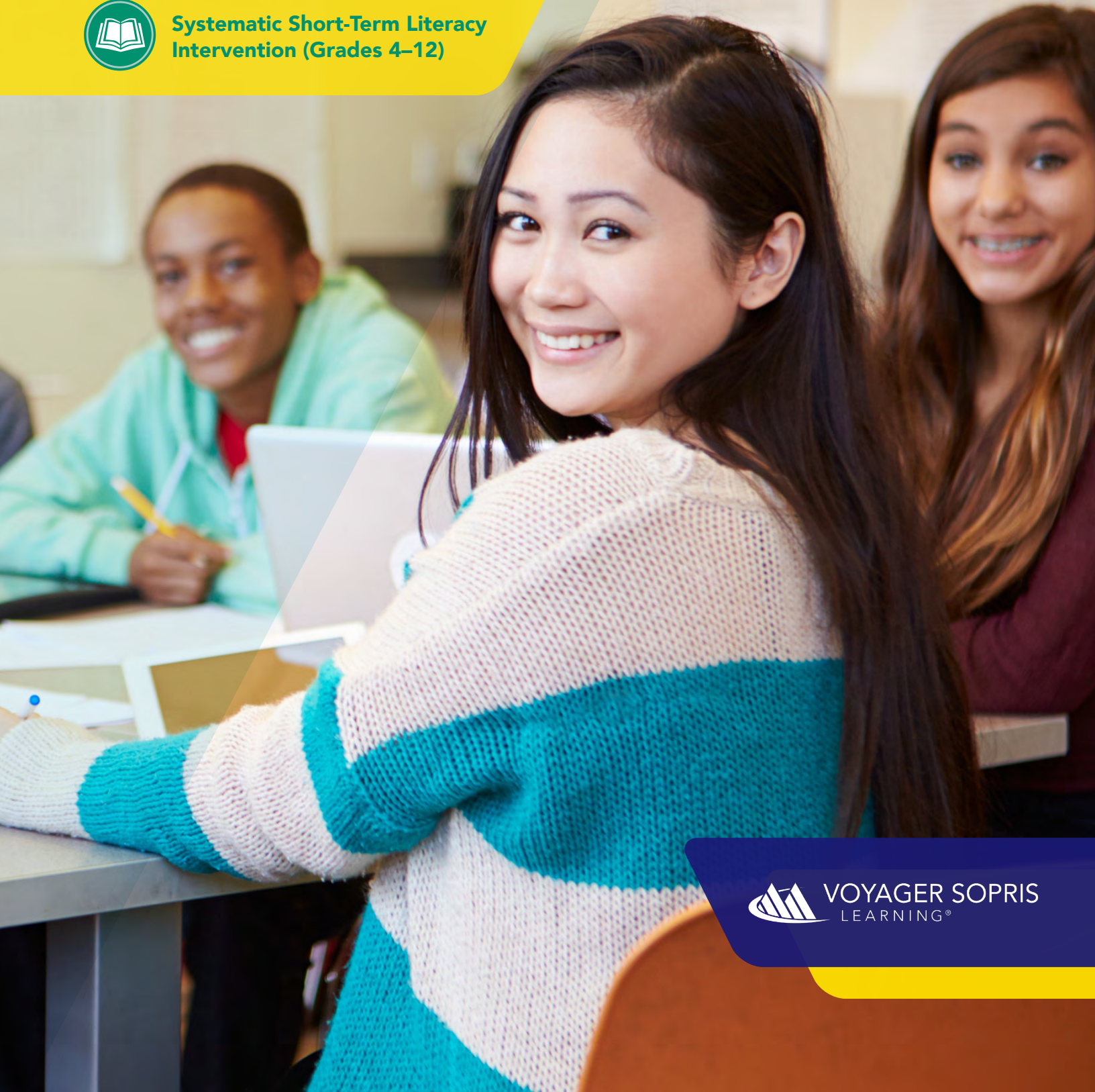


REWARDS[®]

and the Science of Reading



Systematic Short-Term Literacy
Intervention (Grades 4–12)



VOYAGER SOPRIS
LEARNING[®]

Learning to read is the focus of preschool through grade three. By the beginning of the fourth grade, students are expected to shift into reading to learn. However, many students are not prepared to make this shift. This is where reading intervention can be helpful to students to learn specific skills, such as breaking down multisyllabic words and academic vocabulary, which helps develop fluency.

The language comprehension factor in overall reading achievement becomes more and more important from fourth grade onward. At this age, reading and language arts instruction must include deliberate, systematic, and explicit teaching of word recognition as well as develop students' subject-matter knowledge, vocabulary, sentence comprehension, and familiarity with language in written texts.

The body of research called the science of reading has much to offer these older students who lack foundational reading skills. **Reading comprehension is the product of word recognition and language comprehension.** Students who lack strong skills in either of these domains will not be successful in reading comprehension.

Specific teaching strategies embedded in a rich curriculum will expose students to a variety of texts in science, literature, social studies, history, the arts, and culture as they develop reading and writing skills.



There is no
comprehension
strategy powerful
enough to compensate
for the fact that you
can't read the words.



—REWARDS Author and Literacy
Expert, Dr. Anita Archer

Make Reading Make Sense

Fourth-grade and older readers who have weak foundational skills require direct instruction in decoding, encoding, fluency, vocabulary, and comprehension. Even though decoding is not sufficient for reading comprehension, it is necessary. There is no comprehension strategy strong enough to compensate for the inability to read words. Poor decoders, even those who can decode single-syllable words, have a difficult time with multisyllabic words. A student who is unable to decode a passage's long words has no pathway to reading comprehension.

