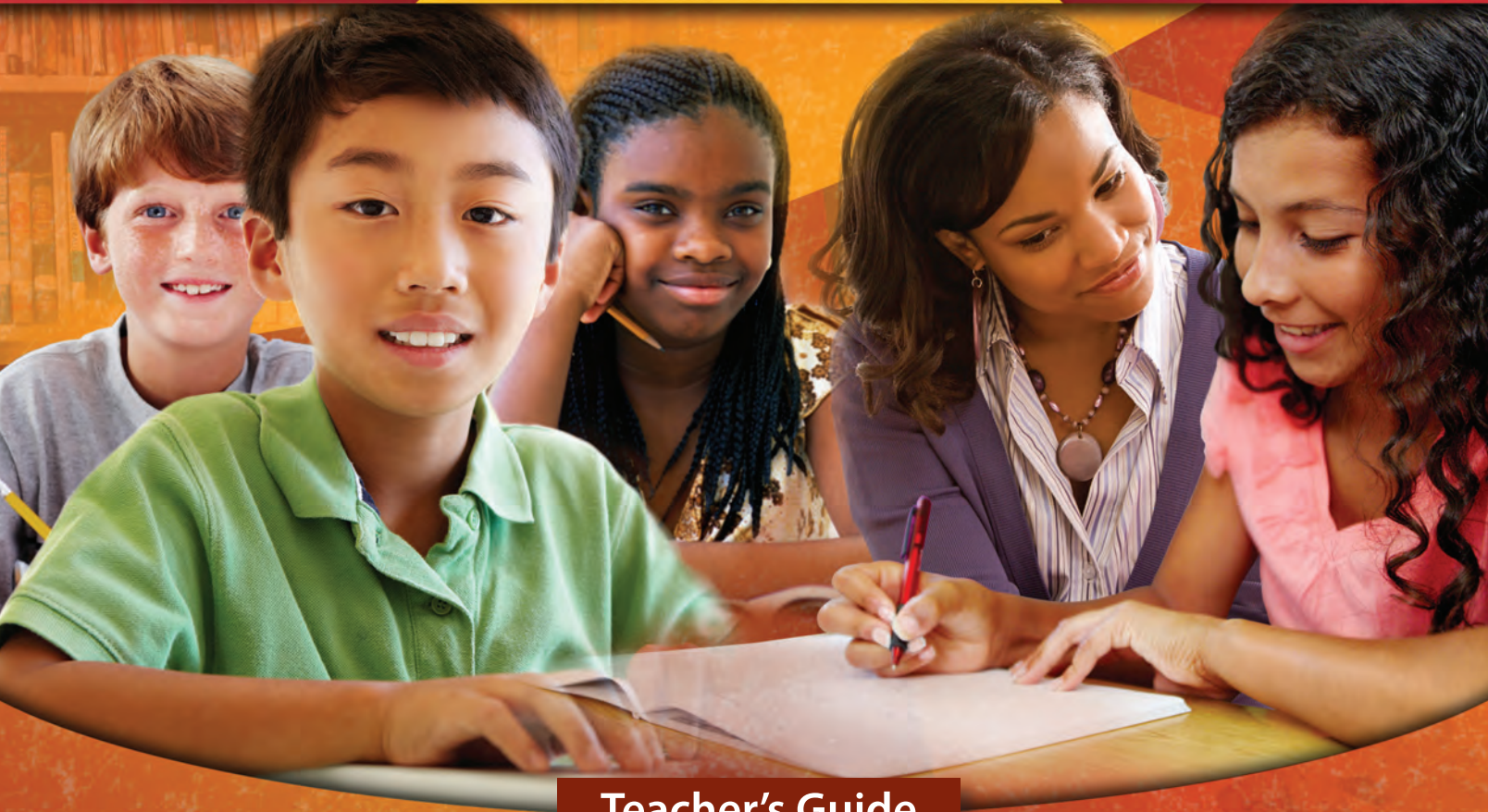
REWARDS[®]

INTERMEDIATE

Rate Development
for Fluency

Multisyllabic Word
Reading

Academic
Vocabulary



Teacher's Guide

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LEARNING[®]

Welcome to *REWARDS*

REWARDS Intermediate 2nd Edition is a research-validated, specialized reading program designed for intermediate students (grades 4, 5, and 6) in elementary schools.

Designed as a six-week intensive course, *REWARDS Intermediate*:

- Teaches students a flexible strategy for decoding grade-level multisyllabic words,
- Increases their oral and silent reading rate (fluency),
- Expands their knowledge of general academic and domain-specific vocabulary, and
- Allows students to gain confidence in their reading ability.

Students gain competency in decoding, fluency, and vocabulary through the systematic application of explicit instruction (I do it. We do it. You do it.) and the gradual release of responsibility leading to independent strategy use.

Lessons are delivered daily: Lessons 1–19 can be completed in approximately 50–60 minutes each. Lessons 20–25 require 90 minutes each, or two class periods.

REWARDS stands for:

R—Reading
E—Excellence:
W—Word
A—Attack and
R—Rate
D—Development
S—Strategies.

Research studies have shown that students in *REWARDS Intermediate*, including English Language Learners, make significant gains in decoding of multisyllabic words and reading rate (fluency) when taught in a wide variety of settings, including general education classrooms and small group interventions.

This new 2nd edition of *REWARDS Intermediate* includes:

- Common Core State Standards alignment
- Meanings of prefixes and suffixes
- Expanded instruction on academic and content-area vocabulary
- Text-dependent comprehension questions
- An updated lesson format that supports ease of instruction
- Notations on explicit instruction procedures
- Progress monitoring assessments
- Digital tools and resources

REWARDS Intermediate and the CCSS

As a result of participation in this program, students will:	Related Standards:
Apply the <i>REWARDS</i> strategies to decode previously unknown multisyllabic words containing two to eight word parts.	(CCSS Foundational Skills Standards #3 and #3a)
Accurately read more multisyllabic words found in grade-level science, social studies, and health textbooks and other classroom materials.	(CCSS Foundational Skills Standards #3 and #3a)
Expand their general academic and domain-specific vocabulary.	(CCSS Language Standards #4 and #6)
Read narrative and informational text not only accurately but also with an appropriate rate.	(CCSS Foundational Skills Standard #4)
Experience increased comprehension as their decoding accuracy, reading rate, vocabulary knowledge, and facility with text-dependent comprehension questions increase.	(CCSS Informational Text Standard #1)
Accurately spell more multisyllabic grade-level words.	(CCSS Language Standard #2)

Who Benefits from *REWARDS Intermediate*

REWARDS Intermediate is designed for use with students who:

- Are in the intermediate grades (grades 4, 5, and 6).
- Have mastered the basic reading skills associated with first- and second-grade expectations.
- Read at the third-grade level or above but are unable to accurately and fluently read grade-level passages.
- Read at least 60 correct words per minute.
- Would benefit from systematic decoding, fluency, and vocabulary instruction.

Settings Where *REWARDS Intermediate* Can Be Taught

Because *REWARDS Intermediate* is a six-week intervention program, it has been taught in several settings including:

1. General Education Classes

(Response to Intervention (RTI) - Tier 1, Core Instruction)

REWARDS Intermediate has been used at the beginning of the school year to review and expand the decoding, fluency, and vocabulary skills of intermediate students (fourth, fifth, and sixth graders) in general education classes. The skills resulting from this word study allowed students more ease in reading informational and narrative text selections.

2. Intervention Classes

(Response to Intervention (RTI) - Tier 2 and Tier 3)

REWARDS Intermediate has also been used with struggling readers in intervention classes, special education resource rooms, and specialized tutoring programs.

3. Intensive Intervention Programs

(summer school programs, after-school programs)

REWARDS Intermediate has proven to be a very effective intervention program when used after school or during summer school. Because the program consists of only 25 lessons, it is a perfect match to summer school.

4. Secondary Intervention

While there is a parallel *REWARDS Secondary* program with fewer lessons and with passages designed for older students, *REWARDS Intermediate* can be used with secondary students reading at the third- to sixth-grade reading levels when students need a more gradual introduction to skills with more subsequent practice.

Instructional Sequence

This chart outlines the sequence of skills introduced in *REWARDS Intermediate 2nd Edition*. The Unit Dividers specify how the instructional activities in *REWARDS Intermediate* align with the *Common Core State Standards for English Language Arts*.

	Unit 1					Unit 2					Unit 3					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	Preskill Lessons (1–15)															
Decoding – Prerequisite Skills																
Pronunciation of Vowel Sounds																
Pronunciation of Prefixes & Suffixes																
Guided Reading of Multisyllabic Words																
Decoding – Multisyllabic Word Reading Strategy																
Strategy Instruction																
Guided Strategy Practice																
Unguided Strategy Practice																
Strategy Application in Sentences and Passages																
Encoding – Spelling of Multisyllabic Words																
Spelling Dictation																
Fluency – Rate Development																
Words																
Sentences																
Passages																
Vocabulary																
Meanings of Prefixes and Suffixes																
Academic Vocabulary																
Word Families																
Use of Context Clues																
Content-Area Vocabulary																
Comprehension																
Vocabulary																
Sentences																
Informational Text Passages																
Progress Monitoring																
Check-ups																
Fluency Timings																

REWARDS Intermediate Components

REWARDS Intermediate consists of three major components: 1) *Student Book*, 2) *Teacher's Guide*, and 3) Online Materials, including Lesson and Illustrated Vocabulary Displays.

Student Book

The *Student Book* contains the student material used in the 25 teacher-directed lessons, including the Preskill Lessons (1–15) and the Strategy Lessons (16–25). All student materials needed for the lessons are found in the *Student Book*. Prefix and Suffix Reviews and Check-ups will be needed for the review and progress monitoring activities. They can be found online at <https://rewards.voyagersopris.com> See pages F24–F25 for more information on *REWARDS Intermediate* Online Teacher Resources.

Preskill Lesson Activities (Lessons 1–15)

In this program, students are taught a flexible strategy for decoding long words based on two realities of the English language: (1) Eighty percent of multisyllabic words contain at least one prefix or suffix; and (2) All decodable parts of a word contain vowels. Thus, the students are taught to identify prefixes, suffixes, and letters representing vowel sounds in the rest of the word to assist them in segmenting the word into manageable, decodable “chunks.” The students are then taught to say the word parts and to say the whole word. No decoding strategy in English will yield accurate pronunciation of every word. Instead, the goal is to achieve a close approximation to the actual pronunciation and to correct that pronunciation using oral-aural language and context.

In *REWARDS Intermediate*, students are initially taught a strategy containing overt behaviors (circling and underlining) so the teacher can monitor whether students are recognizing prefixes, suffixes, and vowels.

The steps of this *overt strategy* include:

Overt Strategy

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 a real word.

Because students would not be expected to stop reading when encountering a multisyllabic word in order to circle the prefixes and suffixes and underline the vowels, circling and underlining behaviors are gradually faded. In the end, students use the following *covert strategy*.

The steps of this strategy include:

Covert Strategy

1. Look for prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

As you would expect, many students would have difficulty learning this strategy, not because of the strategy's complexity, but rather because of unknown preskills, sometimes referred to as prerequisite skills. To apply these strategies, the students must be able to:

1. Say the correct vowel sound (phoneme) when shown the corresponding letter or letters (grapheme).
2. Say the sound (short sound) and name (long sound) for single vowel letters.
3. Underline vowel graphemes within words.
4. Sound out parts of words containing various vowel graphemes.
5. Say the correct pronunciation for common prefixes and suffixes.
6. Circle prefixes and suffixes.
7. Blend orally presented word parts into a word.
8. Adjust incorrect pronunciations of longer words when the words are presented in context.

In preparation for learning the *REWARDS* strategy for decoding multisyllabic words, the activities in Lessons 1–15 are dedicated to teaching the strategy's underlying preskills, thus heightening student success. The structure of the activities is held constant in each of the Preskill Lessons with only the content varying from lesson to lesson. The consistent activities and instructional procedures benefit both the teacher and the students. The teacher becomes more and more adept at delivering the lessons using a brisk pace, and the students can attend to the content of the lesson rather than the instructional procedures.

Preskill Lesson Activities (Lessons 1–15) continued

Each preskill activity in Lessons 1–15 is described on pages F12–F14, using the Lesson 4 activities from the *Student Book* as examples. Allow approximately 50–60 minutes for each Preskill Lesson.

Activity A: Oral Activity - Blending Word Parts into Words

- **Activity:** Students blend orally presented word parts (e.g., the teacher says *re con sid er*) into real words (e.g., the students say “reconsider”). The practice words are later included in decoding activities.
- **Rationale:** The ability to orally blend word parts into words directly transfers to decoding of multisyllabic words in which each part is decoded and pronounced and then the parts are blended into a real word.

Activity B: Vowel Combinations

- **Activity:** Students say the major sounds for high-frequency vowel combinations (**ay, ai, au, er, ir, ur, ar, or, a-e, o-e, i-e, e-e, u-e, oi, oy, ee, oa, ou**) and the major and minor sounds for **ow** (*low, down*), **oo** (*moon, book*), and **ea** (*meat, thread*). See Appendix C for two charts that show vowel combinations and corresponding key words; one is alphabetized, and the other lists vowel sounds in the same order as they are introduced across lessons.
- **Rationale:** Students are more likely to make errors on vowel sounds than on consonant sounds. Thus, vowel combinations are explicitly taught and reviewed to promote accurate and quick production of vowel sounds when decoding multisyllabic words.

Activity C: Vowel Conversions

- **Activity:** Students say the sound (short sound) and then the name (long sound) for the vowel letters **a, i, o, u, and e**. (This order of introduction was used to separate the easily confused sounds of **i** and **e**.)
- **Rationale:** When these single vowel letters occur in words, the word is generally recognized using the sound (short sound) of the letter. When the word is not recognized, the name (long sound) for the letter can be used instead while applying the flexible **REWARDS** strategy. The short vowels sounds and their key words are also listed on the two charts in Appendix C.

Activity D: Reading Parts of Real Words

- **Activity:** Students read parts of real words (e.g., *plete, tise, crim*) that contain previously taught vowel sounds. Although these appear to be nonsense words, they are actually parts of multisyllabic words that students will encounter later in the program.
- **Rationale:** The purpose of this activity is to provide students with decoding practice using recently introduced vowel graphemes in short word parts before using the knowledge in more challenging multisyllabic words.

Lesson
4

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

ar (farm)	OR (torn)
--------------	--------------

1 or	au	ar	ai
2 ir	ar	ay	or

ACTIVITY C: Vowel Conversions

a	o	i
---	---	---

ACTIVITY D: Reading Parts of Real Words

1 gar	na *	hol	fraid
2 lert	mod	cro *	ern
3 bor	mer	zard	der
4 larm	tor	ner	sorb

Lesson 4
REWARDS Student Book **15**

Activity E: Underlining Vowels in Words

- **Activity:** Students locate and underline vowel graphemes within multisyllabic words (e.g., *background, turmoil*). Then the teacher guides the students in reading the words by looping under each word part while asking students to say the parts and then the whole word.
- **Rationale:** Because each part of a long word contains a vowel grapheme, locating the vowel graphemes is very helpful in segmenting a word into decodable chunks. Thus, practice in reading long words, supported by careful teacher scaffolding, begins in the preskill lessons.

Activity F: Oral Activity - Correcting Close Approximations Using Context

- **Activity:** The teacher intentionally mispronounces a word in a manner similar to common decoding errors (e.g., *hot el*, stressing the *hot* in *hotel*), repeats the mispronunciation within a sentence (*We stayed in a hot el.*), and asks students to produce the accurate pronunciation of the word.
- **Rationale:** While enjoying this “detective” game activity, students are learning a critical decoding skill—the words we read must be real words that other English speakers have said or heard. Decoding of unknown words often yields a pronunciation that is a close approximation to the word, but not the exact pronunciation. These close approximations must be turned into real words using oral/aural language in conjunction with the passage context.

Activity G: Prefixes and Suffixes

- **Activity:** Students listen to the pronunciation of prefixes and suffixes, practice saying these affixes, and review previously introduced affixes—the goal being accurate and quick pronunciation. Because many of these affixes are not pronounced as you would expect, they are introduced with a key word. See Appendix C for two charts showing affixes and corresponding key words; one list is alphabetized, and the other lists affixes in the same order as they are introduced across lessons.
- **Rationale:** About 80 percent of multisyllabic words have one or more affixes. Thus, the ability to quickly identify and pronounce prefixes (e.g., **re, un, dis**) and suffixes (e.g., **tion, al, able**) facilitates the accurate, fluent decoding of long words. Knowledge of prefixes and suffixes also supports the spelling of multisyllabic words, determining the meanings of words and, in some cases, determining a word’s part of speech.

ACTIVITY E: Underlining Vowels in Words

1	blizzard	haunt	holiday
2	mermaid	modern	transport
3	northern	cargo*	hardship
4	garland	cavern	overhaul*
5	backyard	border	partnership

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

ACTIVITY G: Prefixes and Suffixes

permit per

unfair un

afraid a

Prefixes

1	per	con	de	un	in	a
2	con	a	dis	im	ad	pro
3	pre	com	mis	per	ab	re
4	un	con	be	per	com	a

Activity H: Circling Prefixes and Suffixes

- *Activity:* Students identify, circle, and pronounce prefixes and suffixes embedded within multisyllabic words. Then—with teacher assistance in segmenting—read words with prefixes and suffixes.
- *Rationale:* “Peeling off” the prefixes and suffixes is a critical part of the decoding strategy taught in this program that makes the task of reading long words significantly easier.

Activity I: Meanings of Prefixes and Suffixes

- *Activity:* Students are explicitly taught the meanings of high-frequency prefixes and suffixes and asked to locate words when given a definition that stresses the meaning of the affix (e.g., **not** loyal – **dis**loyal).
- *Rationale:* This activity shows students how the addition of a prefix or suffix to a root (base word, stem) can systematically alter the meaning of a word.

Activity J: Spelling Dictation

- *Activity:* The teacher dictates a lesson word; the students say the parts in the word and then write the word. The students then compare their spellings with the correct spelling of the word and cross out and rewrite any misspellings.
- *Rationale:* Many students who have poor decoding skills also have low spelling knowledge and are intimidated by long words. Decoding and encoding are also reciprocal processes; practice with one strengthens the other.

Activity K: Academic Vocabulary

- *Activity:* The meanings of two academic words are taught using the following instructional steps: 1) introduce the word, 2) provide a student-friendly explanation, 3) illustrate with examples, and 4) check for understanding.
- *Rationale:* Given that reading comprehension in the upper grades is highly related to a student’s vocabulary, academic words (high-frequency words that occur in many domains) must be systematically taught and reviewed.

