



# REWARDS<sup>®</sup>

## SHORT-TERM INTERVENTION, LONG-TERM RESULTS

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



VOYAGER SOPRIS  
LEARNING<sup>™</sup>

# EVIDENCE-BASED, TARGETED APPROACH TO IMPROVING LITERACY SKILLS

## Reading Excellence Word Attack and Rate Development Strategies

Numerous studies, from the authors and independent researchers, have validated the effectiveness of **REWARDS®**. Key conclusions state that **REWARDS**:

- Improves students' ability to decode unknown long words
- Yields significant growth in decoding and reading rate (fluency)
- Is effective with English language learners
- Is effective as an intervention for struggling readers and students with reading disabilities
- Can be successfully implemented by a wide variety of educators—teachers, paraprofessionals, and volunteers

Visit [www.voyagersopris.com/rewards](http://www.voyagersopris.com/rewards) for comprehensive research information.

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

— Vonnice DiCecco, Former Education Specialist  
California Department of Education

The *REWARDS* family of reading and writing intervention materials is specifically designed for older struggling learners. Educators nationwide have embraced *REWARDS* as a powerful short-term intervention that results in long-term literacy achievement. The program supports any core curriculum and offers flexible implementation options. **The ultimate goal of the *REWARDS* suite is to increase fluency rates, deepen comprehension of informational and content-area texts, and increase precision in sentence writing.**

### The *REWARDS* Suite:



#### **REWARDS INTERMEDIATE AND SECONDARY** FLUENCY, MULTISYLLABIC WORD READING, ACADEMIC VOCABULARY

**LEARN THE STRATEGY!**  
**APPLY THE STRATEGY!**

Teacher's Guide  
eBook and  
Online Content



#### **REWARDS PLUS** READING STRATEGIES APPLIED TO SOCIAL STUDIES AND SCIENCE PASSAGES

**APPLY FLUENCY SKILLS AND STRATEGIES  
TO AUTHENTIC CONTENT**



#### **REWARDS WRITING** SENTENCE REFINEMENT

**COMPOSE IMPACTFUL, CLEAR SENTENCES  
IN ALL CONTENT AREAS**

### *REWARDS* Supports All Core Instruction

With *REWARDS*, there is no need to replace instruction, as it supports any core curriculum and offers flexible implementation options. It has been validated in a number of settings with a variety of learners. All components of *REWARDS* also can be implemented as:

- Part of a strategic intervention program during the school day
- After school/extended day programs
- Part of a summer school program

# REWARDS®



# REWARDS INTERMEDIATE AND SECONDARY

## KEY DETAILS

### Intermediate

Students:

- Grades 4–6
- Read at 3.0 or above

Lessons:

- 25 lessons
- 50–60 minutes per lesson

### Secondary

Students:

- Grades 6–12
- Read at 3.0 or above

Lessons:

- 20 lessons
- 50–60 minutes per lesson

## REWARDS INTERMEDIATE AND SECONDARY

### Rate Development for Fluency, Multisyllabic Word Reading, Academic Vocabulary

*REWARDS* is an explicitly taught, research-validated reading intervention that incorporates a highly generalizable and effective strategy for decoding multisyllabic words frequently found in content-area texts. **The primary focus of *REWARDS* is decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension.**

## The Strategy: Key to Fluent Reading

### Six-Step Strategy

to Breaking Down Complex Words

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it into a real word.

expansion

#### Why Does This Work?

- Requires students to pay attention to the word (as opposed to skipping it or guessing)
- Breaks words into manageable chunks (increasing students' ability to recognize patterns)
- Provides students with background on meanings of word parts



## Placement and Progress Monitoring

Screening	Progress Monitoring		
	Before program	During program	After program
<b>San Diego Quick Assessment</b>	<ul style="list-style-type: none"> <li>• Multisyllabic Word</li> <li>• Reading Fluency</li> <li>• Pretest/Posttest</li> </ul>	Unit Check-ups covering the content of the lessons	<ul style="list-style-type: none"> <li>• Multisyllabic Word</li> <li>• Reading Fluency</li> <li>• Pretest/Posttest</li> </ul>
<b>Passage Reading Fluency Pretest/Posttest</b>	<ul style="list-style-type: none"> <li>• Passage Reading</li> <li>• Fluency Pretest/Posttest</li> </ul>	Fluency timings of passages	<ul style="list-style-type: none"> <li>• Passage Reading</li> <li>• Fluency Pretest/Posttest</li> </ul>

