



REWARDS®

The impact of the coronavirus pandemic has forced schools to close for an unforeseen period of time. With this drastic change, many schools have shifted to distance and virtual instruction. At VSL, our goal is to enable learning to continue by providing support to teachers, parents/caregivers and students with thoughtful, coherent, and meaningful instruction and resources.

Follow the tips in this document to modify instruction for your environment and maximize all components of the program.



REWARDS Online Books

Purpose

- Used for instruction and reinforcement of critical concepts in person or virtually

Directions

1. Login to your teacher account at rewards.voyagersopris.com with the username and password you were assigned.
2. Click on the Bookshelf tab and the eBooks icon.
3. Choose the *Teacher's Guide* or the *Student Book*.



Teacher's Guide

- Contains each lesson with teacher directions

Student Book

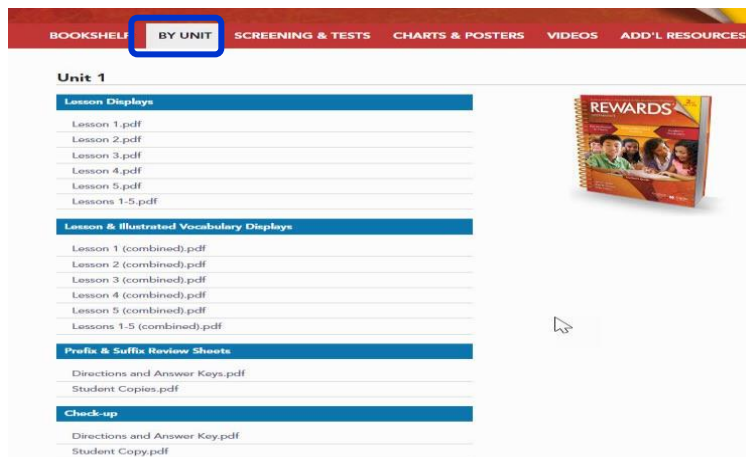
- Contains the student lesson pages

Using the Unit Resources

Unit resources are available digitally for you to present the lessons in person or remotely. Organized by unit, you can access lesson displays, lesson and illustrated vocabulary displays, prefix and suffix review sheets, and the check-up.

To access Unit Resources:

1. Click on the By Unit tab.
2. Choose All Units to view a file for every unit, or choose the individual Unit to see only the resources from that particular unit.



Lesson Displays: Contain the displays with answers.

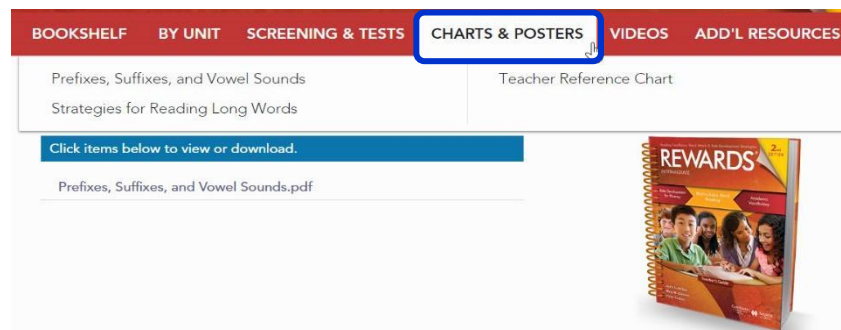
Lessons & Illustrated Vocabulary Displays: Includes the displays with answers and the Illustrated Vocabulary slides with pictures.

Prefixes and Suffixes Review Sheets: Each unit has two review sheets that assist students in preparing for that section of the unit Check-up. These are used after Lesson 5 in the Intermediate level and after Lesson 4 in the Secondary level.

Check-up: This is the Unit Assessment to be given after the last lesson in each unit and any review activities, including the Prefix and Suffix Reviews.

Charts and Posters

To access copies of the classroom posters, click on the Charts & Posters tab. Choose either the Prefixes, Suffixes, and Vowel Sounds poster or the Strategies for Reading Longer Words posters. These can be downloaded or printed out for students to use as a reference.



Additional Resources

There are several additional resources that provide more practice or support for students. To access these files, click on the Add'l Resources tab. A few are highlighted below:

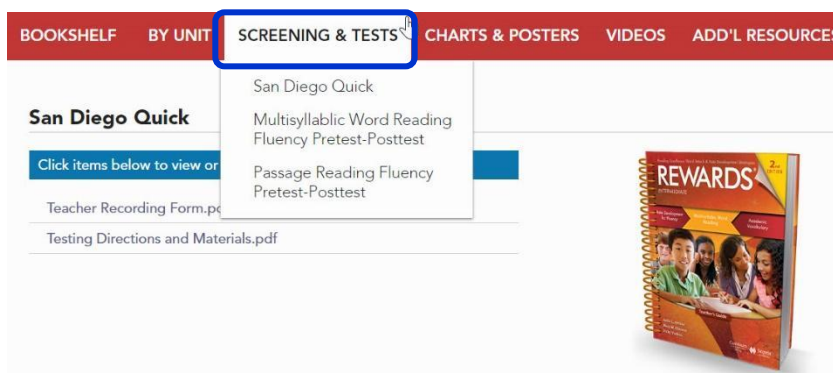
- Alternative Practice Activities: Provides ideas for other ways to provide judicious practice with skills taught in lessons.
- Progress Monitoring Graph: Allows students to track the number of correct words per minute read during Passage Fluency activities. These fluency activities are part of the lessons in the last Unit of each level.
- Vocabulary Log: Contains a list with definitions of the vocabulary words by unit. This is a wonderful reference for students. Additionally, it may provide review prior to the Check-ups or cumulative review.
- Teacher resources in this subtab include information on increasing student engagement, an instructional sequence, certificates of completion, ideas for an incentive program to motivate students, and a list of the reading and spelling words included in the lessons.