Alternative Activity K: Illustrated Academic Vocabulary

- *Activity:* Teachers may choose an alternative activity to replace the activity described above. The meanings of the two words are illustrated with photos and treated in more depth. Students receive additional information in this activity: a) part of speech, b) synonyms/antonyms, and c) a word family and a paragraph that includes the target word.
- *Rationale:* Many students will benefit from experiencing greater depth and the concreteness of photos while learning new vocabulary.

ACTIVITY H: Circling Prefixes and Suffixes

1	unfit	preprogram	obtain
2	alarm	perform	repay
3	uncommon	depart	prolong
4	absorb	discard	unafraid
5	permit	impart	persist
6	portray	alert	misinform
7	discomfort	prefix	apart

ACTIVITY I: Meanings of Prefixes and Suffixes

un = not, opposite of
re = again, back
mis = wrongly, wrong, not

- a (Line 1) **not fit**; not healthy

- b (Line 2) to **pay back**; to return money that was borrowed, or give back something you had received, such as a kindness or a favor

- c (Line 6) to **inform wrongly**; to give the wrong information

Lesson 4

REWARDS Student Book 17

ACTIVITY J: Spelling Dictation

1	3
2	4

ACTIVITY K: Academic Vocabulary

- 1 **discard**—If you **discard** something, you get rid of it because you no longer want it or need it.
- 2 **persist**—If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.

Review

- 1 **contrast**
- 2 **distinct**
- 3 **betray**
- 4 **absurd**

Strategy Lesson Activities (Lessons 16–25)

In Lessons 16–25, systematic review of the following preskills is provided to enhance student mastery: (1) saying sounds for vowel combinations, (2) saying the two sounds for single letter vowels, and (3) pronouncing prefixes and suffixes. Instruction on the meanings of affixes, academic vocabulary, and spelling of long words continues. Most importantly, all of the preskills are incorporated into the flexible decoding strategy that is the heart of this program. Students practice the strategy using word lists, complex sentences, and informational passages. The strategy activities included in Lessons 16–25 are described on pages F15–F19. Allow approximately 90 minutes for Lessons 20–25.

Strategy Instruction (Lesson 16, Activity D)

- *Activity:* In this activity, the teacher demonstrates each step in the overt strategy, showing students the strategy steps while thinking out loud. Next, the teacher guides students in applying the strategy steps to the decoding of additional multisyllabic words.
- *Rationale:* When teaching any new skill or strategy, explicit instruction should be provided that includes modeling followed by guided practice. Because this is the most important activity in the program, you will need to carefully read the instructional procedures to ensure clarity.

Guided Strategy Practice (Lesson 16, Activity E)

- *Activity:* Students circle prefixes and suffixes, underline the vowels in the rest of the word, and read the words by parts, thus applying the strategy with less teacher assistance.
- *Rationale:* As with teaching any new strategy or skill, there should be a gradual release of responsibility in which teacher assistance is carefully faded. Also, an adequate amount of practice is necessary to take the skill beyond accuracy to automaticity.

ACTIVITY D: Strategy Instruction

1	prevention	community
2	helplessness	marvelous
3	excellence	spectators
4	destructive	generosity
5	numerous	intensity
6	abundant	distinction

ACTIVITY E: Guided Strategy Practice

1	resentment	redundant
2	information	incredible
3	mobility	connection

Strategy Lesson Activities (Lessons 16–25) continued

Unguided Strategy Practice (Lesson 22, Activity E)

- **Activity:** In this activity, which begins in Lesson 22, students visually examine long words, looking for prefixes, suffixes, and vowels and determining the pronunciation of the word.
- **Rationale:** As an extension of the concept of “gradual release of responsibility,” students use the covert *REWARDS* strategy to decode words independently, followed by teacher feedback on the pronunciation. If students have difficulty, they are encouraged to pick up their pencils and circle the prefixes and suffixes and underline the vowels so that they can segment the word into decodable chunks.

ACTIVITY D: Guided Strategy Practice

1	professionally	unfortunately
2	communicate	comparison
3	vegetables	identification
4	eventually	certificate

ACTIVITY E: Unguided Strategy Practice

1	conditionally	probability
2	incorrectly	encouragement
3	generation	traditionally
4	jealousy	indestructible
5	maintenance	population

ACTIVITY F: Spelling Dictation

1	3
2	4

Word Families (Lesson 22, Activity G)

- **Activity:** After reading the first word in the family, students figure out the remaining words in the list on their own, then read the list with the teacher twice, and finally read the list to a partner.
- **Rationale:** To visually reinforce the morphographic nature of English and to extend decoding practice, in Lessons 16–25, students read “word families,” which are groups of words having the same base. For example, students read the family “inform, informer, informant, information, informative, and misinformation.”

ACTIVITY G: Word Families

A	B
inform—to tell the facts	destroy—to ruin something
informer	destruction
informant	destructive
information	destructible
informative	indestructible
misinformation	indestructibility

ACTIVITY H: Meanings of Prefixes and Suffixes

ly indicates an **adverb**
ly = in a manner that is

- (Activity D) an **adverb** that means **in a manner that is professional**; doing a job the way a specially trained person would do

- (Activity E) an **adverb** that means **in a manner that is incorrect**; doing something in a way that is not correct

- (Activity E) an **adverb** that means **in a manner that is traditional**; doing something the way it has always been done

Sentence and Passage Reading (Generalization Activities)

- As you have probably already experienced when teaching various strategies to your students, the challenge is not always teaching the strategy but getting students to use the strategy. For this reason, specific generalization activities are included to promote generalization of the strategy to daily reading. In Lessons 16–19, students practice reading sentences laden with multisyllabic words. In the last six lessons (20–25), students practice their multisyllabic word reading strategies while reading interesting informational passages.

Sentence Reading (Lesson 16, Activity J)

- **Activity:** Initially, the generalization practice involves reading sentences containing many multisyllabic words that either were introduced in the lessons or could easily be figured out with the skills that students learned in the first 15 lessons. With each sentence, students first read silently, allowing them time to apply the *REWARDS* strategy to any particularly difficult words. Then students read orally so the teacher and students can monitor their reading accuracy and provide feedback. Three oral reading options are suggested: choral reading with the teacher, partner reading, and calling on an individual to read if the group size is small. Two optional procedures can augment the sentence reading: a) responding to text-dependent questions on sentence content, and b) determining the meaning of an unfamiliar word using the context clues.
- **Rationale:** This activity provides additional word reading practice within sentences similar to those found within textbooks and other classroom materials, promoting generalization of the *REWARDS* strategies to daily reading.

ACTIVITY J: Sentence Reading

- 1 The clown's performance was so marvelous that the spectators stood up as they clapped.
- 2 Mobility is important to kids of all ages so they can feel independent.
- 3 After the tornado destroyed many homes, the community displayed incredible generosity.
- 4 Because of the snowstorm, numerous school and community events were postponed.
- 5 Although scientists have learned a lot about hurricane prediction, they cannot predict the intensity of these storms.
- 6 All spectators hope for excitement when they watch competitive sports.
- 7 Saying something a second time makes one of the statements redundant.
- 8 Two passages in the history book gave the same information, making one of the passages redundant.
- 9 The food consultant helped the students plan a mouth-watering dinner.
- 10 The city awarded a medal of distinction, or excellence, to the police department for marvelous crime prevention.



Content-Area Vocabulary (Lesson 22, Activity I)

- **Activity:** Prior to passage reading, the teacher tells students the pronunciation of some difficult words and leads them in applying the *REWARDS* strategy to other difficult-to-pronounce words. In addition, explanations of all of the words are presented, with more extensive instruction given on four word meanings critical to the passage.
- **Rationale:** Given that passage comprehension is related to both accuracy of decoding and knowledge of vocabulary, students are explicitly taught the pronunciation of challenging words and the meaning of difficult academic and domain-specific vocabulary.

ACTIVITY I: Content-Area Vocabulary

List 1

- | | | | |
|----|----------------|-----------|---|
| 1 | Cesar Chavez | <i>n.</i> | Cesar Chavez was a man who worked for migrant workers' rights. |
| 2 | Mexico | <i>n.</i> | Mexico is a country in North America. |
| 3 | United States | <i>n.</i> | The United States is a country in North America. |
| 4 | Arizona | <i>n.</i> | Arizona is a state in the United States. |
| 5 | California | <i>n.</i> | California is a state in the United States. |
| 6 | English | <i>n.</i> | English is a language spoken in many countries. |
| *7 | immigrate | <i>v.</i> | When you immigrate to a country, you come into the country and settle there. |
| *8 | accomplishment | <i>n.</i> | An accomplishment is the successful completion of a task or the achievement of a goal. |

List 2

- | | | | |
|----|-------------------|-------------|---|
| 1 | ancestors | <i>n.</i> | Ancestors are people in our family who came before us, such as our grandparents and great-grandparents. |
| 2 | migrant workers | <i>n.</i> | Migrant workers are people who move from place to place to find work. |
| *3 | sacrifice | <i>n.</i> | When you make a sacrifice , you give up an important or valuable thing so you can obtain something of more value. |
| *4 | nonviolent | <i>adj.</i> | When someone's behavior is nonviolent , he or she uses neither violence nor force against other people. |
| 5 | boycott | <i>n.</i> | When a group holds a boycott , the group's members protest something by refusing to deal with a company or organization. |
| 6 | supermarkets | <i>n.</i> | Supermarkets are big grocery stores. |
| 7 | elementary school | <i>n.</i> | An elementary school is a school with kindergarten through grade five or grade six. |
| 8 | attention | <i>n.</i> | When you give something your attention , you think carefully about it. |

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Passage Reading and Comprehension (Lesson 22, Activity J)

- **Activity:** After the passage preparation, students are guided in reading the passage. They read the passage segment by segment, first reading each segment silently and then orally and answering foundation and higher-order, text-dependent questions by identifying evidence or information in the passage.
- **Rationale:** The purpose of this activity is to promote generalization of the decoding and comprehension strategies to grade-level informational text reading.

ACTIVITY J: Passage Reading and Comprehension

Cesar Chavez, Champion of Human Dignity

9 Cesar Chavez (1927–1993) devoted his life to human
18 dignity and fairness. Throughout his life, he made sacrifices
29 so that the lives of migrant workers could be better. Cesar's
38 ancestors immigrated to the United States from Mexico. They
48 left their homeland to find a better life. Cesar's grandparents
59 established a large ranch in the Arizona desert and worked as
67 farmers. Cesar was born on the family ranch. (#1)

77 When Cesar was 10 years old, the Chavez family lost
77 the ranch. So, they moved to California and became migrant
87 workers. "Migrant" means moving from one place to another.
96 As migrant workers, they moved from one farm to another
106 and worked for the farm owners.

112 The farm owners paid them very little to pick fruits and
123 vegetables. The migrant workers worked long hours in the
132 hot sun. Because they did not own houses, they slept in small
144 shacks that had no bathrooms, no electricity, and no running
154 water. Sometimes the shacks were so crowded, they even
163 slept in their pickup trucks. (#2)

168 Cesar said that school was very difficult for him. As the
179 families moved around, the children kept changing schools.
187 Cesar attended school sometimes for only a day or two and
198 sometimes for a few weeks or months. He estimated that he
209 went to 65 elementary schools altogether! In addition, his
218 family spoke only Spanish at home, so learning to read and
229 write English was hard for him. The other students taunted
239 (made fun of) him. In spite of difficulties, Cesar was able
250 to graduate from eighth grade. Graduating was an unusual
259 accomplishment for migrant workers in those days. (#3)

Rate Development (Lesson 22, Activity K)

- **Activity:** After practicing the passage for the purpose of accuracy, the students whisper-read the passage for a one-minute Cold Timing, noting their ending point. This is then repeated one or two times, with students trying to read beyond their initial ending point. Next, students exchange books, listen to their partners read for a one-minute Hot Timing, noting their ending point again. At the close of this activity, students graph their Cold and Hot timings on the Progress Monitoring Graph at the back of the *Student Book*.
- **Rationale:** Oral reading rate can be increased through multiple rereadings of passages for which the reader already has a high level of accuracy. Several studies have determined that students' oral reading rate is correlated with reading comprehension. As students read words more fluently, they can turn their attention from decoding to comprehension.

266 As Cesar grew up, he noticed how difficult the migrant
276 workers' lives were. He wanted to do something about it. For
287 several years, he was part of a group called the Community
298 Service Organization. Eventually, he left to form his own
307 organization, now known as the United Farm Workers (UFW).
316 Cesar and the UFW held nonviolent protests against low
325 wages and poor working conditions. They organized many
333 strikes and boycotts against the farm owners and their
342 products. In addition, Cesar Chavez fasted, or starved himself,
351 to draw more attention to the issues. People did pay attention.
362 For example, many Americans joined the boycott against table
371 grapes. They refused to buy them at their local supermarkets.
381 The grape boycott lasted for five long years, but the farm
392 owners finally made some changes. (#4)

397 When Cesar Chavez died, he was 66 years old. His tireless
408 work for other people and all the fasting he did were hard
420 on his body. Nevertheless, he believed strongly in making
429 sacrifices so that other people could have better lives. Today,
439 his children still work for migrant workers' rights. (#5)
447

ACTIVITY K: Rate Development

Cold Timing

Practice 1

Practice 2

Hot Timing

Student Book Resources

At the end of the *Student Book*, a number of resources are provided for students to use as they complete lessons, study for the progress monitoring Check-ups, or apply the strategies to other reading experiences. These resources include:

- **Strategies for Reading Long Words:** A chart listing the steps in the overt and covert *REWARDS* decoding strategies
- **Student Reference Chart: Prefixes, Suffixes, and Vowel Sounds:** To be used if necessary when applying the overt *REWARDS* decoding strategy
- **Spelling Words:** To be used to review spellings of words in anticipation of a Check-up
- **Meanings of Prefixes and Suffixes:** To be used to determine meanings of unknown words containing high frequency affixes and to be used to study for Check-ups
- **Vocabulary Log: Academic Vocabulary:** To be used to review and study vocabulary
- **Vocabulary Log: Content-Area Vocabulary:** To be used to review and study vocabulary
- **Progress Monitoring Graph:** To record one-minute timings and Check-up scores

Teacher's Guide

The *Teacher's Guide* contains 25 teacher-directed lessons, including the Preskill Lessons (1–15) and the Strategy Lessons (16–25), unit dividers, and appendices containing additional resources that support teaching the program and monitoring student progress. The *Teacher's Guide* is provided in print format or as a digital e-book.

Teacher-Directed Lessons

Twenty-five comprehensive teacher-directed lessons provide information for the teacher to ensure successful implementation of the program. Each lesson activity contains the following:

• **Objectives**

The objectives state the student outcomes expected from the activity.

• **Activity Summaries**

These summaries list in general terms the teacher actions during each activity.

• **Student Book Replications**

When looking at the *Teacher's Guide* pages, you will see exactly what the students are seeing in the *Student Book*.

• **Display Icons**

Each lesson requires teaching stimuli that are found in the Online Displays. When the Display icon is shown at the beginning of each lesson activity, the teacher must refer students to the Display. The nature of the Displays and how to use them are carefully explained on pages F25, F28–F29.

• **Instructional Steps**

The Instructional Steps are scripts that outline suggested teacher wording and student responses. The scripts were developed for the formal research projects and field-testing of the REWARDS program to ensure fidelity of treatment among teachers. Similarly, use of the Instructional Steps strengthens implementation of the program. While it is not necessary to match the wording of the script perfectly, the closer your teaching is to the Instructional Steps the more likely the desired results will occur.

• **Corrections**

When an individual student or member of the group makes an error, follow the correction procedures suggested in the sidebars. All errors should be corrected immediately and students should be asked to make an accurate response following the correction.

ACTIVITY D: Guided Strategy Practice

Student Objective: 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.

1	professionally	unfortunately
2	communicate	comparison
3	vegetables	identification
4	eventually	certificate

Instructional Steps / Display 22.1

1. Turn to page 99. Find Activity D.
2. 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.**
3. **Show Display 22.1.** Check and fix any mistakes. **Pause and monitor.**
4. Go back to the first word. **Pause.** Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word. **Pause.** What word? **professionally**
5. Next word. **Pause.** What word? **unfortunately**
6. **Repeat Step 5 with the remaining words in Activity D.**
7. **Optional.** Have students read a line to the group or to a partner.

CORRECTION
If students make an error on the whole word but it's close, prompt them to make it a real word. Otherwise, tell them the word and have them repeat it. Then loop under each word part and ask students to read the parts and then the whole word.

EFFECTIVE INSTRUCTION
Guiding student performance: In the "I do it," "We do it," "You do it," instructional framework, the "We do it" process is designed to promote student success. However, this guided practice must be gradually faded until students can perform without scaffolding.

Lesson 22 REWARDS Intermediate Teacher's Guide 423

• **Effective Instruction**

Throughout the *Teacher's Guide*, reminders about effective and efficient instruction are provided in the sidebars. You can use these reminders when teaching these and all other lessons in the classroom.

Unit Dividers

The 25 lessons have been divided into 5 units, each beginning with a Unit Divider. On the unit dividers you will find a listing of: **A** the *objectives* for the lesson, **B** the corresponding *Common Core State Standards*, **C** a description of the *Check-up* to be administered at the end of the unit, **D** the *vocabulary instruction* options, **E** the *preparations* to make for the lessons that comprise the unit, including the Displays and the Prefix and Suffix Review Sheets to download, and **F** *text treatment* descriptions that explain the uses of black, orange, bold, and italic text in the *Teacher’s Guide*.

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						REWARDS: Students are taught preskills for reading multisyllabic words as referred to in Foundational Skill #3 and #3a.
Pronunciation of Vowel Sounds	✓	✓	✓	✓	✓	
Pronunciation of Prefixes & Suffixes	✓	✓	✓	✓	✓	RF.4.3, RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
Guided Reading of Multisyllabic Words	✓	✓	✓	✓	✓	RF.4.3a, RF.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						REWARDS: Students are taught a strategy for spelling grade-level multisyllabic words as outlined in Language Standard #2.
Spelling of Multisyllabic Words	✓	✓	✓	✓	✓	
Fluency—Rate Development						REWARDS: Students reread multisyllabic words to build reading rate as outlined in Foundational Skill #4.
Word Reading Rate Building	✓	✓	✓	✓	✓	
Vocabulary						REWARDS: Students are directly taught the meaning of parts of words, academic vocabulary, and related words in response to Language Standard #4 and #6.
Meanings of Prefixes & Suffixes	✓	✓	✓	✓	✓	
Academic Vocabulary	✓	✓	✓	✓	✓	

Progress Monitoring Check-up

At the end of Lesson 5, you will be giving students a Progress Monitoring Check-up that covers the content of Lessons 1–5. As you and the students complete these five lessons, you may wish to provide extra practice and rehearsal on some items in preparation for the Check-up. Students can study the Spelling Words and Vocabulary Logs in the back of the *Student Book*. In addition, have students review the meanings of prefixes and suffixes using the review sheets provided. Both the Check-up and the Prefix and Suffix Review Sheets can be found in the Online Teacher Resources.