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

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

# REWARDS®

## KEY DETAILS

### Students:

- Grades 6–12
- Read at 4.0 or above
- Familiar with the REWARDS strategy

### Lessons:

- 6 Review Lessons (review the REWARDS strategy): 45–50 minutes per lesson
- 15 Application Lessons: 3–4 instructional periods (45–50 minutes each)

## REWARDS PLUS SOCIAL STUDIES AND SCIENCE

### Build Literacy in Science and Social Studies/History with Grade-Level Texts

*REWARDS Plus* engages students in applying the *REWARDS* strategy for breaking down multisyllabic words to content-area materials. **The ultimate goal of *REWARDS Plus* is to develop students' capacity to successfully and independently read social studies and science texts on grade level.** *REWARDS Plus* deepens reading comprehension, increases fluency, introduces domain-specific vocabulary, and builds expository writing skills.

### Apply the *REWARDS* Reading Strategy to Authentic, Content-Area Text

#### BEFORE READING

- Study unknown words prior to reading
- Learn the meanings of domain-specific words before reading
- Preview passages by examining key text elements, including titles and headings
- Build background knowledge

#### DURING READING

- Cite text evidence to respond to comprehension questions
- Integrate visual information, such as timelines and diagrams, to better understand text
- Re-read authentic content-area texts

#### AFTER READING

- Determine main ideas, details, and supporting evidence
- Compose summaries of reading
- Respond to multiple-choice and short-response requests
- Compose paragraph and multiparagraph responses
- Re-read and discuss text

We always read, even though it's math or science, and there are a lot of difficult words that we don't know, and those vocabulary words help us a lot.

—Sixth Grade Student in *REWARDS* Intervention  
Icicle River Middle School  
Leavenworth, Washington

### Engaging Content-Area Topics

**Science:** Topics include atoms, ecosystems, photosynthesis, and the cardiovascular system.

**Social Studies/History:** Topics range from Greek theater to Kanji (Japanese written characters) to the mysteries of Easter Island.

### Progress Monitoring

*REWARDS Plus* provides the following to monitor student progress: student fluency graph, rubrics to assess writing, before- and after-program evaluation of domain-specific vocabulary knowledge.



## Easy-to-Implement Lesson Design

Apply the REWARDS strategy to domain-specific words

**LESSON 4**

**ACTIVITY A Vocabulary**

**List 1: Tell**

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

**List 2: Strategy Practice**

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

**TALLY** ☐ **VOCABULARY** ☐ **Points** ☐

Student Book: Application Lesson 4 37

Learn the meaning of content-area vocabulary

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

**APPLICATION LESSON 4**

**ACTIVITY C Background Knowledge**

A.D. 1600 A.D. 1800 A.D. 2000

1763 British settles Australia 1841 Britain acquires Hong Kong 1922 British Empire begins to break apart

Like many European countries, Great Britain sought to expand its power and wealth by acquiring territories overseas. In this map, you can see the extent of Britain's territories (in black) as of 1914. Some of its largest possessions included Canada in North America, Australia, and India, on the continent of Asia. By examining the map, you will also notice some major possessions in Africa: Nigeria, Kenya, and South Africa. While these countries later became independent, they were all influenced by British culture.

**Map of the British Empire, Early 1900s**

Student Book: Application Lesson 4 39

Authentic content-area texts

**ACTIVITY D Passage Reading and Comprehension**

**ACTIVITY PROCEDURE**

(See the Student Book, pages 40-41.)

Have students work on reading accuracy by selecting a paragraph to read aloud.

**Passage Reading Accuracy**

Select a passage-reading procedure that matches the size of your group and the complexity of your students.

**Option A**

If you are teaching a small group of students who are having difficulty, use Option A.

Have students read one paragraph silently. Then, call on one student to read a paragraph to the class. Call on students in random order, varying the amount that each student reads.