Encoding (Spelling) relies on the same information as decoding: 1) knowledge of letter-sound associations, and 2) structural elements, including prefixes and suffixes. Spelling and reading build on the same representation of a word. Knowing the spelling of a word makes the representation of it accessible for fluency.



WATCH THE WEBINAR

Providing Reading Interventions for Students in Grades 4–9:

What the IES Guide and Research Tell Us

In the recent webinar presented by renowned reading expert Dr. Anita Archer, she discussed her IES Practice Guide-aligned reading intervention designed for older struggling readers.

WATCH NOW →

REWARDS[®]

Science of Reading Research-Based Instruction for Grades 4–12



Dr. Anita Archer,
AUTHOR • LITERACY EXPERT

REWARDS[®] is a powerful suite of short-term reading and writing intervention materials specifically designed for struggling readers in grades 4–12. The series includes *REWARDS[®] Intermediate*, *REWARDS[®] Secondary*, *REWARDS[®] Plus*, where strategies are applied to social studies and science, and *REWARDS[®] Writing*, which helps students refine and sharpen their writing skills.

Based on the science of reading and developed by reading specialists, *REWARDS* guides students through the proven steps of reading instruction with age-appropriate content that develops their reading, writing, and listening skills as they move through more complex content across multiple curriculum areas.

***REWARDS* helps students develop the skills they require to be proficient readers.**

THE SCIENCE OF READING SAYS

Effective pedagogy requires explicit instruction which is unambiguous and presented directly to students. Teachers should deliver this in an engaging way so the teacher a) elicits frequent responses from students, b) monitors student responses and adjusts the lesson as necessary, c) provides immediate feedback including praise, encouragement, and corrections, and d) maintains a brisk pace to ensure attention and engagement.

Encoding (spelling) relies on the same information as decoding: 1) knowledge of letter-sound associations, and 2) structural elements, including prefixes and suffixes. Decoding and encoding are reciprocal processes.

Reading fluency is important because of its connection to comprehension. When decoding is slow and laborious, students' cognitive energies are drawn away from meaning, thus compromising their comprehension.

There is a strong correlation between vocabulary and reading comprehension—particularly as students progress up the grades. Vocabulary's importance to reading comprehension, and also its importance to listening comprehension and to word choice in writing means vocabulary building must be emphasized every school year, in all classes, every day.

Comprehension is extracting what the author has explicitly and implicitly stated and is the goal of reading instruction. Comprehension is enhanced when students can a) decode unknown words quickly within a passage, b) read the text effortlessly, and c) understand the critical passage vocabulary.

WHAT REWARDS DOES

Explicit is the perfect instructional strategy for students who need *REWARDS* and for the delivery of its content. Students find their reading difficulties best supported by explicit, systematic, teacher-led instruction, and application of skills to real-world content. Middle- and high-school students who are struggling readers can be brought up to grade level with a knowledgeable teacher and explicit instruction.

Students read and spell multisyllabic words in each lesson and learn a strategy that can be generalized to what they would do when spelling long words independently.

Contains a number of ways to accelerate gains in reading rate. 1) students are taught decoding skills, 2) practice is provided to read words more quickly, 3) students engage in repeated reading exercises of content they've already read for one minute to increase their rate.

Includes a substantive vocabulary section incorporating proven practices: 1) explicit instruction on selected words accelerates vocabulary growth, 2) before passage reading begins, students learn domain-specific vocabulary words directly related to the content in the passage. Students who receive systemic, direct teaching of critical passage words show improvement in passage comprehension. 3) Students are taught two-word learning strategies to help determine the meaning of unknown words. For example, 97 percent of prefixed words are from 20 prefixes. Four of these prefixes account for 58 percent of prefixed words.

All the strands in *REWARDS* contribute to reading comprehension. Passage reading exercises provide student practice but are also designed to provide teachers with a model for informational text reading that can be transferred to other materials. There are many strategies for close reading. Teachers must select a strategy that matches the text. Teachers decide whether scaffolding questions should come before higher-order questions which require integration of evidence from the passage.

REWARDS[®]

Putting the Science of Reading into Practice with *REWARDS*

Reading is the most basic skill taught in school. Reading opens the gate to all other academic achievement and is associated with social and emotional well-being. The science of reading is unequivocal about the need for direct, explicit, and sustained instruction in teaching students to read. Whether this is done during the early grades or when students have developed weak foundational skills going into middle and high school, the need is the same. With the ever-growing base of knowledge of neuroscience and how the brain works through the learning process, there is now a large body of research that tells us exactly how children learn to read and what is required to become proficient. As students move beyond the early grades and still have not learned to read, their futures begin to dim. Researchers believe almost all students can learn to read with the right instruction. Students with reading disabilities can also be taught to read successfully with the addition of specific strategies. The reading crisis is real, but the good news is we know what to do; we just need to implement what we know.

The *REWARDS* suite of products is designed with the needs of older struggling learners in mind. It is for students who find their reading difficulties best supported by explicit, systematic, teacher-led instruction and application of skills to real-world content.



BROCHURE: What the IES Guide and Research Tell Us

REWARDS is the only reading intervention on the market perfectly aligned to recently released national recommendations for teachers to deliver evidence-based interventions that meet the needs of their students. Read more in our brochure.

[DOWNLOAD NOW →](#)

REWARDS[®]

Systematic Short-Term Literacy Intervention

The *REWARDS* family is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. **With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level, content-area text.**

Learn more at
voyagersopris.com/rewards