Vocabulary Instruction Options

There are two versions of Academic Vocabulary instruction, varying on the intensity of the instruction and the amount of embedded practice. Select the version that matches your students’ needs and the amount of instructional time you have.

Option 1: Less Intensive Instruction. If your instructional time is limited and/or your students’ primary challenge with words is decoding rather than meaning, teach “Activity K: Academic Vocabulary” as outlined in the *Teacher’s Guide* and parallel student materials.

Option 2: More Intensive Instruction. If your students would benefit from expanded vocabulary instruction and visual representations of the words, select the second version labeled “Alternative Activity K: Illustrated Academic Vocabulary.” This activity is also outlined in the *Teacher’s Guide* and parallel student materials, but you must download online displays to accompany the activity.

Note: If you select Option 2, you may choose to teach Option 1 the next day in order to review.

Preparation Needed

- Examine the *Student Book*, pages 1 to 22.
- Review Lessons 1–5 in the *Teacher’s Guide*, pages 3 to 93.
- Secure a stopwatch or stopwatch app to use for the timed activity.

Log onto the Online Teacher Resources to:

- Download Lesson Displays.
- (For Vocabulary Option 2) Download Lesson and Illustrated Vocabulary Displays (combined).
- Download Prefix and Suffix Review Sheets for Lessons 2 and 4.
- Download the Check-up and make one copy for each student.

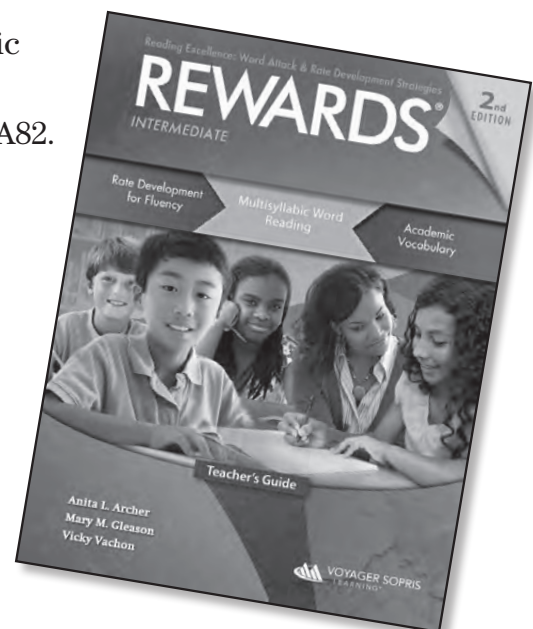
Text Treatment Notes

- Black text signifies teacher script (exact wording to say to students).
- Orange text signifies directions or prompts for the teacher.
- Orange text that is bold signifies correct student responses.
- Orange text that is italic signifies possible student responses when variable.

Teacher's Guide Resources

In the appendices of the *Teacher's Guide*, you will find the following resources. For more detailed explanations of these resources, see the corresponding page numbers. These resources are also available at: <https://rewards.voyagersopris.com>. See pages F24-25 for more information on *REWARDS Intermediate* Online Teacher Resources.

- **Thumbnails of Lesson Displays**, Appendix A, page A1. Includes all the Lesson Displays except for Illustrated Vocabulary Displays, which are only available online
- **Strategies for Reading Long Words**, Appendix B, page A36. A replica of the classroom poster, which can be copied and distributed to students at the beginning of Lesson 16
- **Reference Charts: Prefixes, Suffixes, and Vowel Sounds**, Appendix C, page A38. Includes (1) a Student Reference Chart, a replica of the classroom poster, which can be copied and distributed to students at the beginning of Lesson 16, and (2) a Teacher Reference Chart, with prefixes, suffixes, and vowel sounds listed in the order that they are introduced
- **San Diego Quick Assessment**, Appendix D, page A43. Used for screening appropriate students to be placed in the program. See Assessment, page F31.
- **Progress Monitoring Assessments**, Appendix E, page A47. Includes Multisyllabic Word Reading Fluency Pretest/Posttest, Passage Reading Fluency Pretest/Posttest, Pretest/Posttest Summary Chart, and Progress Monitoring Graph. See Assessment, page F31.
- **Active Participation**, Appendix F, page A59. Increase student engagement with Best Practices for Eliciting Responses and Alternative Practice Activities
- **Word List for *REWARDS Intermediate***, Appendix G, page A62. A list of all multisyllabic words used in the program
- **Research on *REWARDS***, Appendix H, page A82. Current research base for all *REWARDS* reading programs



Online Teacher Resources

A number of essential and ancillary materials can be accessed online at <https://rewards.voyagersopris.com>. These materials are licensed at the individual user level and a license is provided with the purchase of the *Teacher's Guide*. If you did not receive instructions on how to access, please contact support@voyagersopris.com. Use the online material to prepare for class, maximize instruction, and monitor student progress.

Assessments

Throughout the program (see Unit Dividers), students are given unit Check-ups that tap the following skills: reading of multisyllabic words, spelling of multisyllabic words, recognizing meanings of academic vocabulary, and applying meanings of prefixes and suffixes. The Check-ups can be printed out and administered in a group setting, allowing the teacher to monitor student progress.

In preparation for the Check-ups, students will benefit from (a) studying by using the resources in the back of the *Student Book* and (b) completing Review Sheets found online that assist students in reviewing the application of the meanings of prefixes and suffixes. The Pretest/Posttest and San Diego Quick Assessment can also be found online at <https://rewards.voyagersopris.com>.



REWARDS Check-up after Lesson 5

Name _____ Date _____ Total Points of 100 _____

Part 1. Decoding Multisyllabic Words Points _____/25

Practice reading all the words in each line. The teacher will ask you to read one line.
Each word is worth 5 points for a total of 25 points.

A. complaint perform insist misbehave dismay
 B. encase disturb misfit complain preprogram
 C. inlaid defraud display prescribe misinform
 D. confirm extreme abstract imprint unafraid

Part 2. Academic Vocabulary Points _____/30

Circle the letter next to the words that best express the vocabulary word's meaning.
Be sure to pick the **best** answer. Each correct answer is worth 3 points for a total of 30 points.

<p>1. admit a. tell a lie b. tell the truth c. tell about a book d. tell about</p>	<p>6. exclude a. join b. be happy c. leave out</p>
<p>2. betray a. be so b. give s c. hurt s d. write</p>	
<p>3. discard a. throw b. put in c. see c d. play q</p>	
<p>4. contrast a. tell th b. tell a c. tell w d. tell w</p>	
<p>5. distract a. take b. take c. take d. keep</p>	

Check-up after

Name _____

Unit 1, Lesson 2 Review

Name _____

Directions: On the right, find the letter of the meaning that matches the item on the left. Write it in the space.

Prefix, Suffix, or Word	Match	Meaning
1. dis		A. to do the opposite of claim; to give up a claim
2. mis		B. not, opposite of
3. misfit		C. a word or phrase that was printed wrongly
4. disclaim		D. laid down in the wrong place
5. in or im		E. something that is planted into the body during surgery
6. misprint		F. wrongly, wrong, not
7. inlaid		G. in, into
		H. laid into the surface of something
		I. someone who does not fit with the rest of the group

Getting Started

Screen and/or Pretest

As previously stated, *REWARDS Intermediate* was designed for students in the intermediate grades (grades 4, 5, and 6) who would benefit from instruction focused on a) decoding long words, b) increasing reading rate, and c) expanding academic vocabulary. Students participating in this program should read at the third-grade reading level or higher and read at least 60 correct words per minute.

Any form of assessment that allows you to designate a grade level for students' current skills (e.g., Woodcock Reading Mastery Tests, Gates-MacGinitie Reading Test) can be used to determine the appropriateness of *REWARDS Intermediate* for your students. If you do not have grade-level reading data, administer the *San Diego Quick Assessment* (Appendix D), carefully following the prescribed administration procedures.

Similarly, you can utilize any assessment of reading fluency (rate) that yields the number of correct words per minute when reading grade-level text. If you do not have fluency scores, administer the *Passage Reading Fluency Pretest/Posttest* (Appendix E), following the directions provided.

If students read below the 3.0 reading level or read fewer than 60 words per minute, they should not be placed in *REWARDS Intermediate*. Instead, these students would benefit from a program that explicitly and systematically increases their word identification skills for one- and two-syllable words and provides them with fluency practice at their instructional level before moving into *REWARDS Intermediate*.

Form Instructional Groups

The size of a *REWARDS* instructional group is dependent on the students that you are serving. When *REWARDS Intermediate* has been used in general education classes, all of the students with the exception of those that read below the third-grade level participate in the lessons. However, when *REWARDS Intermediate* is used as a Tier 2 or Tier 3 intervention, you should increase the intensity of instruction by limiting the size of the group to 2 to 12 students.

Collect Pretest Data

In order to determine the students' growth from this program, we suggest that you give each student two one-minute assessments before and after program implementation:

- The *Multisyllabic Word Reading Fluency Pretest/Posttest*, a specially designed measure of multisyllabic word reading fluency in which students read a list of long words for one minute, and
- The *Passage Reading Fluency Pretest/Posttest*, a one-minute assessment of passage reading fluency in which each student orally reads a grade-level passage while you record errors and determine the number of correct words read in a minute. The necessary materials and directions for administration of both summative assessments are found in Appendix E, page A47.

NOTE: If your school systematically collects passage reading fluency data throughout the year, you can use that data for the passage reading fluency pretest and posttest.

Prepare for the First Lessons

Because of the sequential nature of *REWARDS Intermediate*, all students begin on the first lesson and the lessons must be taught in order. Before teaching the first five lessons, prepare by following these steps.

Step 1: Procure the materials needed for instruction.

In order to provide instruction on this program, you will need a *Teacher's Guide*, one *Student Book* for each student, a stopwatch or stopwatch application, the online Displays and other online materials, and equipment needed for projecting the Displays on a screen (e.g., projector, computer, document camera, electronic tablet, overhead projector).

Step 2: Decide on the intensity of vocabulary instruction.

Before you begin teaching *REWARDS Intermediate*, make a decision concerning the intensity of the vocabulary instruction. If your instructional time is limited and vocabulary (the meaning of academic vocabulary) is not your students' primary challenge, teach the academic vocabulary as outlined in Activity K. However, if you are teaching English Language Learners or students with limited vocabulary, teach the Alternative Activity K: *Illustrated Academic Vocabulary* using the online Displays that provide pictures to augment each word's explanation, examples, and word families. If time permits, you may wish to teach both the Activity K and the Alternative Activity K: *Illustrated Academic Vocabulary* on subsequent days. Teaching both activities would provide multiple exposures to each word and increase the probability of mastery.

Step 3: Follow these directions as listed on the first Unit Divider (pages 1 and 2).

- a. **Examine the lessons in the *Student Book*** (pages 1 to 22).
- b. **Review the lessons in the *Teacher’s Guide*** (pages 3 to 93). Read through the lessons, attending particularly to the Instructional Steps. Following the Instructional Steps carefully in the initial lessons will strengthen the quality of instruction as you become familiar with the program.
- c. **Determine how you will use the Displays and access them.**

There are a number of ways that the Displays can be used depending on the size of your group and the technology available to you. All alternatives require that a) students can view the Displays with ease, and b) you can write on the Displays as you model or provide feedback.

You will find the Displays within the Online Teacher Resources located at <https://rewards.voyagersopris.com>. See pages F24–F25 for more information on *REWARDS Intermediate* Online Teacher Resources. You may download them by unit or by lesson. If you decided in Step 2 to teach the *Illustrated Academic Vocabulary*, you will download the Lesson and Illustrated Vocabulary Displays (combined). Otherwise, download only the Lesson Displays.

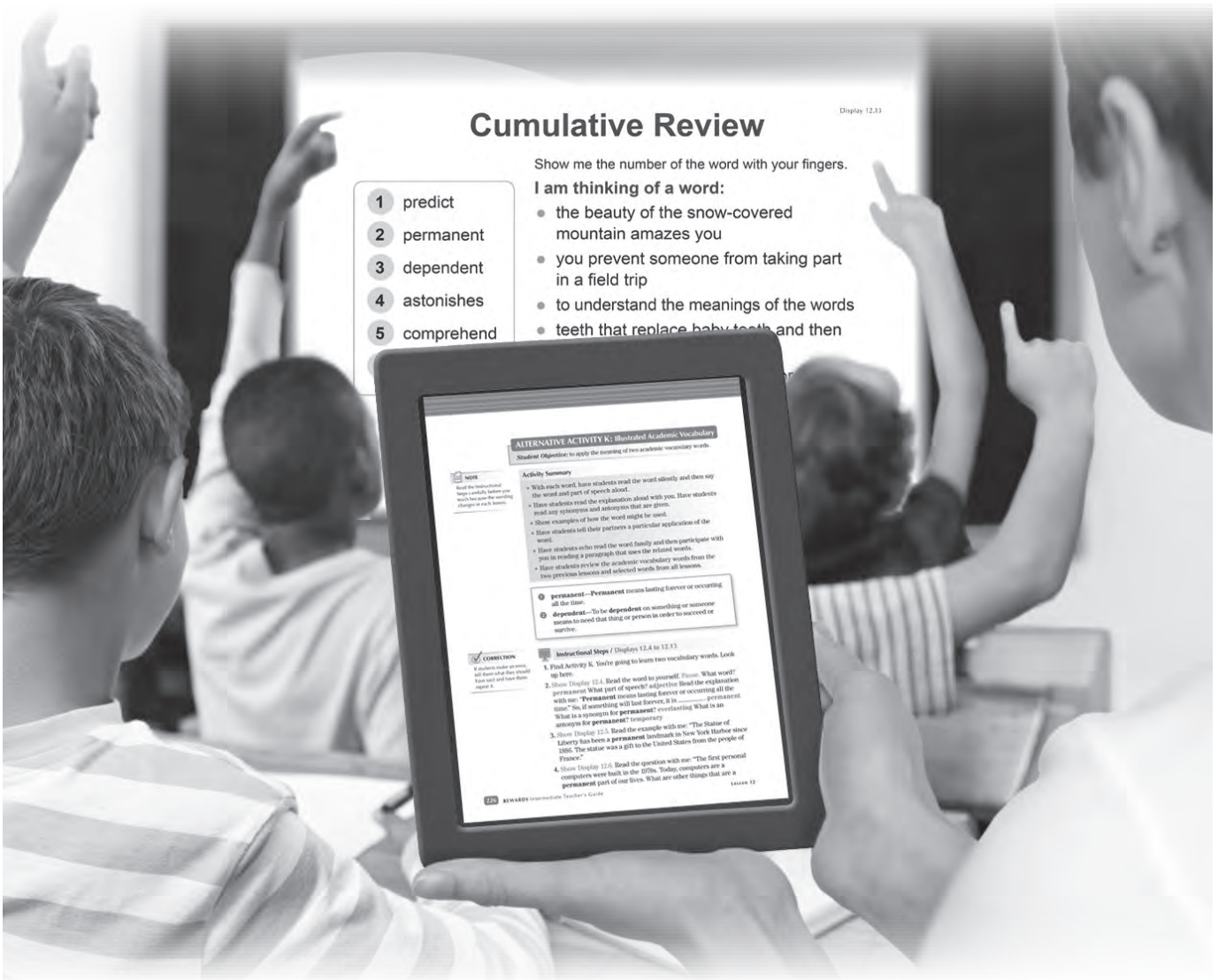
- **Download and project from your device:** Download the Displays directly to your computer or electronic tablet. Then use your preferred method to project the Displays and deliver instruction.
- **Download, print, and project from your device:** Download the Displays to your device. Then print the Displays and project them with a document camera or projector. This will allow you to write on the hard copies of the Displays as you model strategies or provide feedback. If your classroom is equipped with an overhead projector, you can transfer the hard copies of the Displays to overhead transparencies.



d. Download the Prefix and Suffix Review Sheets and make one copy for each student. Each unit has two review sheets that will assist students in practicing the use of prefix and suffix meanings in preparation for that part of the Unit Check-up. Directions and answer keys are provided online.

e. Download the Check-up and make one copy for each student.

f. Secure a stopwatch or stopwatch application. You will be using this during timed activities.



Teach the Lessons

The instruction provided in *REWARDS Intermediate* is based on the following principles of explicit instruction (Archer & Hughes, 2011).

Principle ①: Provide systematic instruction.

To optimize student gains, systematic instruction is embedded in all lessons and activities. This is particularly evident in the instructional routines used for teaching program skills and vocabulary. These are instructional routines that you can use when teaching other content.

When teaching skills and strategies (how to do something) to students, the following instructional steps are used:

- a. **I do it.** The teacher carefully demonstrates the skill or strategy while articulating each step using clear and concise language.
- b. **We do it.** The teacher guides students in performing the steps in the skill, initially providing a great deal of assistance and then gradually fading assistance as students demonstrate more proficiency. Approaches that fade assistance are often referred to as the gradual release of responsibility.
- c. **You do it.** Next, the students perform the skill or strategy under the watchful eye of the teacher.

When vocabulary terms (what something is) are introduced, the instructional strategy contains the following steps:

- a. Introduce the word, ensuring that students can correctly pronounce the word.
- b. Provide a student-friendly explanation, a sentence explanation containing known words that is easy to understand.
- c. Illustrate the word's meaning with verbal or visual examples.
- d. Check students' understanding by asking questions on the word's use.

Principle ②: Elicit frequent responses.

Throughout the lessons, students are frequently asked to respond to teacher questions or directives by saying, writing, or doing something. A number of active participation procedures are used for responding to questions (choral responses, partner responses, written responses) and for reading passages (choral reading, partner reading, individual turns). See Appendix F for descriptions of active participation procedures. Again, these practices can be used when teaching *REWARDS Intermediate* and other content.

Principle 3: Carefully monitor responses and provide feedback.