**Option B**

If you are teaching a small group of students who are not having difficulty, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to read a paragraph to the class. Call on students in random order, varying the amount that each student reads.

**Option C**

If you are teaching a large group of students who are having difficulty, use Option C.

Have students read one paragraph silently. Then, have students read the paragraph to a partner. Alternate partner-reading turns.

**Option D**

If you are teaching a large group of students who are not having difficulty, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

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Differentiation for small and large groups

**ACTIVITY E Comprehension Questions—Multiple Choice and Short Answer**

**Comprehension Strategy—Multiple Choice**

Step 1: Read the item.  
Step 2: Read all of the choices.  
Step 3: Think about which choice might be correct or incorrect. Check the article as needed.

Step 4: From the possible correct choices, select the best answer.

1. Main Idea: In the article, the statement "the sun never set on the British Empire" means that:

- the British Empire was big.
- the glory of the British.
- the British Empire was big.
- the British Empire was big.

2. Cause and Effect: What was the result?

- Great Britain wanted to expand its power.
- Great Britain wanted to expand its power.
- Great Britain wanted to expand its power.
- Great Britain wanted to expand its power.

3. Main Idea: If this article were a story, what would be the main conflict?

- The rise and fall of the British Empire.
- The rise and fall of the British Empire.
- The rise and fall of the British Empire.
- The rise and fall of the British Empire.

4. Cause and Effect: Why did a revolution break out in the British Empire?

- They wanted to expand.
- They wanted to expand.
- They wanted to expand.
- They wanted to expand.

**SHORT ANSWER COMPREHENSION**

**ACTIVITY G Expository Writing—Summary**

**Writing Strategy—Summary**

Step 1: LIST (List the details that are important enough to include in the summary.)  
Step 2: CROSS OUT (Cross out the details that are not important enough to include.)  
Step 3: CONNECT (Connect the details that are left in a logical order.)  
Step 4: NUMBER (Number the details in a logical order.)  
Step 5: WRITE (Write your summary.)

Provide a summary of the information on the British Empire.

Student Book: Application Lesson 4 43

Multiple-choice and short-answer comprehension questions

Writing summaries

**Comprehension Strategy—Short Answer**

Step 1: Read the item.  
Step 2: Think about which choice might be correct or incorrect. Check the article as needed.

1. Why was expansion of the British Empire initially based on trade?

The British Empire was initially based on trade because Britain wanted the power, wealth, and resources that could come from possessions overseas.

2. What are some of the resources Britain found in its territories that helped to make it a wealthy country?

Some of the resources Britain found in its territories that helped to make it a wealthy country included gold, ivory, diamonds, fur, and timber.

**ACTIVITY G Expository Writing—Summary**

**Writing Strategy—Summary**

Step 1: LIST (List the details that are important enough to include in the summary.)  
Step 2: CROSS OUT (Cross out the details that are not important enough to include.)  
Step 3: CONNECT (Connect the details that are left in a logical order.)  
Step 4: NUMBER (Number the details in a logical order.)  
Step 5: WRITE (Write your summary.)

Provide a summary of the information on the British Empire.

**Planning Box**

Topic: The British Empire

1. What is the main idea of the article?

2. What are some of the resources Britain found in its territories that helped to make it a wealthy country?

3. What are some of the resources Britain found in its territories that helped to make it a wealthy country?

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Rubrics to support progress monitoring

Explicit instructional support

## KEY DETAILS

Students:

- Grades 5–12

Lessons:

- 75 lessons
- 20–30 minutes per lesson

# REWARDS WRITING: SENTENCE REFINEMENT

## Impactful, Clear Sentences Are the Foundation of Powerful Writing

REWARDS Writing focuses explicitly on writing and refining powerful sentences. **REWARDS Writing develops students' sentence-writing abilities so they are able to generate high-quality, compelling paragraphs, narratives, and multiparagraph essays.** More than practice, REWARDS Writing provides targeted instruction in key sentence-writing and editing skills. Rubrics and checklists are used to measure progress.