Screenings and Tests

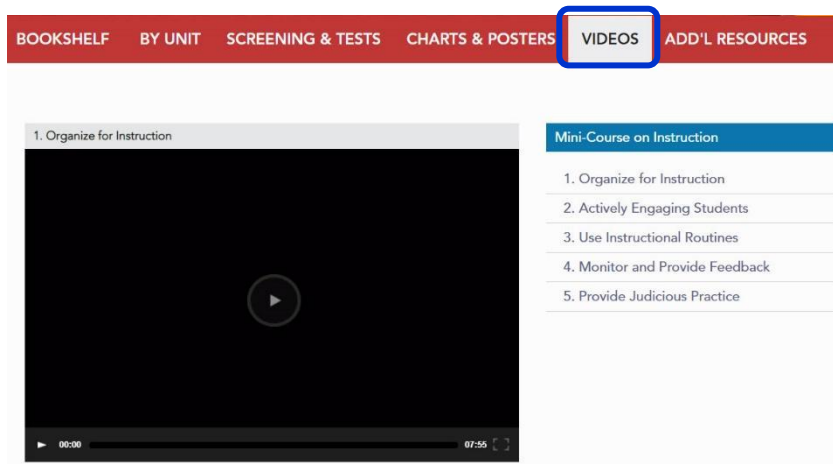
REWARDS provides several assessments to place students and monitor progress. These can be accessed in the Appendices of your Teacher's Guide or online by clicking on the Screenings & Tests tab.

- The *San Diego Quick* consists of word lists by grade level and may be used to obtain a level of decoding. It is recommended that students placed into REWARDS intervention read at least at a 3.0 level. This assessment may be used to screen students and as a pretest and posttest.
- The *Multisyllabic Word Reading Fluency Pretest/Posttest* is utilized to measure how many syllables students can read in a one-minute timing.
- The *Passage Reading Fluency Pretest/Posttest* provides a score for words read correctly in 1 minute.



Videos

An additional resource for teachers is a collection of videos for professional development. Featuring Dr. Anita Archer, these best practice videos support teachers across all content areas. To access the videos, click on the Videos tab, then select the video from the Mini-Course on Instruction section.



If / Then

If you are a teacher delivering via a webinar platform, here are some suggestions to facilitate instruction:

- Choose a webinar platform, such as Zoom or GoTo Meeting, that allows you and your students to login and turn on their web camera.
- Have the student book opened on your screen.
- Refer to your Teacher's Guide to deliver the lesson as written.
- Have the displays open and toggle back and forth between the student pages and the displays as you progress through the lesson.
- When delivering instruction, and if you are unable to see the work that students are doing on their page, enhance your directions to ask students to "call out" what they marked on the page. Provide immediate feedback and return to the "I do, we do" explicit instruction model.
- If students can submit work electronically, consider using the *Alternative Practice Activity Cross Out* or *I'm Thinking of a Word* for students to submit their answers. They can also write the answers to the Passage Comprehension questions and submit those.

If you are a parent/caregiver helping your student with REWARDS lessons, here are some suggestions:

- These are teacher-directed lessons with explicit instruction. Students will most likely not have much independent work to complete.
- If the teacher provides hard copies of word reading lists or reading passages, have your student read these out loud to you and provide gentle corrections ("Let's try that one again." "Can that be sounded out?")
- If the teacher provides any vocabulary lists, review those words and definitions with your student. Make a game of this. Find an opportunity to use these words in everyday conversation.

Maintaining Engagement

Depending on the platform used to teach remotely, student engagement can be difficult. Here are some tips to help with keeping students focused and actively participating.

- If everyone can see and hear each other, try using the prompts provided in the lesson scripting. You may have to limit how many students respond at a time. Rather than all responding, you might vary the turns by asking for only boys, only girls, naming two or three students to answer at a time, etc.
- If you cannot hear students on your platform, pretend that they are responding. If you ask which prefix means *before*, pause, then say something like, “Yes, you are correct. It is the prefix *–pre*.”
- Ask students to move around or go tell someone else at home about the concepts they are learning. Students may spend an enormous amount of time sitting and being on devices while learning from home.
- Ask students to summarize what they have learned at the end of each session or have a “ticket out the door” type response, whether submitted verbally or electronically.

Contact Customer Service

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