While teaching the program, carefully listen to and visually examine students' responses. When students are saying answers to partners or writing answers, move around the room, circulating and monitoring responses. When a student or a number of students make an error, provide a correction for the error using the correction procedures highlighted in the *Teacher's Guide*. Of course, acknowledgment for effort and consistent correct responses should also be provided.

Principle 4: Maintain a brisk pace.

Use a rate of presentation that is brisk, but be sure to give a reasonable amount of thinking time when waiting for student responses. The pace should not be so slow that students get bored or so quick that students can't follow the instruction. A brisk pace is a product of thorough preparation and avoidance of digressions.

Principle 5: Provide judicious practice.

In order to promote accuracy and automaticity in skill performance and subsequent retention, a great deal of practice is furnished in *REWARDS Intermediate*. However, you may need to increase the amount of practice when students are having difficulty by having students reread a row after incorrect responses or engaging students in one of the auxiliary practice activities described in Appendix F.

Assessment

When *REWARDS Intermediate* is taught with fidelity, students can make significant improvement in their ability to decode multisyllabic words and read these words, as well as sentences and passages, with increasing fluency and comprehension. *REWARDS Intermediate* provides the following assessment tools to help you place and track student progress throughout the program.

Screening	Progress Monitoring		
	Before program	During program	After program
<ul style="list-style-type: none">San Diego Quick Assessment	<ul style="list-style-type: none">Multisyllabic Word Reading Fluency Pretest/Posttest	<ul style="list-style-type: none">Unit Check-ups covering the content of the lessons are provided after Lessons 5, 10, 15, 19, and 25.	<ul style="list-style-type: none">Multisyllabic Word Reading Fluency Pretest/Posttest
<ul style="list-style-type: none">Passage Reading Fluency Pretest/Posttest	<ul style="list-style-type: none">Passage Reading Fluency Pretest/Posttest	<ul style="list-style-type: none">Fluency timings of passages in Lessons 20 through 25	<ul style="list-style-type: none">Passage Reading Fluency Pretest/Posttest

These assessments are available in the back of this *Teacher's Guide* and/or within the Online Teacher Resources at <https://rewards.voyagersopris.com>. See pages F24–F25 for more information on *REWARDS Intermediate* Online Teacher Resources.

Screening

San Diego Quick Assessment, Appendix D, page A43. This assessment tool can be used to gain a quick appraisal of a student's reading level to determine if they read at least at the third-grade reading level, the minimum level that is appropriate for this program. Use this assessment or any other that allows you to designate a grade level for students' current skills to determine which students would benefit from *REWARDS Intermediate*.

Passage Reading Fluency Pretest/Posttest, Appendix E, page A53. Use this or any assessment of reading fluency (rate) that yields the number of correct words per minute when reading grade-level text in order to determine a student's reading level. Students need to be reading at least 60 correct words per minute or at the third-grade reading level to be placed in *REWARDS Intermediate*.

Progress Monitoring

Before and After *REWARDS Intermediate*

Multisyllabic Word Reading Fluency Pretest/Posttest, Appendix E, page A47. This tool is sensitive to student growth in the ability to read multisyllabic words both accurately and quickly. The words include words taught in the program as well as generalization words that contain the same elements (e.g., vowels, prefixes, suffixes) as those taught in the program. This one-minute timed reading should be given before and after the program to monitor student decoding growth.

Passage Reading Fluency Pretest/Posttest, Appendix E, page A53. The second major purpose of *REWARDS Intermediate* is to increase reading rate as a step toward enhanced comprehension. Students' reading rates can be checked before and after the program using the grade-level passage provided. Another assessment of fluency rate can also be used.

Pretest/Posttest Summary Chart, Appendix E, page A56. Use this chart to record data from the Multisyllabic Word Reading Fluency Pretest/Posttest and the Passage Reading Fluency Pretest/Posttest or other fluency assessment given before and after the program.

During *REWARDS Intermediate* Instruction

Progress Monitoring Graph, Appendix E, page A57. Use this chart to graph student progress.

Unit Check-ups covering the content of the lessons are provided after Lessons 5, 10, 15, 19, and 25. These assessments can be accessed and printed out at <https://rewards.voyagersopris.com>. See pages F24–F25 for more information on *REWARDS Intermediate* Online Teacher Resources. In preparation for taking these Check-ups, Review Sheets for reviewing prefixes and suffixes can also be found at this same website. Students can also study the Spelling Words and the Vocabulary Logs at the back of the *Student Book*.

Sustain and Extend Program Gains

Once students have successfully completed *REWARDS Intermediate*, the skills and strategies they have learned can be maintained by continuing to teach the reading of classroom passages using the structure of the final lessons as outlined in the following chart.

1 Before Passage Reading

- Guide students in applying the *REWARDS* decoding strategies to difficult-to-pronounce words.
- Introduce the meaning of critical academic and content-area vocabulary words.
- Introduce critical background knowledge.
- Preview the passage by reading the title, headings, and subheadings.

2 During Passage Reading

- Have students read a segment of the passage silently.
- Then have students reread the segment orally using choral reading, cloze reading, partner reading, or individual responses (if the group size is small).
- Ask students text-dependent questions on the passage content.
 - ▲ Before asking higher-order questions, scaffold or support students' successful responding by asking foundation questions.
 - ▲ Ask "big idea questions," often referred to as higher-order questions.

3 After Passage Reading

- Select and initiate one or more of these summary activities:
 - ▲ Rereading passage for purpose of rate development
 - ▲ Discussing passage content
 - ▲ Writing a summary
 - ▲ Answering written questions



If your elementary school students have finished fifth grade or are in the sixth grade, you may choose to extend students' learning using the structured lessons in *REWARDS PLUS*, a more advanced program that follows this structure using Social Studies and Science passages. For more information, visit www.voyagersopris.com.

**Teacher
Pages for
Lesson 4**

Lesson 4

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Student Objective: to blend orally presented word parts into words

MATERIALS NEEDED

- Lesson 4 from the *Student Book*, pages 15–18
- Displays 4.1–4.12
- Stopwatch or stopwatch app
- Prefix and Suffix Review



CORRECTION

If students make an error, say the word and have them repeat it.



EFFECTIVE INSTRUCTION

Promoting accuracy of oral skills: Students will be more successful with reading if they first master the oral skills. When students say the whole word, listen carefully for every word part. If they miss one part, tell them the word and have them repeat it.

Activity Summary

- Say each word, pausing between the word parts.
- Have students blend the parts together and say the whole word.

Instructional Steps

1. Open your *Student Book* to Lesson 4, page 15.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. **Say the word, pausing completely between the word parts.** per form ance. What word? **performance**
3. I'll say the parts. You say the word. Listen. **Say the word, pausing between the parts.** in vi ta tion. What word? **invitation**
4. **Continue with the following examples.**
per son al i ty **personality**
ex pen sive **expensive**
con ser va tion **conservation**
de part ment al **departmental**

ACTIVITY B: Vowel Combinations

Student Objectives:

- to say the sound for the vowel combinations **ar** and **or**
- to review previously introduced vowel sounds

Activity Summary

- With each vowel combination, have students point to the letters.
- Tell students the sound as it is pronounced in the key word and have them repeat it.
- Have students say the new sounds again.
- Have students say the new and previously learned sounds.

ar
(farm)

or
(torn)

1	or	au	ar	ai
2	ir	ar	ay	or

Instructional Steps

1. Find Activity B.
2. Look at the first box. Point to the letters **a • r**. The sound of these letters is usually /ar/. What sound? **/ar/**
3. Point to the letters **o • r**. The sound of these letters is usually /or/. What sound? **/or/**
4. Go back to the beginning of the line. Say the sounds again. What sound? **/ar/** Next sound? **/or/**
5. Point to the first letters in Line 1. What sound? **/or/** Next sound? **/aw/** Next sound? **/ar/** Next sound? **/ā/**
6. Repeat Step 5 with the letters in Line 2.

CORRECTION

If students make an error, say the sound and have them repeat it.

EFFECTIVE INSTRUCTION

Promoting accuracy, then automaticity: Students need accuracy and automaticity with sounds before sounding out long words. Whenever students make errors on sounds, have them practice the whole row again. Once students are accurate, repeat the row at a faster pace.

ACTIVITY C: Vowel Conversions

Student Objective: to review the sounds and names for the letters **a**, **i**, and **o**

Activity Summary

- With each letter, have students practice saying the sound and then the name.
- Have students practice saying the sounds and names again.

a

o

i



CORRECTION

If students make an error, say the sound or name and have students repeat it.

Instructional Steps

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? **the sound** If it doesn't make a real word, what should you try? **the name**
2. Point to the first letter. What sound? **/ă/** What name? **/ā/**
3. Point to the next letter. What sound? **/ō/** What name? **/ō/**
4. Point to the next letter. What sound? **/ī/** What name? **/ī/**
5. First letter again. What sound? **/ă/** What name? **/ā/**
6. Next letter. What sound? **/ō/** What name? **/ō/**
7. Next letter. What sound? **/ī/** What name? **/ī/**

ACTIVITY D: Reading Parts of Real Words

Student Objective: to read parts of real words that contain previously taught vowel sounds

Activity Summary

- Have students say each word part, first to themselves and then aloud.
- Whenever there is an asterisk under the vowel, ask students to say the name, and then ask them to say the word part.

1	gar	na*	hol	fraid
2	lert	mod	cro*	ern
3	bor	mer	zard	der
4	larm	tor	ner	sorb

Instructional Steps

1. Find Activity D. You are going to read parts of real words. Most of these word parts are not real words by themselves.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. **Pause.** What part? **/gar/**
3. Next word part. Look at the vowel with the asterisk. What name? **/ā/**
What part? **/nā/**
4. Next word part. Thumb up when you are ready. **Pause.** What part? **/hōl/**
5. Next word part. **Pause.** What part? **/frād/**
6. **With all remaining word parts, ask:** What part? **With a part that has an asterisk under the vowel, ask:** What name? What part?
7. **Optional** Have students read a line to the group or to a partner.



CORRECTION

If students make an error, say the name or word part and have students repeat it.



EFFECTIVE INSTRUCTION

Promoting accuracy, then automaticity: Students need accuracy and automaticity with word parts before sounding out long words. Whenever students have difficulty reading word parts correctly, have them practice the whole row again. Once students are accurate, repeat the row at a faster pace.

ACTIVITY E: Underlining Vowels in Words

Student Objectives:

- within words, to underline the letters that represent vowel sounds
- with teacher support, to sound out long words

Activity Summary

- With three words, show students how to find the vowels.
- Have students underline the vowels in all of the words.
- With each word, have students say the sounds and word parts aloud. Have students say the whole word aloud.

1	blizzard	haunt	holiday
2	mermaid	modern	transport
3	northern	cargo*	hardship
4	garland	cavern	overhaul*
5	backyard	border	partnership

CORRECTIONS

If students mispronounce a sound or word part, say the sound or word part and have students repeat it.

If students mispronounce the whole word but it's close, prompt them to make it a real word. If students still can't say the word, tell them the word and have them repeat it.

EFFECTIVE INSTRUCTION

Providing scaffolding:

When students are learning a strategy that has many prerequisite skills, provide teacher support on the parts of the strategy that are new or continue to pose a challenge to students. Let students respond to those questions for which they know the answers.



Instructional Steps / Display 4.1

1. Turn to page 16. Find Activity E. Listen. What does each word part have? **one vowel sound**
2. Watch me find the vowels in these words. **Cover all lines on Display 4.1 except Line 1. Trace over the lines under the vowels in blizzard while you ask:** What sound? /ɪ/ What sound? /ar/ How many vowel sounds? **two** So, how many word parts? **two**
3. Watch again. **Trace over the line under the vowel in haunt while you ask:** What sound? /aw/ How many vowel sounds? **one** So, how many word parts? **one**
4. Watch one more. **Trace over the lines under the vowels in holiday while you ask:** What sound? /ɒ/ What sound? /ɪ/ What sound? /ā/ How many vowel sounds? **three** So, how many word parts? **three**
5. Now, you underline the vowels in the words in Line 1. **Pause and monitor.** Now underline the vowels in the rest of the words. Look up when you are done. **Pause and monitor.**
6. **Show the rest of the display.** Check to see if you underlined all the vowels. Fix any mistakes. **Pause and monitor.**

7. When students are done checking, assist them in reading the words, beginning with the first word in Line 1. Remember that students should say the name when they see an asterisk under the vowel. Look up here.

With each word:

- a. Trace over the lines under the vowels while you ask: What sound? What sound? What sound?
 - b. Trace over the loops indicating word parts while you ask: What part? What part? What part?
 - c. Run your finger under the whole word and ask: What word?
8. **Optional** Have students read a line to the group or to a partner.

ACTIVITY F: Oral Activity – Correcting Close Approximations Using Context

Student Objective: to correct the pronunciation of orally presented words that are intentionally mispronounced

Activity Summary

- Pronounce each word incorrectly as shown, first by itself and then in the sentence.
- Ask students to use the context of the sentence to make the word into a real word.



CORRECTION

If students are not able to make it a real word, tell them the word and have them repeat it.



EFFECTIVE INSTRUCTION

Providing a model during corrections: Models are used for initial instruction—sometimes they are also helpful when providing a correction. In this activity, ask students to use the context of a sentence and their own language to make a mispronounced word into a real word. If they can't do it, tell them the word and have them repeat it.

Instructional Steps

1. Make these words into real words. Listen. I read the word “prin **cī** pāl.” Change the word to make sense in this sentence: “At the beginning of the school day, the prin **cī** pāl made announcements.” What should the word be? **principal**
2. Continue with the following examples.

con tā min ate	The oil spill will con tā min ate the ocean.
ar gŭm ěnt	During the ar gŭm ěnt, the boys and girls yelled at each other and refused to listen.
happ ī ness	We showed our happ ī ness by smiling.
pöll ŭ tion	The river was dirty and full of pöll ŭ tion.

ACTIVITY G: Prefixes and Suffixes

Student Objectives:

- to pronounce the prefixes **per**, **un**, and **a**
- to review previously introduced prefixes

Activity Summary

- With each prefix, tell students the word and have them repeat it.
- Tell students the circled prefix and have them repeat it.
- Have students pronounce the new prefixes in isolation.
- Have students practice saying the new and previously learned prefixes.

per mit	per
un fair	un
a fraid	a

Prefixes

1	per	con	de	un	in	a
2	con	a	dis	im	ad	pro
3	pre	com	mis	per	ab	re
4	un	con	be	per	com	a

Instructional Steps

1. Find Activity G. You are going to learn more prefixes. Where do we find prefixes? **at the beginning of words**
2. Point to the first column in the first box. The first word is **permit**. What word? **permit** Point to the circled prefix. The prefix is **per**. Say it. **per**
3. Point to the next word. The word is **unfair**. What word? **unfair** Point to the circled prefix. The prefix is **un**. Say it. **un**
4. Point to the next word. The word is **afraid**. What word? **afraid** Point to the circled prefix. The prefix is **a**. Say it. **a**
5. Find the second column. Read the prefixes. What prefix? **per** Next? **un** Next? **a**
6. Go to Line 1 in the next box. Point to the first prefix. What prefix? **per** Next? **con** Next? **de** Next? **un** Next? **in** Next? **a**
7. Repeat Step 6 with the prefixes in Lines 2–4.
8. The parts of words you just practiced come at the beginning of words. What are they called? **prefixes** In the next activity, you are going to circle all the prefixes you have learned.



CORRECTION

If students make an error, say the prefix and have them repeat it.

ACTIVITY H: Circling Prefixes and Suffixes

Student Objectives:

- to identify and circle prefixes in long words
- with teacher support, to sound out long words that contain prefixes

Activity Summary

- Have students find prefixes and circle them.
- Assist students in checking their work and reading the words, first part by part and then the whole word.
- Time students for 10 seconds to see how many words they can read.

1	unfit	preprogram	obtain
2	alarm	perform	repay
3	uncommon	depart	prolong
4	absorb	discard	unafraid
5	permit	impart	persist
6	portray	alert	misinform
7	discomfort	prefix	apart

CORRECTIONS


If students make an error on a word part, say the word part and have students repeat it.

If students make an error on the whole word but it's close, prompt them to make it a real word. Otherwise, tell them the word and have them repeat it.



Instructional Steps / Display 4.2

1. Look at page 17. Find Activity H. Listen. Don't write yet. Some words have *no* prefixes, and some words have *one or more* prefixes. Look at the first word in Line 1. **Pause.** How many prefixes? **one** Yes, one, so you will circle one prefix. Look at the second word. Start at the beginning of the word and look for prefixes. **Pause.** How many prefixes? **two** Yes, two, so you will circle two prefixes. Look at the third word. **Pause.** How many prefixes? **none** Yes, none, so you will not circle anything.
2. Go back to the first word in Line 1. Circle all the prefixes you have learned. Remember, some words have no prefixes, and some words have one or more prefixes. Look up when you are done. **Pause and monitor.**
3. **Show Display 4.2.** Now check to see if you circled all the prefixes. Fix any mistakes. **Pause and monitor.**

4. When students are done checking, assist them in reading the words, beginning with the first word of Line 1. Look up here. Pause. With each word:
 - a. Trace over the loops indicating word parts while you ask: What part? What part? What part?
 - b. Run your finger under the whole word and ask: What word?
-  5. It's time for a 10-second rapid read. Partner 2, read first. Partner 1, count. Time students for 10 seconds and then say "Stop."
6. Partner 1, show me how many words your partner read. Look around the group. Partner 1, your turn to read. Partner 2, count. Time students for 10 seconds and then say "Stop."
7. Partner 2, show me how many words your partner read. Look around the group.

 **EFFECTIVE INSTRUCTION**

Ensuring skill mastery: Students will be more successful with more complex skills or strategies if they first master the prerequisite skills. In all activities in this program, make sure students say the correct answers most of the time (80% to 90% correct).

ACTIVITY I: Meanings of Prefixes and Suffixes

Student Objectives:

- to state the meanings of common prefixes
- to use the meanings of the prefixes to determine the meanings of long words



NOTE

Read the Instructional Steps carefully before you teach because the wording changes in each lesson.

Activity Summary

- Read the meanings of the three prefixes and explain how the meanings help unlock the meanings of unknown words.
- With each target word, have students read the explanation aloud with you.
- Have students find the word that matches the explanation and write it on the line provided.
- Have students apply the meaning of the word with assigned partners or with the whole class.

un = *not, opposite of*
re = *again, back*
mis = *wrongly, wrong, not*

- a** (Line 1) **not fit**; not healthy
unfit
- b** (Line 2) to **pay back**; to return money that was borrowed, or give back something you had received, such as a kindness or a favor
repay
- c** (Line 6) to **inform wrongly**; to give the wrong information
misinform



CORRECTION

If students make an error, tell them what they should have said and have them repeat it.