## Components of REWARDS Writing

REWARDS Writing results in:

- Precise, refined word choice
- Appropriate use of academic- and content-area vocabulary
- Purposeful sentences that vary sentence pattern based on purpose
- Sophisticated sentences that are compelling and relevant
- Fewer errors



**40**

**PART A** Sharpening Your Word Choices

When Mrs. Jones **announced**, "It is time for class to begin," a nervous silence fell upon the class.

Paula leaned over to Robert and **whispered**, "Are you ready for the test?"

"Test!" Robert **exclaimed**, "What test?"

"The final social studies test," she said with surprise.

She couldn't believe that Robert had completely forgotten about the test.

**Choosing Precise Words**

**40**

**PART B** Editing Your Paragraph

**Sound good?**  
**Combine?**  
**Omit?**  
**Replace?**  
**Expand?**

a. As you read the paragraph aloud, ask yourself, "Does it **sound good**?"  
b. **Combine** sentences 1 and 2.  
c. **Combine** sentences 3 and 4.  
d. **Combine** sentences 5 and 6.  
e. **Replace** the underlined word in sentence 5.  
f. **Expand** sentence 7 by telling what else is needed to become good at origami.  
g. **Omit** a word that's unnecessary or doesn't sound good in sentence 8. (Make an X.)  
h. **Combine** sentences 8 and 9.

(a) **Japanese**  
"Origami is **an art form**. "The **art form is Japanese**. "It involves **three-dimensional** folding paper into shapes. "The **shapes are three-dimensional**.  
**create**  
"You could **make** origami butterflies, and cranes, "You **could make** origami frogs, and dogs. "It takes patience, **to master** the art of origami. "Today, origami is **mostly** mainly used for decorating at parties. "Origami is **mainly used for decorating at** special events.

**Combining and Expanding Sentences**

**Verbs**  
words that tell what people or things do

RUN		SAY	
Present tense	Past tense	Present tense	Past tense
<b>run</b>	<b>ran</b>	<b>say</b>	<b>said</b>
jog	jogged	ask	asked
sprint	sprinted	speak	spoke
hurry	hurried	tell	told
rush	rushed	state	stated
scamper	scampered	declare	declared
scurry	scurried	announce	announced
dash	dashed	pronounce	pronounced
dart	darted	voice	voiced
race	raced	verbalize	verbalized
escape	escaped	report	reported
flee	fled	disclose	disclosed
trot	trotted	divulge	divulged
gallop	galloped	convey	conveyed
ambled	ambled	recite	recited
lope	loped	claim	claimed
bound	bounded	allege	alleged
		shout	shouted
		exclaim	exclaimed
		whisper	whispered
		utter	uttered
		remark	remarked
		comment	commented
		mention	mentioned