Instructional Steps

1. Find Activity I. Look at the first prefix. **Un** means *not* or *opposite of*. So, if you heard someone call Jayden **ungainly**, even if you didn't know what **gainly** meant, you could guess that **ungainly** is the opposite of something. **Gainly** means graceful, so **ungainly** means _____. **the opposite of graceful** Yes, and the opposite of graceful is clumsy, so **ungainly** means _____. **clumsy** Look at the second prefix. **Re**, which you learned in Lesson 3, means *again* or *back*. So, if Riya **reinjured** her leg, what could you guess about what Riya did?

Call on a student. Accept an answer such as: *she did something again or she injured her leg again*. This is your third time working with **mis**, so remind yourself what it means. What could you guess if you heard that Micaela **misjudged** the height of the curb and ran her bike into it? Partner 1, tell your partner. **Monitor and accept an answer** such as: *she judged the curb wrongly or she didn't judge the curb correctly*. Let's learn the meanings of words that have the prefixes **un**, **re**, and **mis**.

2. Look at **a**. Read the explanation with me: “**not fit**; not healthy.” Find the word and write it. **Pause and monitor**. What word means “**not fit**”? **unfit** What do you call someone who is unhealthy? **unfit**
3. Look at **b**. Read the explanation with me: “to **pay back**; to return money that was borrowed, or give back something you had received, such as a kindness or a favor.” Find the word and write it. **Pause and monitor**. What word means “to **pay back**”? **repay** So, if you **pay back** or **repay** the kind deed that someone did for you, you do something nice for them. What other things could you **repay**? I am going to call on someone. Begin by saying: Things I could **repay** include . . . *Call on one or two students. Accept an answer such as: a favor, generosity, or sharing an after-school treat.*
4. Look at **c**. Read with me: “to **inform wrongly**; to give the wrong information.” Find the word and write it. **Pause and monitor**. What word means “to **inform wrongly**”? **misinform** So, if you went to the wrong address based on wrong information that someone gave you, you were _____. **misinformed**

Conduct the Prefix and Suffix Review for Lesson 4 now or at the end of the lesson.

ACTIVITY J: Spelling Dictation

Student Objectives:

- to orally segment a word into parts
- to spell four long words

Activity Summary

- With each word, tell students the word and have them repeat it.
- Have students say the parts of the word with you as they put up one finger for each part.
- Have students say the parts to themselves as they write the word.
- Display the word and have students compare their words with your word.
- Have students cross out and rewrite any misspelled words.

1 persist	3 misinform
2 unafraid	4 apart



CORRECTION

If students make an error, have them cross out the misspelled word and rewrite the entire word correctly.



Instructional Steps / Display 4.3

1. Turn to page 18. Find Activity J. Please cover up the rest of the page.
2. The first word is **persist**. What word? **persist** Fist in the air. Say the parts in **persist** with me. First part? **per** Next part? **sist** Say the parts in **persist** to yourself as you write the word. **Pause and monitor**.
3. Using Display 4.3, show **persist**. Check **persist**. If you misspelled it, cross it out and write it correctly.
4. The second word is **unafraid**. What word? **unafraid** Fist in the air. Say the parts in **unafraid** with me. First part? **un** Next part? **a** Next part? **fraid** Say the parts in **unafraid** to yourself as you write the word. **Pause and monitor**.
5. Show **unafraid**. Check **unafraid**. If you misspelled it, cross it out and write it correctly.
6. Repeat Steps 4–5 with **misinform** and **apart**.

For The Next Activity, Choose To Teach Either:

Academic Vocabulary on page 71 or
Alternative Illustrated Academic Vocabulary on page 73.

ACTIVITY K: Academic Vocabulary

Student Objective: to apply the meaning of two academic vocabulary words

Activity Summary

- With each word, have students read the word silently and then say the word aloud.
- Have students read the explanation aloud with you.
- Give examples of how the word might be used.
- Have students participate with you and/or tell their partners applications of the word.
- Have students review the academic vocabulary words from the two previous lessons.

- 1 **discard**—If you **discard** something, you get rid of it because you no longer want it or need it.
- 2 **persist**—If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.

Instructional Steps

1. Find Activity K. You're going to learn two vocabulary words. Look at Line 1. **Pause.** Read the word to yourself. **Pause.** What word? **discard**
2. Read the explanation with me: "If you **discard** something, you get rid of it because you no longer want it or need it."
3. If you are throwing a box into a dumpster, you are _____.
discarding it
4. If you are throwing away an empty milk carton, you are _____.
discarding it
5. Think. What other things do we **discard** in the classroom? **Give ample thinking time.** Partner 1, tell your partner other things we **discard** in the classroom. Begin by saying: Other things we **discard** in the classroom are . . . **Monitor as students share. Then call on one student.**
6. Find Line 2. **Pause.** Read the word to yourself. **Pause.** What word?
persist
7. Read the explanation with me: "If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it."



NOTE

Read the Instructional Steps carefully before you teach because the wording changes in each lesson.



CORRECTION

If students make an error, tell them what they should have said and have them repeat it.

8. When you keep trying again and again to read a long word, you _____ . **persist**
9. When you keep practicing and practicing a song on the piano, you _____ . **persist**
10. Think. What is one time when you decided to **persist** in doing something? **Give ample thinking time.** Partner 2, tell your partner about a time when you decided to **persist**. Begin by saying: I decided to **persist** in doing something when . . . **Monitor as students share.** **Then call on one student.**

Review

- 1 **contrast**
- 2 **distinct**
- 3 **betray**
- 4 **absurd**

11. Let's review vocabulary words you learned in Lessons 2 and 3. Find the word "Review." I will tell you about a word I am thinking about. You will find the word and its number. Then you'll form the number with your fingers on your desk. **Model with two fingers.** When I say "Show me," you will hold up your fingers. **Model with the same two fingers.**
12. If the word is **contrast**, you will hold up one finger. If the word is **distinct**, you will hold up two fingers. If the word is **betray**, how many fingers will you hold up? **three** If the word is **absurd**, how many fingers will you hold up? **four**
 - What word am I thinking of when I say "you can clearly hear someone's voice"? Form the number of fingers on your desk. **Pause.** Show me. **Look to see that students are holding up two fingers.** Say the word. **distinct**
 - I am thinking of a word: "very silly." Form the number on your desk. **Pause.** Show me. **Students hold up four fingers.** Say the word. **absurd**
 - I am thinking of a word: "you hurt someone who trusts you." Form the number on your desk. **Pause.** Show me. **Students hold up three fingers.** Say the word. **betray**
 - I am thinking of a word: "to look at two things and show the differences." Form the number on your desk. **Pause.** Show me. **Students hold up one finger.** Say the word. **contrast**

ALTERNATIVE ACTIVITY K: Illustrated Academic Vocabulary

Student Objective: to apply the meaning of two academic vocabulary words

Activity Summary

- With each word, have students read the word silently and then say the word and part of speech aloud.
- Have students read the explanation aloud with you. Have students read any synonyms and antonyms that are given.
- Show examples of how the word might be used.
- Have students tell their partners a particular application of the word.
- Have students echo read the words in the word family and then participate with you in reading a paragraph that uses the related words.
- Have students participate in reviewing the academic vocabulary words from the two previous lessons and selected words from all lessons.

- 1 **discard**—If you **discard** something, you get rid of it because you no longer want it or need it.
- 2 **persist**—If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.



Instructional Steps / Displays 4.4 to 4.12

1. Find Activity K. You're going to learn two vocabulary words. Look up here.
2. **Show Display 4.4.** Read the word to yourself. **Pause.** What word? **discard** What part of speech? **verb** Read the explanation with me: "If you **discard** something, you get rid of it because you no longer want it or need it." So, if you throw something away because you no longer want it, you _____. **discard it** What phrase is a synonym for **discard**? **throw away** What word is an antonym for **discard**? **keep**
3. **Show Display 4.5.** Read the first example with me: "When you throw out trash, you **discard** it." Read the next example with me: "When you give away clothes that no longer fit you, you **discard** them."



NOTE

Read the Instructional Steps carefully before you teach because the wording changes in each lesson.



CORRECTION

If students make an error, tell them what they should have said and have them repeat it.

4. **Show Display 4.6.** Read the question with me: “What are some items that you should **discard**?” **Pause.** Partner 2, tell your partner your answer. Begin by saying: I should **discard** . . . **Monitor as students share. Then call on one student.**
5. **Show Display 4.7.** Read the word to yourself. **Pause.** What word? **persist** What part of speech? **verb** Read the explanation with me: “If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.” If you keep doing something, even though it is difficult, you _____. **persist** What phrase is a synonym for **persist**? **keep going** What phrase is an antonym for **persist**? **give up**
6. **Show Display 4.8.** Read the example with me: “The runner **persisted** by practicing for many months and learning to run faster. Because the runner **persisted**, he won the race.”
7. **Show Display 4.9.** Read the question with me: “If Jenn **persists** with her studies, what will be some benefits?” **Pause.** Partner 1, tell your partner your answer. Begin by saying: If Jenn **persists** with her studies, some benefits will be . . . **Monitor as students share. Then call on one student.**
8. **Show Display 4.10.** Here are some words that belong to the **persist** word family. Echo read the word and part of speech. Persist - verb. **persist - verb** Persistent - adjective. **persistent - adjective** Persistence - noun. **persistence - noun**
9. Follow along as I read the paragraph. When I stop, say the bold word: Chen wanted to play violin in the youth symphony. He had to **persist**. He was **persistent**, practicing every day and taking weekly lessons. Because of his **persistence**, Chen was asked to audition for (try out for) the youth symphony.
10. **Show Display 4.11.** Look up here. Let’s review vocabulary words you learned in Lessons 2 and 3. I will tell you about a word I am thinking about. You will find the word and its number. Then you’ll form the number with your fingers on your desk. **Model with two fingers.** When I say “Show me,” you will hold up your fingers. **Model with the same two fingers.**
11. If the word is **contrast**, you will hold up one finger. If the word is **distinct**, you will hold up two fingers. If the word is **betray**, how many fingers will you hold up? **three** If the word is **absurd**, how many fingers will you hold up? **four**
 - What word am I thinking of when I say “you can clearly hear someone’s voice”? Form the number of fingers on your desk. **Pause.** Show me. **Look to see that students are holding up two fingers.** Say the word. **distinct**

- I am thinking of a word: “very silly.” Form the number on your desk. **Pause.** Show me. **Students hold up four fingers.** Say the word. **absurd**
- I am thinking of a word: “you hurt someone who trusts you.” Form the number on your desk. **Pause.** Show me. **Students hold up three fingers.** Say the word. **betray**
- I am thinking of a word: “to look at two things and show the differences.” Form the number on your desk. **Pause.** Show me. **Students hold up one finger.** Say the word. **contrast**

12. Use Display 4.12 to continue the same format you used in Step 11 with selected academic vocabulary words from the first four lessons. This cumulative review will assist students to prepare for the five-lesson Check-up at the end of Lesson 5. Begin each item below by saying: I am thinking of a word . . . Watch for the correct number of fingers and listen for the accompanying answer.

I am thinking of a word:	Number of Fingers	Word
to keep at something even though other people are against it	4	persist
to disappoint someone who trusts you	6	betray
to tell the truth even if you aren't willing to	3	admit
to disturb someone's attention from what they are doing	2	distract
ridiculous and silly	5	absurd
to get rid of things you no longer need	1	discard

Displays

for

Lesson 4

ACTIVITY E: Underlining Vowels in Words

1 blizzard

haunt

holiday

2 mermaid

modern

transport

3 northern

cargo*

hardship

4 garland

cavern

*overhaul

5 backyard

border

partnership

ACTIVITY H: Circling Prefixes and Suffixes

- | | | | |
|---|------------|------------|-----------|
| 1 | unfit | preprogram | obtain |
| 2 | alarm | perform | repay |
| 3 | uncommon | depart | prolong |
| 4 | absorb | discard | unafraid |
| 5 | permit | impart | persist |
| 6 | portray | alert | misinform |
| 7 | discomfort | prefix | apart |

ACTIVITY J: Spelling Dictation

1 persist

2 unafraid

3 misinform

4 apart

discard (verb) — **explanation**

If you **discard** something, you get rid of it because you no longer want it or need it.

Synonym - throw away

Antonym - keep

discard — examples



When you throw out trash, you **discard** it.

When you give away clothes that no longer fit you, you **discard** them.

discard — check for understanding



What are some items that you should **discard**?

Begin by saying:

I should **discard** . . .

persist (verb) — explanation

If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.

Synonym - keep going

Antonym - give up

persist — example



The runner **persisted** by practicing for many months and learning to run faster. Because the runner **persisted**, he won the race.

persist — check for understanding



If Jenn **persists** with her studies, what will be some benefits?

Begin by saying:

If Jenn **persists** with her studies, some benefits will be . . .

persist — word family



- persist *–verb*
- persistent *–adjective*
- persistence *–noun*

Chen wanted to play violin in the youth symphony. He had to **persist**. He was **persistent**, practicing every day and taking weekly lessons. Because of his **persistence**, Chen was asked to audition for (try out for) the youth symphony.

Review

Show me the number of the word with your fingers.

1 contrast

2 distinct

3 betray

4 absurd

I am thinking of a word:

- you can clearly hear someone's voice
- very silly
- you hurt someone who trusts you
- to look at two things and show the differences

Cumulative Review

- 1 discard
- 2 distract
- 3 admit
- 4 persist
- 5 absurd
- 6 betray

Show me the number of the word with your fingers.

I am thinking of a word:

- to keep at something even though other people are against it
- to disappoint someone who trusts you
- to tell the truth even if you aren't willing to
- to disturb someone's attention from what they are doing
- ridiculous and silly
- to get rid of things you no longer need

**Student
Pages for
Lesson 4**

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

ACTIVITY B: Vowel Combinations

	ar (farm)		or (torn)	
1	or	au	ar	ai
2	ir	ar	ay	or

ACTIVITY C: Vowel Conversions

	a		o		i
--	---	--	---	--	---

ACTIVITY D: Reading Parts of Real Words

1	gar	na*	hol	fraid
2	lert	mod	cro*	ern
3	bor	mer	zard	der
4	larm	tor	ner	sorb

ACTIVITY E: Underlining Vowels in Words

1	blizzard	haunt	holiday
2	mermaid	modern	transport
3	northern	cargo*	hardship
4	garland	cavern	overhaul*
5	backyard	border	partnership

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context**ACTIVITY G: Prefixes and Suffixes**

(per)mit	per
(un)fair	un
(a)ffraid	a

Prefixes

1	per	con	de	un	in	a
2	con	a	dis	im	ad	pro
3	pre	com	mis	per	ab	re
4	un	con	be	per	com	a

ACTIVITY H: Circling Prefixes and Suffixes

1	unfit	preprogram	obtain
2	alarm	perform	repay
3	uncommon	depart	prolong
4	absorb	discard	unafraid
5	permit	impart	persist
6	portray	alert	misinform
7	discomfort	prefix	apart

ACTIVITY I: Meanings of Prefixes and Suffixes

un = not, opposite of
re = again, back
mis = wrongly, wrong, not

a (Line 1) **not fit**; not healthy

b (Line 2) to **pay back**; to return money that was borrowed, or give back something you had received, such as a kindness or a favor

c (Line 6) to **inform wrongly**; to give the wrong information

ACTIVITY J: Spelling Dictation

1	3
2	4

ACTIVITY K: Academic Vocabulary

- 1 **discard**—If you **discard** something, you get rid of it because you no longer want it or need it.
- 2 **persist**—If you **persist** in doing something, you continue to do it, even though it is difficult or other people are against it.

Review

- 1 **contrast**
- 2 **distinct**
- 3 **betray**
- 4 **absurd**

Assessment

Progress Monitoring Assessments

End-of-Unit Check-up

At the end of each unit, you will be giving students a Progress Monitoring Check-up that covers the content of the lessons just completed. Before students do the Check-up, you may have them do as much practice and studying as you think they need. However, the Check-up is a closed-book assessment. Students should not have access to Spelling Words, Vocabulary Logs, or other resources while taking the Check-up. If you have posted a classroom poster of the prefixes, suffixes, and vowel sounds, you may wish to cover the poster as well. None of the sections on the Check-up are timed.

Directions:

1. Reproduce one blank copy of the Check-up for each student. Have the Answer Key ready.
2. You may elect to begin with Part 4 first. If so, see direction #4 below. Otherwise, read the directions for Part 1 with students. Tell them to practice reading all the words in all four lines, and then start over and practice all the words again. Tell students that you will go around the room and listen to each student read one line of words, randomly chosen. Confine your feedback to praising the student's effort. Do not correct errors. When a student has finished reading to you, give that student a score to record for Part 1.
3. When students in the class have practiced all the words twice, stop listening to individual students read. Read the directions for Parts 2 and 3 with all the students. Explain to students how to do the Bonus section. Tell students to go ahead and work while you continue to listen to individuals read words in Part 1.
4. For Part 4, dictate the spelling words to the whole class: say each word and have students repeat the word. Tell students they may put their fingers up and say the parts to themselves just as they learned to do in the lessons in the Spelling Dictation activity.
5. Using your Answer Key, assist students in checking their test and recording their scores, or collect the papers and check the tests yourself.
6. Have students record their Check-up score on the Progress Monitoring Graph found at the back of their *Student Book*, or use the VPORT data management system* for recording student scores. Bonus points are not included in the progress monitoring score but may be used for other purposes, such as raising a letter grade being given for the unit.

*For more information on VPORT, please contact our support team at support@soprislearning.com.

Name _____ Date _____ Total Points of 100 _____

Part 1. Decoding Multisyllabic Words

Points _____/25

Practice reading all the words in each line. The teacher will ask you to read one line.
Each word is worth 5 points for a total of 25 points.

- | | | | | |
|--------------|---------|----------|-----------|------------|
| A. complaint | perform | insist | misbehave | dismay |
| B. encase | disturb | misfit | complain | preprogram |
| C. inlaid | defraud | display | prescribe | misinform |
| D. confirm | extreme | abstract | imprint | unafraid |

Part 2. Academic Vocabulary

Points _____/30

Circle the letter next to the words that best express the vocabulary word's meaning.
Be sure to pick the **best** answer. Each correct answer is worth 3 points for a total of 30 points.

<p>1. admit</p> <ul style="list-style-type: none"> a. tell a lie <input checked="" type="radio"/> b. tell the truth c. tell about a book d. tell about something new 	<p>6. exclude</p> <ul style="list-style-type: none"> a. join b. be happy <input checked="" type="radio"/> c. keep out d. invite to be part of
<p>2. betray</p> <ul style="list-style-type: none"> a. be someone's good friend b. give someone a gift <input checked="" type="radio"/> c. hurt someone d. write something down 	<p>7. persist</p> <ul style="list-style-type: none"> a. buy something b. give up c. stop working <input checked="" type="radio"/> d. keep on working
<p>3. discard</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. throw away b. put in a drawer c. see clearly d. play cards 	<p>8. absurd</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. silly b. sad c. old d. seen clearly
<p>4. contrast</p> <ul style="list-style-type: none"> a. tell the truth b. tell a story c. tell what is old <input checked="" type="radio"/> d. tell what is different 	<p>9. record</p> <ul style="list-style-type: none"> a. tie together b. throw something away c. give something up <input checked="" type="radio"/> d. write something down
<p>5. distract</p> <ul style="list-style-type: none"> a. take to your friend's house <input checked="" type="radio"/> b. take attention away c. take to the store d. keep on working 	<p>10. distinct</p> <ul style="list-style-type: none"> a. not seen <input checked="" type="radio"/> b. seen clearly c. foggy d. silly

Part 3. Meanings of Prefixes and Suffixes

Points _____/30

Fill in the blanks. Each answer is worth 3 points for a total of 30 points.

1. What part of the word “restart” means *again*? re
So, “restart” means to start again
2. What part of the word “disclaim” means *opposite of*? dis
So, “disclaim” means to do the opposite of claim
3. What part of the word “preplan” means *before*? pre
So, “preplan” means to plan before an event happens
4. What part of the word “misaid” means *wrong*? mis
So, “misaid” means laid down in the wrong place
5. What part of the word “unfit” means *not*? un
So, “unfit” means not fit

Part 4. Spelling

Points _____/15

Write each word the teacher dictates. Each word is worth 5 points for a total of 15 points.

1. abstain
2. miscast
3. contrast

Bonus Points. Forming Word Families

Points _____/5

This section is worth extra points. Each word is worth 1 point for a total of 5 points.

Use the parts below to make five words that you’ve heard before. You may use some parts more than once.

dis	claim	re	pre
pay	im	mis	print

disclaim

reclaim

repay

prepay

imprint

Also accept: **reprint, misprint**

Points to be recorded on Progress Monitoring Graph: _____/100

90–100 **A** or **Excellent** 80–89 **B** or **Very Good** 70–79 **C** or **Good** 69 or below **Needs Improvement**

Bonus points: _____/5

Teacher

Pages for

Lesson 23

ACTIVITY A: Vowel Combinations Review

Student Objective: to review the vowel sounds learned in the first 15 lessons

Activity Summary

- Have students point to each vowel combination and say the sound.
- Whenever the vowel combination has a box around it, ask students to say both sounds.

1	oi	oo	i - e	oy	ar
2	ee	e - e	ow	ai	er

Instructional Steps

1. Open your *Student Book* to Lesson 23, page 105.
2. Find Activity A. Let's review vowel combinations.
3. Point to the first letters in Line 1. What sound? /oi/ Boxed letters. What sound would you try first? /ōo/ What sound would you try next? /ō/ Next sound? /ī/ Next sound? /oi/ Next sound? /ar/
4. Continue Step 3 with the letters in Line 2. Remember, whenever you come to boxed letters, ask: What sound would you try first? What sound would you try next?

MATERIALS NEEDED

- Lesson 23 from the *Student Book*, pages 105–111
- Displays 23.1–23.33
- Stopwatch or stopwatch app
- Prefix and Suffix Review



CORRECTION

If students make an error, say the sound and have them repeat it.

ACTIVITY B: Vowel Conversions Review

Student Objective: to review the sounds and names for the letters **a, i, o, u,** and **e**

Activity Summary

- With each letter, have students say the sound and then the name.

u a i e o



CORRECTION

If students make an error, say the sound or name and have students repeat it.

Instructional Steps

1. Find Activity B.
2. Point to the first letter. What sound? /**ū**/ What name? /**ū**/
3. Next letter. What sound? /**ā**/ What name? /**ā**/
4. Next letter. What sound? /**ī**/ What name? /**ī**/
5. Next letter. What sound? /**ē**/ What name? /**ē**/
6. Next letter. What sound? /**ō**/ What name? /**ō**/

ACTIVITY C: Prefixes and Suffixes Review

Student Objective: to review the prefixes and suffixes learned in the first 15 lessons

Activity Summary

- Have students say the prefixes and suffixes aloud.

Prefixes

1	dis	de	un	ex	ad
2	en	com	be	per	ab

Suffixes

3	sive	able	ment	ful	ary
4	le	ate	ism	ous	ence
5	tive	ity	sion	y	er

Instructional Steps

1. Find Activity C.
2. Point to the first prefix in Line 1. What prefix? **dis** Next? **de** Next? **un** Next? **ex** Next? **ad**
3. Repeat Step 2 with the prefixes in Line 2.
4. Point to the first suffix in Line 3. What suffix? **sive** Next? **able** Next? **ment** Next? **ful** Next? **ary**
5. Repeat Step 4 with the suffixes in Lines 4 and 5.



CORRECTION

If students make an error, say the prefix or suffix and have students repeat it.

ACTIVITY D: Guided Strategy Practice

Student Objective: 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.

1	reorganizational	comparatively
2	unmistakable	immediately
3	obviously	communication
4	representative	educationally



CORRECTION

If students make an error on the whole word but it's close, prompt them to make it a real word. Otherwise, tell them the word and have them repeat it. Then loop under each word part and ask students to read the parts and then the whole word.



Instructional Steps / Display 23.1

1. Turn to page 106. Find Activity D.
2. Circle prefixes and suffixes and underline the vowels. Look up when you are done. **Pause and monitor.**
3. **Show Display 23.1.** Check and fix any mistakes. **Pause and monitor.**
4. Go back to the first word. **Pause.** Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word. **Pause.** What word? **reorganizational**
5. Next word. **Pause.** What word? **comparatively**
6. Repeat Step 5 with the remaining words in Activity D.
7. **Optional** Have students read a line to the group or to a partner.

ACTIVITY E: Unguided Strategy Practice

Student Objective: to use the *REWARDS* covert strategy to read long words

Activity Summary

- Have students look carefully at each word; locate prefixes, suffixes, and vowels; and figure out the word to themselves. Give ample thinking time.
- Have students say the word aloud.

1	governmental	dissatisfaction
2	noisiest	independence
3	impossibility	immature
4	capitalism	intentionally
5	completely	advertisement



Instructional Steps / Displays 23.2 to 23.3

1. **Show Display 23.2.** Now you're going to use the *REWARDS* strategy *without* circling and underlining.
2. Look down at your book and find Activity E. Point to the first word in Line 1. **Pause.** Look carefully for prefixes and suffixes. Look for vowels in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put your thumb up when you can say the word. **Give ample thinking time.**
3. **When students have decoded the word, ask:** What word? **governmental**
4. Next word. Put your thumb up when you can say the word. **Give ample thinking time.** What word? **dissatisfaction**
5. Repeat Step 4 with the remaining words in Activity E.
6. **Optional** Have students read a line to the group or to a partner.



CORRECTION

If students make an error on the whole word, use Display 23.3. Trace over the loops indicating word parts. Have students read the parts and then the whole word.

ACTIVITY F: Spelling Dictation

Student Objectives:

- to orally segment a word into parts
- to spell four long words

Activity Summary

- With each word, tell students the word and have them repeat it.
- Have students say the parts of the word with you and then say the parts to themselves as they write the word.
- Display the word and have students compare their words with your word.
- Have students cross out and rewrite any misspelled words.

1 independence	3 impossibility
2 dissatisfaction	4 reorganizational



CORRECTION

If students make an error, have them cross out the misspelled word and rewrite the entire word correctly.



Instructional Steps / Display 23.4

1. Find Activity F. Please cover up the rest of the page.
2. The first word is **independence**. What word? **independence** Fist in the air. Say the parts in **independence** with me. First part? **in** Next part? **de** Next part? **pend** Next part? **ence** Say the parts in **independence** to yourself as you write the word. **Pause and monitor.**
3. Using Display 23.4, show **independence**. Check **independence**. If you misspelled it, cross it out and write it correctly.
4. The second word is **dissatisfaction**. What word? **dissatisfaction** Fist in the air. Say the parts in **dissatisfaction** with me. First part? **dis** Next part? **sat** Next part? **is** Next part? **fac** Next part? **tion** Say the parts in **dissatisfaction** to yourself as you write the word. **Pause and monitor.**
5. Show **dissatisfaction**. Check **dissatisfaction**. If you misspelled it, cross it out and write it correctly.
6. Repeat Steps 4–5 with **impossibility** and **reorganizational**.

ACTIVITY G: Word Families

Student Objectives:

- to learn that words with the same root word have similar meanings
- to accurately read all the words in a given word family

Activity Summary

- Tell students the meaning of the first word in Column A.
- Have students read the words in the first column to themselves and then twice with the teacher.
- Have students read Column A to their partners.
- Repeat these procedures with the words in Column B but with the opposite partner reading.

A	B
compare—to tell how two things are alike	educate—to provide knowledge
comparison	educator
comparable	education
comparability	educational
comparative	educationally
comparatively	educationalist



Instructional Steps / Display 23.5

1. Look at page 107. Find Activity G.
2. **Show Display 23.5.** Find the Column A word family. The first word is **compare**. **Compare** means “to tell how two things are alike.” The words in Column A have similar meanings to the word **compare**. Say each word to yourself until I say “Stop.” **Pause and monitor.**
3. Now let’s read the words together. Touch under the first word and read each word with me. **Read the list of words with students.**
4. Let’s read the words again. Touch under the first word and read with me. **Read the list of words with students.**
5. Touch under the first word in Column A again. Partner 2, read the list to your partner. Look up when you are done. **Pause and monitor.**
6. Find the Column B word family. The first word is **educate**. **Educate** means “to provide knowledge.” The words in Column B have similar meanings to the word **educate**. Say each word to yourself until I say “Stop.” **Pause and monitor.**
7. **Repeat Steps 3–5 with Column B. In Step 5, have Partner 1 read.**



CORRECTION

If students make an error, say the word and have them repeat it.

ACTIVITY H: Meanings of Prefixes and Suffixes

Student Objectives:

- to state the meanings of common prefixes
- to use the meanings of the prefixes to determine the meanings of long words

Activity Summary

- Have students review the meanings of the three prefixes.
- With each target word, have students read the explanation aloud with you.
- Have students find the word that matches the explanation and write it on the line provided.
- Have students apply the meaning of the word with assigned partners or with the whole class.

un = not, opposite of

dis = not, opposite of

im = not, opposite of

- a** (Activity D) **not mistakable**; so obvious you can't make a mistake about it
unmistakable
- b** (Activity E) **not feeling satisfaction**; the state of not feeling happy with what you have
dissatisfaction
- c** (Activity E) **not mature**; childish
immature



CORRECTION

If students make an error, tell them what they should have said and have them repeat it.

Instructional Steps

1. Find Activity H. You know the meanings of these three prefixes. Read them to yourself to remember what they mean. **Pause**. Let's learn the meanings of words that have the prefixes **un**, **dis**, and **im**.
2. Look at **a**. Read with me: "**not mistakable**; so obvious you can't make a mistake about it." Find the word and write it. **Pause and monitor**. What word means "**not mistakable**"? **unmistakable** The sixth-grade teacher constantly smiles and says encouraging things to her students about their efforts; her affection for her students is _____. **unmistakable**

3. Look at **b**. Read with me: “**not** feeling **satisfaction**; the state of not feeling happy with what you have.” Find the word and write it. **Pause and monitor.** What word means “**not** feeling **satisfaction**”? **dissatisfaction** After the Olympic Games, the athlete said he was quite unhappy with his fourth-place finish; the athlete was expressing _____. **dissatisfaction**
4. Look at **c**. Read with me: “**not** **mature**; childish.” Find the word and write it. **Pause and monitor.** What word means “**not** **mature**”? **immature** Partner 2, tell your partner what kinds of behavior are **immature** for your age group. Begin by saying: For my age group, **immature** behavior includes . . . **Monitor as students share. Then call on one student.**

Conduct the Prefix and Suffix Review for Lesson 23 now or at the end of the lesson.

For The Next Activity, Choose To Teach Either:

*Content-Area Vocabulary on page 458 or
Alternative Illustrated Content-Area Vocabulary on page 463.*

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 second list of words that will be included in the passage (List 2)
- to understand the meanings of the words on both lists, thus increasing passage comprehension
- to gain background knowledge that can be activated and used while reading and comprehending the passage

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

Activity Summary

- Use the display to do the following with each word:
 - a) Tell students the pronunciation of the word and have them repeat it.
 - b) Have students read the part of speech and explanation aloud with you.
- Have students look at their *Student Book* and reread the words in List 1 aloud.
- Use the scripted wording to provide additional study of the two starred words in List 1.

List 1

1	Missouri	<i>n.</i>	Missouri is a state in the United States.
2	Minnesota	<i>n.</i>	Minnesota is a state in the United States.
3	Australia	<i>n.</i>	Australia is one of the largest countries on Earth. It's also a continent.
*4	scientists	<i>n.</i>	Scientists are people who study science and use this knowledge in their work.
5	weird	<i>adj.</i>	When something is weird , it is very odd or strange.
6	bizarre	<i>adj.</i>	When something is bizarre , it is freaky or unusual.
*7	familiar	<i>adj.</i>	If something or someone is familiar to you, you recognize them or know them well.
8	<i>Scientific American</i>	<i>n.</i>	Scientific American is the name of a magazine that sometimes tells about weird, bizarre, or unfamiliar events.



Instructional Steps / Display 23.6

1. **Show Display 23.6.** Look up here. Before we read the passage, let's read some difficult words.
2. **Point to Missouri.** The first word is **Missouri**. What word? **Missouri** Read the part of speech and explanation with me: "Noun. **Missouri** is a state in the United States." In today's passage, you will read about something weird that happened in **Missouri** in 1873.
3. **Point to Minnesota.** This word is **Minnesota**. What word? **Minnesota** Read the part of speech and explanation with me: "Noun. **Minnesota** is a state in the United States."
4. **Point to Australia.** This word is **Australia**. What word? **Australia** Read the part of speech and explanation with me: "Noun. **Australia** is one of the largest countries on Earth. It's also a continent."
Continue with the remaining words in List 1.



CORRECTION

If students make an error on the pronunciation of a word, tell them the word and have them repeat it.

5. Now turn to page 108 in your *Student Book*. Let's read the words in List 1 again. **Pause**. First word. **Missouri** Next word. **Minnesota** Next word. **Australia** Continue with the remaining words in List 1.
6. Let's study two of the words a little more. Find word #4. **Pause**. What word? **scientists** If a group of people study science and use this knowledge in their jobs, they are probably _____. **scientists** If people study volcanoes and use what they learn to forecast earthquakes, we would call the people _____. **scientists** In this passage, you will learn that **scientists** are still trying to figure out an explanation for a weird weather event.
7. Find word #7. **Pause**. What word? **familiar** When something is well known, we say it is _____. **familiar** If you played the game of chess for several years, you would say that the chess pieces are _____. **familiar** If you use a computer program that you've used many times, it would be _____. **familiar** In this passage, you will learn about a weather event that is *not familiar*. We wouldn't say that this weather event is well known.

Content-Area Vocabulary, List 2 (Guide students in application of the strategy)

Activity Summary

- In their *Student Book*, have students circle prefixes and suffixes and underline the vowels of all words in List 2.
- Using the display, assist students in checking their work. Then do the following with each word:
 - a) Have students read the word aloud, first part by part and then as a whole word.
 - b) Have students read the part of speech and explanation aloud with you.
- Have students look at their *Student Book* and reread the words in List 2 aloud.
- Use the scripted wording to provide additional study of the two starred words in List 2.

List 2

1	century	<i>n.</i>	A century is 100 years.
*2	incidents	<i>n.</i>	Incidents are events or occurrences.
3	phenomenon	<i>n.</i>	A phenomenon is an observable or unusual event.
*4	explanation	<i>n.</i>	If you give an explanation verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened.
5	logical	<i>adj.</i>	When something is logical , it makes sense.
6	precipitation	<i>n.</i>	Precipitation can be rain, snow, or hail.
7	manufacture	<i>v.</i>	When you manufacture something, you make products from raw materials, by hand or with a machine.
8	thudded	<i>v.</i>	When someone or something thudded , they made a heavy, dull sound as they hit a flat surface.

Instructional Steps / Display 23.7

1. Look at page 109. With each word, circle the prefixes and suffixes and underline the vowels. Look up when you are done. **Pause and monitor.**
2. **Show Display 23.7.** Now check and fix any mistakes. **Pause and monitor.**
3. **When students are done checking, assist them in reading the words on the display, beginning with the first word in List 2. Look up here.**
With each word:
 - a. **Loop under each word part while you ask:** What part? What part? What part? What part? What part?
 - b. **Run your finger under the whole word and ask:** What word?
 - c. **Have students read the part of speech and explanation with you.**
4. Let's read the words again. Go back to the first word in List 2. **Pause.** First word. **century** Next word. **incidents** Next word. **phenomenon** Continue with the remaining words in List 2.

CORRECTIONS

If students make an error on a word part, say the word part and have them repeat it.

If students make an error on the whole word but it's close, prompt them to make it a real word. Otherwise, tell them the word and have them repeat it.

5. Let's study two of the words a little more. Find word #2. **Pause.** What word? **incidents** If you tell about meteor showers as unusual events or unusual occurrences, you are telling about _____. **incidents** If you tell about house fires in your city as emergency occurrences, you are telling about emergency _____. **incidents** In this passage, you won't be reading about emergency **incidents**. Instead, you will read about some bizarre or weird _____. **incidents**
6. Find word #4. **Pause.** What word? **explanation** If you write or say something that makes something understandable, you are giving an _____. **explanation** In this passage, you will learn that some scientists try to explain a weird weather event; these scientists are trying to give an _____. **explanation**

*The next activity is Passage Reading and Comprehension.
Continue the lesson on page 469.*

ALTERNATIVE ACTIVITY I: Illustrated 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 second list of words that will be included in the passage (List 2)
- to understand the meanings of the words on both lists, thus increasing passage comprehension
- to gain background knowledge that can be activated and used while reading and comprehending the passage

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

Activity Summary

- Use the corresponding displays to do the following with each word:
 - a) Tell students the pronunciation of the word on the display and have them repeat it.
 - b) Have students read the part of speech and explanation aloud with you.
 - c) Provide examples, check for understanding, and introduce word families.
 - d) Engage students by having them read all information on the displays.
- Have students look at their *Student Book* and reread the words in List 1 aloud.