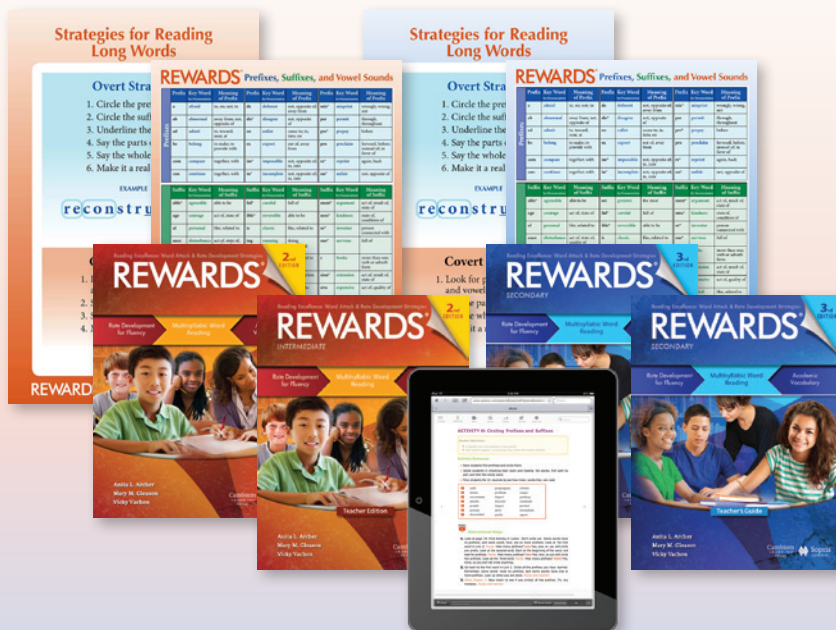
antonym: stand still

antonym: [is] quiet

**Examining Synonyms for the Best Match**



## REWARDS MATERIALS ARE COST-EFFECTIVE AND EASY TO IMPLEMENT



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

- **Teacher's Set** includes Teacher's Guide in print and eBook formats, two classroom posters, and access to Online Teacher Resources, online digital transparencies, illustrated content-area vocabulary displays, assessment materials, and additional teacher resources
- **Student Books** (consumable) Each Student Book also includes one-year access to teacher-facing online data management

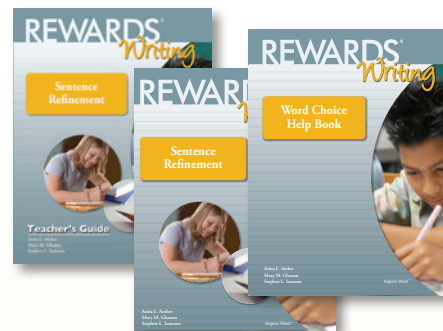
### REWARDS Plus:

Reading Strategies Applied to Science and Social Studies Passages



- Teacher's Guide
- Student Books (consumable)
- CD-ROM with digital transparencies (Promethean®, SMART®, and PDF formats)
- Posters (one for each program)

### REWARDS Writing: Sentence Refinement



- Teacher's Guide
- Student Books (consumable)
- Word Choice Help Books
- CD-ROM with digital transparencies (Promethean, SMART, and PDF formats)
- Posters

# REWARDS®

## IMPLEMENTATION SUPPORT: COMMITMENT TO SUCCESS

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



### Initial Implementation Training—In Person

Prepare participants to immediately begin implementing the program.



### REWARDS Start-Up Training—Online

Four online modules provide everything you need to implement *REWARDS* immediately.



### Ongoing Support and Coaching—In Person or Online

Customized to meet the specific needs of the district. Includes several options: refresher training, teacher observations and feedback, modeling lessons, webinars, and data analysis.



### Training of Trainers (TOT) for Local Capacity Building—In Person

Prepare staff to train others at their school, district, or area agencies.

For complete training descriptions, pricing, and questions visit [www.voyagersopris.com/rewards](http://www.voyagersopris.com/rewards)

## MEET THE AUTHORS



**Anita L. Archer, Ph.D.**

Dr. Anita Archer is an educational consultant—focusing on the areas of explicit instruction, instructional design and delivery, classroom management, and literacy instruction—and is the lead author of *Explicit Instruction: Effective and Efficient Teaching*. Dr. Archer has taught elementary and middle school students and is the recipient of more than 10 awards honoring her excellence in teaching and contributions to the field of education. She is nationally known for her professional development activities, having presented in every state in the United States as well as many other countries during the course of her 40-year career. Dr. Archer is coauthor of numerous curriculum materials addressing reading, writing, and study skills, including *Skills for School Success*, *Advanced Skills for School Success*, *REWARDS*, *REWARDS Plus*, and *REWARDS Writing*. Dr. Archer also coauthored *Phonics for Reading*.



**Mary M. Gleason, Ph.D.**

Dr. Mary Gleason is an educational consultant with a focus on the implementation of literacy curriculum and instruction. Previously, Dr. Gleason was the director of training for the National Institute for Direct Instruction (NIFDI). Dr. Gleason has taught in general education and special education classrooms and served as a professor at the University of Oregon for 20 years. She is author or coauthor of many journal articles, book chapters, and curriculum materials, including *Skills for School Success*, *Advanced Skills for School Success*, *REWARDS*, *REWARDS Plus*, and *REWARDS Writing*.



**Vicky Vachon, Ph.D.**

Dr. Vicky Vachon is an educational consultant to school districts in the United States, Australia, and Canada. Dr. Vachon spent many years as a classroom teacher and was also part of a multidisciplinary assessment team at the Child Development Clinic's Hospital for Sick Children for nine years. She also served as a project director for the National Institute for Direct Instruction (NIFDI), overseeing the usage of reading, writing, language, and math curricula in dozens of schools.



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