List 1

- | | | | |
|---|----------------------------|-------------|---|
| 1 | Missouri | <i>n.</i> | Missouri is a state in the United States. |
| 2 | Minnesota | <i>n.</i> | Minnesota is a state in the United States. |
| 3 | Australia | <i>n.</i> | Australia is one of the largest countries on Earth. It's also a continent. |
| 4 | scientists | <i>n.</i> | Scientists are people who study science and use this knowledge in their work. |
| 5 | weird | <i>adj.</i> | When something is weird , it is very odd or strange. |
| 6 | bizarre | <i>adj.</i> | When something is bizarre , it is freaky or unusual. |
| 7 | familiar | <i>adj.</i> | If something or someone is familiar to you, you recognize them or know them well. |
| 8 | <i>Scientific American</i> | <i>n.</i> | Scientific American is the name of a magazine that sometimes tells about weird, bizarre, or unfamiliar events. |



CORRECTION

If students make an error on the pronunciation of a word, tell them the word and have them repeat it.



Instructional Steps / Displays 23.8 to 23.17

1. **Show Display 23.8.** Look up here. Before we read today's passage, let's read some difficult words. **Point to Missouri.** The first word is **Missouri**. What word? **Missouri** Read the part of speech and explanation with me: "Noun. **Missouri** is a state in the United States." In today's passage, you will read about something weird that happened in **Missouri** in 1873.
2. **Show Display 23.9. Point to Minnesota.** This word is **Minnesota**. What word? **Minnesota** Read the part of speech and explanation with me: "Noun. **Minnesota** is a state in the United States."
3. **Show Display 23.10. Point to Australia.** This word is **Australia**. What word? **Australia** Read the part of speech and explanation with me: "Noun. **Australia** is one of the largest countries on Earth. It's also a continent." Read the example with me: "**Australia** is completely surrounded by water."

4. **Show Display 23.11. Point to *scientists*.** This word is **scientists**. What word? **scientists** Read the part of speech and explanation with me: “Noun. **Scientists** are people who study science and use this knowledge in their work.” Read the example with me: “This **scientist** is looking closely at the results of a scientific experiment.”
5. **Show Display 23.12. Point to *weird*.** This word is **weird**. What word? **weird** Read the part of speech and explanation with me: “Adjective. When something is **weird**, it is very odd or strange.” Read the example with me: “This rain is very **weird**. Instead of water, it’s raining books.”
6. **Show Display 23.13. Point to *bizarre*.** This word is **bizarre**. What word? **bizarre** Read the part of speech and explanation with me: “Adjective. When something is **bizarre**, it is freaky or unusual.” Read the example with me: “This lady’s airplane-shaped hat is **bizarre**.”
7. **Show Display 23.14. Point to *familiar*.** This word is **familiar**. What word? **familiar** Read the part of speech and explanation with me: “Adjective. If something or someone is **familiar** to you, you recognize them or know them well.”
8. **Show Display 23.15.** Read the example with me: “If you played chess for several years, the chess pieces would be **familiar** to you.” If you use a computer program that you’ve used many times, the program would be _____. **familiar** Soon you will read about a weather event that is *not* **familiar**. The weather event is not well known.
9. **Show Display 23.16.** Here are some words that belong to the **familiar** word family. Echo read the word and the part of speech. Familiar - adjective. **familiar - adjective** Unfamiliar - adjective. **unfamiliar - adjective** Unfamiliarity - noun. **unfamiliarity - noun**
10. Follow along as I read. When I stop, say the bold word: **Familiar** computer programs are easy to work with. When a program is **unfamiliar**, you experience much more difficulty. The **unfamiliarity** of a new program can be quite challenging.
11. **Show Display 23.17. Point to *Scientific American*.** These words are **Scientific American**. What words? **Scientific American** Read the part of speech and explanation with me: “Noun. **Scientific American** is the name of a magazine that sometimes tells about weird, bizarre, or unfamiliar events.”
12. Now turn to page 108 in your *Student Book*. Let’s read the words in List 1 again. **Pause**. First word. **Missouri** Next word. **Minnesota** Next word. **Australia** Continue with the remaining words in List 1.

Content-Area Vocabulary, List 2 (Guide students in application of the strategy)

Activity Summary

- In their *Student Book*, have students circle prefixes and suffixes and underline the vowels of all words in List 2.
- Using the display that shows List 2 with circling and underlining, assist students in checking their work. Have students read each word aloud, first part by part and then as a whole word.
- Use the corresponding displays to do the following with each word:
 - a) Have students read the word, the part of speech, and the explanation aloud with you.
 - b) Provide examples, check for understanding, and introduce word families.
 - c) Engage students by having them read all information on the displays.
- Have students look at their *Student Book* and reread the words in List 2 aloud.

List 2

- | | | | |
|---|---------------|-------------|--|
| 1 | century | <i>n.</i> | A century is 100 years. |
| 2 | incidents | <i>n.</i> | Incidents are events or occurrences. |
| 3 | phenomenon | <i>n.</i> | A phenomenon is an observable or unusual event. |
| 4 | explanation | <i>n.</i> | If you give an explanation verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened. |
| 5 | logical | <i>adj.</i> | When something is logical , it makes sense. |
| 6 | precipitation | <i>n.</i> | Precipitation can be rain, snow, or hail. |
| 7 | manufacture | <i>v.</i> | When you manufacture something, you make products from raw materials, by hand or with a machine. |
| 8 | thudded | <i>v.</i> | When someone or something thudded , they made a heavy, dull sound as they hit a flat surface. |



Instructional Steps / Displays 23.18 to 23.29

1. Look at page 109. With each word in List 2, circle the prefixes and suffixes and underline the vowels. Look up when you are done.
Pause and monitor.
2. **Show Display 23.18.** Now check and fix any mistakes. **Pause and monitor.**
3. **When students are done checking, assist them in reading the words on the display, beginning with the first word in List 2.** Look up here.
With each word:
 - a. **Loop under each word part while you ask:** What part? What part? What part? What part? What part?
 - b. **Run your finger under the whole word and ask:** What word?
4. **Show Display 23.19.** Now let's learn the meanings of these words.
Point to century. What word? **century** Read the part of speech and explanation with me: "Noun. A **century** is 100 years."
5. **Show Display 23.20. Point to incidents.** What word? **incidents** Read the part of speech and explanation with me: "Noun. **Incidents** are events or occurrences." Read the example with me: "The newspaper reported an unusual **incident**. A hurricane blew this marina up against a row of trees."
6. **Show Display 23.21. Point to phenomenon.** What word? **phenomenon** Read the part of speech and explanation with me: "Noun. A **phenomenon** is an observable or unusual event." Read the example with me: "The northern lights are a natural **phenomenon** that feature colored lights, usually green, moving across the night sky." Having animals fall from the sky would also be an unusual _____. **phenomenon**
7. **Show Display 23.22. Point to explanation.** What word? **explanation** Read the part of speech and **explanation** with me: "Noun. If you give an **explanation** verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened." If you carefully tell how to make a kite, you are giving a detailed _____. **explanation** In this passage, you will learn that some scientists try to explain a weird weather event; these scientists are trying to give an _____. **explanation**
8. **Show Display 23.23.** Here are some words that belong to the **explanation** word family. Echo read the word and the part of speech. Explain - verb. **explain - verb** Explaining - verb. **explaining - verb** Explanation - noun. **explanation - noun**



CORRECTIONS

If students make an error on a word part, say the word part and have them repeat it.

If students make an error on the whole word but it's close, prompt them to make it a real word. Otherwise, tell them the word and have them repeat it.



CORRECTION

If students make an error, tell them what they should have said and have them repeat it.

9. Follow along as I read. When I stop, say the bold word: The teacher will **explain** how to do the math problem by **explaining** every step in the strategy. The **explanation** must be clear and easy to understand.
10. **Show Display 23.24. Point to logical.** What word? **logical** Read the part of speech and explanation with me: “Adjective. When something is **logical**, it makes sense.”
11. **Show Display 23.25.** Read the first example with me: “When the reasons you give to support an opinion are **logical**, the reasons make sense.” Next example: “When there is moisture in the air and the temperature is below freezing, a **logical** result is snow.” Last example: “After you make cookies, the next **logical** action would be to eat them!”
12. **Show Display 23.26. Point to precipitation.** What word? **precipitation** Read the part of speech and explanation with me: “Noun. **Precipitation** can be rain, snow, or hail.”
13. **Show Display 23.27.** Read the question with me: “Some history books report several hailstones larger than a baseball. What is the most bizarre **precipitation** you know about?” **Pause.** Partner 2, tell your partner. Begin by saying: The most bizarre **precipitation** I know about is . . . **Monitor as students share. Then call on several students.**
14. **Show Display 23.28. Point to manufacture.** What word? **manufacture** Read the part of speech and explanation with me: “Verb. When you **manufacture** something, you make products from raw materials, by hand or with a machine.” Read the example with me: “**Manufacturing** usually occurs in a factory, like the one where this man is making furniture.”
15. **Show Display 23.29. Point to thudded.** What word? **thudded** Read the part of speech and explanation with me: “Verb. When someone or something **thudded**, they made a heavy, dull sound as they hit a flat surface.” Read the example with me: “The hoofs of the Clydesdale horse team **thudded** on the ground.”
16. Look down at your *Student Book*. Let’s read the words in List 2 again. **Pause.** First word. **century** Next word. **incidents** Next word. **phenomenon** Continue with the remaining words in List 2.

The next activity is Passage Reading and Comprehension. Continue the lesson on page 469.

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 on the passage content

Activity Summary

- With each passage section, have students read the section silently to each 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:
 - a) Decide whether to ask the scaffolding questions (when provided).
 - b) Ask the main question, provide thinking time, and then have students share their answers with their partners by using a complete statement. Finally, call on individuals and discuss their answers.



Instructional Steps / Displays 23.30 to 23.33

1. Look at page 110. Find Activity J. You are going to read a passage and answer questions about what you've read. Today's passage is about a weird and unfamiliar weather phenomenon. You will learn about things that witnesses claimed to have seen all the way back to 1873. Read the title with me: "Weird Rain."
2. Find #1 in the passage. **Pause.** Read down to #1 silently. Look up when you are done. **Monitor silent reading.**
3. **While students are reading silently, move around the room and ask individual students to whisper-read to you.**
4. **When the majority of students have completed the silent reading, have them reread the section by reading orally to a partner (partner reading), reading together orally as a group (choral reading), or reading aloud individually.**
5. **Show Display 23.30. If your students have difficulty with comprehension, ask the scaffolding questions before asking the main question.**
6. **Have students read the main question and think of the answer. Then have students read the sentence starter and tell the answer to their partner, using a complete statement. For Section #1: Read the main question with me: "When animals fall from the sky, why is it called 'weird rain'?" Think of the answer. Be sure to use information from the article. Provide thinking time. Read the sentence starter**



CORRECTION

If students have difficulty answering the main question, use the scaffolding questions to prompt students for the answer.

with me: “When animals fall from the sky, it is called ‘weird rain’ because . . .” Ones, then Twos, say the answer to your partner. Use the sentence starter. **Circulate and monitor student responses. Then ask a few students to share their sentence answers.**

7. Repeat Steps 2–6 for all sections of the passage, using Displays 23.31–23.33. Use a new display for each section.

Section #1

Weird Rain	
10	When someone says, “It’s raining cats and dogs,” we don’t
22	expect to look out the window and see animals. We know the
33	person is talking about a downpour, or heavy rainfall. As far
46	as we know, no cats or dogs have actually fallen from the sky.
57	But, what if someone said it was “raining frogs and toads”?
69	Is that another way of saying the same thing as “raining cats
79	and dogs”? Not according to many news accounts of unusual
80	occurrences.
89	For more than a century, people have reported bizarre
99	incidents in which rain has included frogs, fish, or frozen
111	turtles. Try to picture in your mind what this might look like.
120	In 1873, <i>Scientific American</i> described a shower of frogs
132	that darkened the air. The frogs fell to the ground during a
142	rainstorm in Missouri. In 1901, witnesses in Minnesota told a
152	rare story. They said that they heard an unfamiliar plopping
163	noise outside. It sounded like falling lumps of mud, not like
174	rain or hail. Outside, they saw a huge green mass coming
186	down from the sky. When the storm was over, they saw a
196	collection of frogs and toads piled three inches deep and
	covering more than four city blocks! (#1)

Section #1 Scaffolding Questions:

- When someone says, “It’s raining cats and dogs,” is it raining a little or a lot? *When someone says, “It’s raining cats and dogs,” it is raining a lot.*
- Does “raining frogs and toads” mean the same thing as “raining cats and dogs”? Why or why not? *No, it doesn’t mean the same thing because “raining cats and dogs” is just a way of saying it’s raining a lot. But “raining frogs and toads” means that frogs and toads really are falling from the sky.*
- What animals have people reported as falling from the sky? *People have reported frogs, toads, fish, and frozen turtles falling from the sky.*

Section #1 Main Question:

When animals fall from the sky, why is it called “weird rain”? Begin your answer by saying: When animals fall from the sky, it is called “weird rain” because . . . *Accept an answer such as: It is very odd or strange that frogs and fish fall from the sky, since we usually think of water falling from the sky when it rains. It's not quite as strange when birds fall from the sky because birds spend time up there anyway, but we never see frogs, fish, or turtles in the sky.*

Section #2

202	Many other animals have thudded to the ground as well.
212	Different kinds of fish have fallen on priests in Australia,
222	golfers in England, and families in Singapore. Sometimes
230	birds frozen like hailstones have dropped to the earth. In
240	1930, <i>Nature</i> magazine told a story about a turtle wrapped in
251	ice that fell during a hailstorm. (#2)

Section #2 Scaffolding Question:

- a. What are some of the countries where this strange phenomenon has been reported? *Some of the countries where this phenomenon has been reported are the United States, Australia, England, and Singapore.*

Section #2 Main Question:

Why is this weird rain considered an international phenomenon? Begin your answer by saying: This weird rain is considered an international phenomenon because . . . *Accept an answer such as: Weird rain has been reported in many countries, including the United States, Australia, England, and Singapore.*

Section #3

257	How does this strange precipitation happen? Some scientists believe they have a logical explanation for the weird rain or hail. They tell us that a violent thunderstorm picks up animals from shallow ponds or creeks and pulls the animals high into the air. Then these whirlwinds carry the animals for hundreds of miles before throwing them to the ground. They compare this phenomenon to what happens in dry areas where huge, whirling dust storms are constantly dropping rubbish out of the sky. (#3)
264	
273	
284	
295	
305	
315	
324	
333	

Section #3 Scaffolding Questions:

- a. In the scientists' explanation, what does the violent thunderstorm pick up and from where? *The violent thunderstorm picks up animals from shallow ponds and creeks.*
- b. After the storm pulls the animals high into the air, what does it do with them? *After the storm pulls the animals high into the air, it carries them for hundreds of miles and then throws them to the ground.*

Section #3 Main Question:

What is one logical explanation for this weird rain? Begin your answer by saying: One logical explanation for this weird rain is that . . . **Accept an answer such as:** *A violent thunderstorm picks up animals from shallow ponds and creeks, pulls the animals high into the air, carries them for hundreds of miles, and then throws them to the ground.*

Section #4

339	Other scientists say that we don't really know how weird rain happens. In another odd event, however, a tornado dropped unopened soft drink cans. The cans were marked with the name of the manufacturing plant. The plant was 150 miles away from where the full cans had landed. Whether the scientists' explanations are correct or not, let's hope the weatherperson doesn't start predicting soft drink showers for tomorrow's weather. (#4)
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358	
367	
377	
388	
398	
405	
408	

Section #4 Scaffolding Questions:

- a. What other odd event happened? *A tornado dropped unopened soft drink cans from the sky.*
- b. How did full soft drink cans travel 150 miles away from the manufacturer and drop from the sky? *The tornado picked up the soft drink cans from the manufacturing plant, pulled them high into the air, carried them for 150 miles, and then threw them to the ground.*
- c. Is this the same explanation that tells how animals go from a pond into the air and then fall like rain? *The explanation for what happened to the soft drink cans is the same explanation that is used for animals coming from a pond.*

Section #4 Main Question:

Do you support the scientists that give an explanation for weird rain or do you support the scientists that say we don't really know how weird rain happens? Why? Begin your answer by saying: I support the scientists who give an explanation for weird rain because . . . or, I support the scientists who say we don't know how weird rain happens because . . . Accept an answer such as: *I support the scientists who give an explanation for weird rain because the soft drink can event fits the explanation just like the animal events. or, I support the scientists who say we don't know how weird rain happens because I still have questions, such as: How did the tornado get the soft drink cans from the manufacturing plant? Why did the tornado pick up only soft drink cans? Why didn't some cans fall out of the tornado along the way? How does a thunderstorm get the animals from the pond or creek? Why does the storm pick up only one kind of animal, such as when it rains fish?*

ACTIVITY K: Rate Development

Student Objective: to increase reading rate of an informative passage that contains many long words

Activity Summary

- Have students complete a Cold Timing, one or two practices, and a Hot Timing of the Activity J passage.
- Have students record the number of words read during each timing.
- Have students complete their Progress Monitoring Graph.


Cold Timing

Practice 1

Practice 2

Hot Timing

Instructional Steps

1. Find Activity K. Now it's time for rate development.
-  2. Find the beginning of the passage about weird rain. **Pause.** Whisper-read. See how many words you can read in one minute. Begin. **Time students for one minute.** Stop. Circle the last word that you read. **Pause.** Record the number of words you read after **Cold Timing.** **Pause and monitor.**
3. Let's practice again. Return to the beginning of the passage. **Pause.** Begin. **Time students for one minute.** Stop. Put a box around the last word that you read. **Pause.** Record the number of words you read after **Practice 1.** **Pause and monitor.**
4. **Optional** Let's practice one more time before the Hot Timing. Begin. **Time students for one minute.** Stop. **Pause.** Put a box around the last word that you read. **Pause.** Record the number of words you read after **Practice 2.** **Pause and monitor.**
5. Please exchange books with your partner. **Pause.** Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. **Time students for one minute.** Stop. Ones, cross out the last word that your partner read. **Pause.** Ones, record the number of words your partner read after **Hot Timing.** **Pause and monitor.**

6. Partner 1, you are going to read next. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. **Time students for one minute.** Stop. Twos, cross out the last word that your partner read. **Pause.** Twos, record the number of words your partner read after **Hot Timing.** **Pause and monitor.**
7. Return your partner's book. **Pause.** Turn to your Progress Monitoring Graph. **Pause.** Indicate on the graph the number of Cold Timing and Hot Timing words you read. **Monitor as students mark books.**

Displays

for

Lesson 23

ACTIVITY D: Guided Strategy Practice1 reorganizationalcomparatively2 unmistakableimmediately3 obvioslycommunication4 reresentativeeducationally

ACTIVITY E: Unguided Strategy Practice

- | | | |
|---|---------------|-----------------|
| 1 | governmental | dissatisfaction |
| 2 | noisiest | independence |
| 3 | impossibility | immature |
| 4 | capitalism | intentionally |
| 5 | completely | advertisement |

ACTIVITY E: Unguided Strategy Practice

1 governmental

dissatisfaction

2 noisiest

independence

3 impossibility

immature

4 capitalism

intentionally

5 completely

advertisement

ACTIVITY F: Spelling Dictation

1 independence

2 dissatisfaction

3 impossibility

4 reorganizational

ACTIVITY G: Word Families**A**

compare—to tell how two things are alike

comparison

comparable

comparability

comparative

comparatively

B

educate—to provide knowledge

educator

education

educational

educationally

educationalist

1. Missouri *(noun)*



Missouri is a state in the United States.

2. Minnesota *(noun)*



Minnesota is a state in the United States.

3. Australia *(noun)*



explanation:

Australia is one of the largest countries on Earth. It's also a continent.

example:

Australia is completely surrounded by water.

4. scientists *(noun)*



explanation:

Scientists are people who study science and use this knowledge in their work.

example:

This **scientist** is looking closely at the results of a scientific experiment.

5. weird *(adjective)*



explanation:

When something is **weird**, it is very odd or strange.

example:

This rain is very **weird**. Instead of water, it's raining books.

6. **bizarre** *(adjective)*



explanation:

When something is **bizarre**, it is freaky or unusual.

example:

This lady's airplane-shaped hat is **bizarre**.

7. **familiar** *(adjective)*

If something or someone is **familiar** to you, you recognize them or know them well.

familiar — example

If you played chess for several years, the chess pieces would be **familiar** to you.



familiar — word family



- familiar *–adjective*
- unfamiliar *–adjective*
- unfamiliarity *–noun*

Familiar computer programs are easy to work with. When a program is **unfamiliar**, you experience much more difficulty. The **unfamiliarity** of a new program can be quite challenging.

8. *Scientific American* (noun)

Scientific American is the name of a magazine that sometimes tells about weird, bizarre, or unfamiliar events.

ACTIVITY I: Content-Area Vocabulary**List 2**

- 1 **century** *n.* A **century** is 100 years.
- 2 **incidents** *n.* **Incidents** are events or occurrences.
- 3 **phenomenon** *n.* A **phenomenon** is an observable or unusual event.
- 4 **explanation** *n.* If you give an **explanation** verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened.

- 5 **logical** *adj.* When something is **logical**, it makes sense.
- 6 **precipitation** *n.* **Precipitation** can be rain, snow, or hail.
- 7 **manufacture** *v.* When you **manufacture** something, you make products from raw materials, by hand or with a machine.
- 8 **thudded** *v.* When someone or something **thudded**, they made a heavy, dull sound as they hit a flat surface.

1. century *(noun)*

A **century** is 100 years.



2. incidents (noun)



explanation:

Incidents are events or occurrences.

example:

The newspaper reported an unusual **incident**. A hurricane blew this marina up against a row of trees.

3. **phenomenon** *(noun)*



explanation:

A **phenomenon** is an observable or unusual event.

example:

The northern lights are a natural **phenomenon** that feature colored lights, usually green, moving across the night sky.

4. **explanation** *(noun)*

If you give an **explanation** verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened.

explanation — word family



- explain *–verb*
- explaining *–verb*
- explanation *–noun*

The teacher will **explain** how to do the math problem by **explaining** every step in the strategy. The **explanation** must be clear and easy to understand.

5. **logical** *(adjective)*

When something is **logical**, it makes sense.

logical — examples

When the reasons you give to support an opinion are **logical**, the reasons make sense.

When there is moisture in the air and the temperature is below freezing, a **logical** result is snow.

After you make cookies, the next **logical** action would be to eat them!

6. precipitation *(noun)*

Precipitation can be rain, snow, or hail.



precipitation — check for understanding



Some history books report several hailstones larger than a baseball. What is the most bizarre **precipitation** you know about?

Begin by saying:

The most bizarre **precipitation** I know about is...

7. manufacture *(verb)*



explanation:

When you **manufacture** something, you make products from raw materials, by hand or with a machine.

example:

Manufacturing usually occurs in a factory, like the one where this man is making furniture.

8. thudded *(verb)*



explanation:

When someone or something **thudded**, they made a heavy, dull sound as they hit a flat surface.

example:

The hoofs of the Clydesdale horse team **thudded** on the ground.

Weird Rain

Section #1

Scaffolding Questions:

- a. When someone says, “It’s raining cats and dogs,” is it raining a little or a lot?
- b. Does “raining frogs and toads” mean the same thing as “raining cats and dogs”? Why or why not?
- c. What animals have people reported as falling from the sky?

Main Question:

When animals fall from the sky, why is it called “weird rain”?

Begin your answer by saying:

When animals fall from the sky, it is called “weird rain” because...

(Be sure to use information from the article.)

Weird Rain

Section #2

Scaffolding Question:

- a. What are some of the countries where this strange phenomenon has been reported?

Main Question:

Why is this weird rain considered an international phenomenon?

Begin your answer by saying:

This weird rain is considered an international phenomenon because...

(Be sure to use information from the article.)

Weird Rain

Section #3

Scaffolding Questions:

- a. In the scientists' explanation, what does the violent thunderstorm pick up and from where?
- b. After the storm pulls the animals high into the air, what does it do with them?

Main Question:

What is one logical explanation for this weird rain?

Begin your answer by saying:

One logical explanation for this weird rain is that...

(Be sure to use information from the article.)

Weird Rain

Section #4

Scaffolding Questions:

- a. What other odd event happened?
- b. How did full soft drink cans travel 150 miles away from the manufacturer and drop from the sky?
- c. Is this the same explanation that tells how animals go from a pond into the air and then fall like rain?

Main Question:

Do you support the scientists that give an explanation for weird rain or do you support the scientists that say we don't really know how weird rain happens? Why?

Begin your answer by saying:

I support the scientists who give an explanation for weird rain because . . .

or

I support the scientists who say we don't know how weird rain happens because . . .

(Be sure to use information from the article.)

Student

Pages for

Lesson 23

ACTIVITY A: Vowel Combinations Review

1	oi	oo	i - e	oy	ar
2	ee	e - e	ow	ai	er

ACTIVITY B: Vowel Conversions Review

u	a	i	e	o
---	---	---	---	---

ACTIVITY C: Prefixes and Suffixes Review

Prefixes

1	dis	de	un	ex	ad
2	en	com	be	per	ab

Suffixes

3	sive	able	ment	ful	ary
4	le	ate	ism	ous	ence
5	tive	ity	sion	y	er

ACTIVITY D: Guided Strategy Practice

- | | | |
|---|------------------|---------------|
| 1 | reorganizational | comparatively |
| 2 | unmistakable | immediately |
| 3 | obviously | communication |
| 4 | representative | educationally |

ACTIVITY E: Unguided Strategy Practice

- | | | |
|---|---------------|-----------------|
| 1 | governmental | dissatisfaction |
| 2 | noisiest | independence |
| 3 | impossibility | immature |
| 4 | capitalism | intentionally |
| 5 | completely | advertisement |

ACTIVITY F: Spelling Dictation

1	3
2	4

ACTIVITY G: Word Families

A

compare—to tell how two things are alike

comparison

comparable

comparability

comparative

comparatively

B

educate—to provide knowledge

educator

education

educational

educationally

educationalist

ACTIVITY H: Meanings of Prefixes and Suffixes

un = not, opposite of

dis = not, opposite of

im = not, opposite of

- a** (Activity D) **not mistakable**; so obvious you can't make a mistake about it

- b** (Activity E) **not feeling satisfaction**; the state of not feeling happy with what you have

- c** (Activity E) **not mature**; childish

ACTIVITY I: Content-Area Vocabulary

List 1

- | | | | |
|-----|----------------------------|-------------|---|
| 1 | Missouri | <i>n.</i> | Missouri is a state in the United States. |
| 2 | Minnesota | <i>n.</i> | Minnesota is a state in the United States. |
| 3 | Australia | <i>n.</i> | Australia is one of the largest countries on Earth. It's also a continent. |
| * 4 | scientists | <i>n.</i> | Scientists are people who study science and use this knowledge in their work. |
| 5 | weird | <i>adj.</i> | When something is weird , it is very odd or strange. |
| 6 | bizarre | <i>adj.</i> | When something is bizarre , it is freaky or unusual. |
| * 7 | familiar | <i>adj.</i> | If something or someone is familiar to you, you recognize them or know them well. |
| 8 | <i>Scientific American</i> | <i>n.</i> | Scientific American is the name of a magazine that sometimes tells about weird, bizarre, or unfamiliar events. |

List 2

- | | | | |
|-----|---------------|-------------|--|
| 1 | century | <i>n.</i> | A century is 100 years. |
| * 2 | incidents | <i>n.</i> | Incidents are events or occurrences. |
| 3 | phenomenon | <i>n.</i> | A phenomenon is an observable or unusual event. |
| * 4 | explanation | <i>n.</i> | If you give an explanation verbally or in writing, you make something understandable by describing something in detail or by giving reasons why something happened. |
| 5 | logical | <i>adj.</i> | When something is logical , it makes sense. |
| 6 | precipitation | <i>n.</i> | Precipitation can be rain, snow, or hail. |
| 7 | manufacture | <i>v.</i> | When you manufacture something, you make products from raw materials, by hand or with a machine. |
| 8 | thudded | <i>v.</i> | When someone or something thudded , they made a heavy, dull sound as they hit a flat surface. |

ACTIVITY J: Passage Reading and Comprehension**Weird Rain**

10 When someone says, “It’s raining cats and dogs,” we don’t
22 expect to look out the window and see animals. We know the
33 person is talking about a downpour, or heavy rainfall. As far
46 as we know, no cats or dogs have actually fallen from the sky.
57 But, what if someone said it was “raining frogs and toads”?
69 Is that another way of saying the same thing as “raining cats
79 and dogs”? Not according to many news accounts of unusual
occurrences.

80 For more than a century, people have reported bizarre
89 incidents in which rain has included frogs, fish, or frozen
99 turtles. Try to picture in your mind what this might look like.
111 In 1873, *Scientific American* described a shower of frogs
120 that darkened the air. The frogs fell to the ground during a
132 rainstorm in Missouri. In 1901, witnesses in Minnesota told a
142 rare story. They said that they heard an unfamiliar plopping
152 noise outside. It sounded like falling lumps of mud, not like
163 rain or hail. Outside, they saw a huge green mass coming
174 down from the sky. When the storm was over, they saw a
186 collection of frogs and toads piled three inches deep and
196 covering more than four city blocks! (#1)

202 Many other animals have thudded to the ground as well.
212 Different kinds of fish have fallen on priests in Australia,
222 golfers in England, and families in Singapore. Sometimes
230 birds frozen like hailstones have dropped to the earth. In
240 1930, *Nature* magazine told a story about a turtle wrapped in
251 ice that fell during a hailstorm. (#2)

257 How does this strange precipitation happen? Some
264 scientists believe they have a logical explanation for the
273 weird rain or hail. They tell us that a violent thunderstorm
284 picks up animals from shallow ponds or creeks and pulls the
295 animals high into the air. Then these whirlwinds carry the
305 animals for hundreds of miles before throwing them to the
315 ground. They compare this phenomenon to what happens in
324 dry areas where huge, whirling dust storms are constantly
333 dropping rubbish out of the sky. (#3)

339 Other scientists say that we don't really know how weird
349 rain happens. In another odd event, however, a tornado
358 dropped unopened soft drink cans. The cans were marked
367 with the name of the manufacturing plant. The plant was
377 150 miles away from where the full cans had landed. Whether
388 the scientists' explanations are correct or not, let's hope the
398 weatherperson doesn't start predicting soft drink showers
405 for tomorrow's weather. (#4)
408

ACTIVITY K: Rate Development

Cold Timing

Practice 1

Practice 2

Hot Timing

Assessment

Progress Monitoring Assessments

End-of-Unit Check-up

At the end of each unit, you will be giving students a Progress Monitoring Check-up that covers the content of the lessons just completed. Before students do the Check-up, you may have them do as much practice and studying as you think they need. However, the Check-up is a closed-book assessment. Students should not have access to Spelling Words, Vocabulary Logs, or other resources while taking the Check-up. If you have posted a classroom poster of the prefixes, suffixes, and vowel sounds, you may wish to cover the poster as well. None of the sections on the Check-up are timed.

Directions:

1. Reproduce one blank copy of the Check-up for each student. Have the Answer Key ready.
2. You may elect to begin with Part 4 first. If so, see direction #4 below. Otherwise, read the directions for Part 1 with students. Tell them to practice reading all the words in all four lines, and then start over and practice all the words again. Tell students that you will go around the room and listen to each student read one line of words, randomly chosen. Confine your feedback to praising the student's effort. Do not correct errors. When a student has finished reading to you, give that student a score to record for Part 1.
3. When students in the class have practiced all the words twice, stop listening to individual students read. Read the directions for Parts 2 and 3 with all the students. Explain to students how to do the Bonus section. Tell students to go ahead and work while you continue to listen to individuals read words in Part 1.
4. For Part 4, dictate the spelling words to the whole class: say each word and have students repeat the word. Tell students they may put their fingers up and say the parts to themselves just as they learned to do in the lessons in the Spelling Dictation activity.
5. Using your Answer Key, assist students in checking their test and recording their scores, or collect the papers and check the tests yourself.
6. Have students record their Check-up score on the Progress Monitoring Graph found at the back of their *Student Book*, or use the VPORT data management system* for recording student scores. Bonus points are not included in the progress monitoring score but may be used for other purposes, such as raising a letter grade being given for the unit.

*For more information on VPORT, please contact our support team at support@soprislearning.com.

Name _____ Date _____ Total Points of 100 _____

Part 1. Decoding Multisyllabic Words

Points _____/25

Practice reading all the words in each line. Two words in each line are words you didn't practice in the lessons, so use your *REWARDS* strategy. The teacher will ask you to read one line. Each word is worth 5 points for a total of 25 points.

- A. independence adventurous conditionally documentation interventionist
- B. preparation horizontally insignificance governmental unfortunately
- C. impossibility commentator investigative enormously interdependent
- D. encouragement availability comparatively discrimination presidential

Part 2. Content-Area Vocabulary

Points _____/30

Circle the letter next to the words that best express the vocabulary word's meaning. Be sure to pick the **best** answer. Each correct answer is worth 3 points for a total of 30 points.

<p>1. various</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. many different kinds of things b. only one kind of thing c. musical instrument d. outside the house 	<p>6. obstacle</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. something that stands in your way b. something that encourages you c. being remembered for a long time d. something produced in a factory
<p>2. explanation</p> <ul style="list-style-type: none"> a. telling very little about something b. a search for answers <input checked="" type="radio"/> c. describing something in detail d. not letting anything stop you 	<p>7. sacrifice</p> <ul style="list-style-type: none"> a. using a lot of energy b. plenty of something <input checked="" type="radio"/> c. give up for something of more value d. something that encourages you
<p>3. familiar</p> <ul style="list-style-type: none"> a. unusual <input checked="" type="radio"/> b. knowing someone well c. knowing someone very little d. a huge amount 	<p>8. feature</p> <ul style="list-style-type: none"> a. all the parts blended together b. an organized journey c. happening in years to come <input checked="" type="radio"/> d. a distinct part of something
<p>4. category</p> <ul style="list-style-type: none"> a. something that stands in your way <input checked="" type="radio"/> b. a group of like things c. ability to do something d. something that is of more value 	<p>9. desperate</p> <ul style="list-style-type: none"> a. badmouthing your friend <input checked="" type="radio"/> b. having little hope c. having many different kinds of things d. being friendly
<p>5. immigrate</p> <ul style="list-style-type: none"> a. not mature b. understand c. make something sound more important <input checked="" type="radio"/> d. come to a new country and settle 	<p>10. determination</p> <ul style="list-style-type: none"> a. not letting anything scare you b. having little hope <input checked="" type="radio"/> c. not letting anything stop you d. tearing the house apart

Part 3. Meanings of Prefixes and Suffixes

Points _____/30

Fill in the blanks. Each answer is worth 3 points for a total of 30 points.

- What part of the noun “investigator” means *person connected with*? or
So, “investigator” means a person connected with investigating
- What part of the noun “unmanageable” means *able to be*? able
So, “unmanageable” means not able to be managed
- What part of the word “premature” means *before*? pre
So, “premature” means before it is mature
- What part of the noun “disagreement” means *not*? dis
So, “disagreement” means the act of not agreeing
- What part of the adverb “traditionally” means *in a manner that is*? ly
So, “traditionally” means in a manner that is traditional

Part 4. Spelling

Points _____/15

Write each word the teacher dictates. Each word is worth 5 points for a total of 15 points.

- unreasonable
- meaningfulness
- individuality

Bonus Points. Forming Word Families

Points _____/8

This section is worth extra points. Each word is worth 1 point for a total of 8 points.

Use the parts below to make eight words that you’ve heard before. You may use some parts more than once.

re	instruct	tion	or	er
compare	able	tive	produce	ity

<u>reinstruct</u>	<u>instruction</u>	<u>reinstruction</u>	<u>instructor</u>
<u>instructable</u>	<u>instructive</u>	<u>comparer</u>	<u>comparable</u>

Also accept: **comparability, comparative, reproduce, production, reproduction, producer, productivity, productive**

Points to be recorded on Progress Monitoring Graph: _____/100

90–100 **A or Excellent** 80–89 **B or Very Good** 70–79 **C or Good** 69 or below **Needs Improvement**

Bonus points: _____/8