

# REWARDS Training Overheads for Half Day

- R = Reading
- E = Excellence:
- W = Word
- A = Attack and
- R = Rate
- D = Development
- S = Strategies

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Participant \_\_\_\_\_

Date \_\_\_\_\_

Trainer \_\_\_\_\_

(Additional information on the REWARDS programs can be obtained by calling 1-800-547-6747 or by visiting either the REWARDS website at [www.rewardsreading.com](http://www.rewardsreading.com) or the publisher's website at [www.sopriswest.com](http://www.sopriswest.com))

# Active Participation

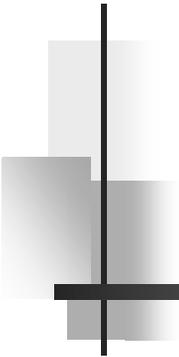
## Best Practices for Eliciting Responses

Type of Response	Best Practice
<p><b>Group Says Answer</b></p> <p>(A group response can be used when the wording is short and the same for all students.)</p>	<p><b>If students are looking at the teacher.</b></p> <ul style="list-style-type: none"> <li>• The teacher asks a question.</li> <li>• The teacher raises his/her hands to signal when students should start thinking about the question.</li> <li>• The students think of the answer.</li> <li>• The teacher says, “Everyone” and lowers his/her hands.</li> <li>• The students say the answer.</li> </ul> <p><b>If students are looking at their work.</b></p> <ul style="list-style-type: none"> <li>• The teacher asks a question or gives a directive.</li> <li>• The teacher gives the students thinking time. The students think of the answer.</li> <li>• The teacher signals audibly (e.g., voice signal, such as “Everyone”).</li> <li>• The students respond.</li> </ul>
<p><b>Partners Say Answer</b></p>	<ul style="list-style-type: none"> <li>• The teacher assigns a response partner to each student and the numbers 1 and 2.</li> <li>• The teacher asks a question or gives a directive.</li> <li>• The teacher asks Partner 1 to respond. (“Ones, tell your partner ...”).</li> <li>• The student tells the answer to his/her partner.</li> <li>• The teacher monitors the class and gives feedback to each group.</li> </ul>

# Active Participation continued

## Best Practices for Eliciting Responses

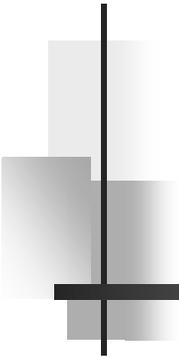
Type of Response	Best Practice
Individual Says Answer	<ul style="list-style-type: none"><li>• The teacher asks a question.</li><li>• The teacher raises his/her hands to signal when students should start thinking about the question and gives eye contact to all students to encourage formulation of an answer.</li><li>• The students think of an answer.</li><li>• The teacher calls on one student.</li><li>• The student gives an answer.</li></ul>
Students Write Answer	<ul style="list-style-type: none"><li>• The teacher gives a directive or asks a question and tells students to put their pencils down and to look up when they are done.</li><li>• The students write a response.</li><li>• The teacher monitors the students.</li><li>• The teacher gives feedback to students.</li></ul>



# What is REWARDS?

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- A research-validated program to:
  - (a) teach intermediate and secondary students
  - a flexible strategy that is effective and efficient for decoding long words and
    - 
    - 
    -
  - (b) increase their oral and silent reading fluency



# Who is it designed for?

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- Students in 4th through 12th grades, who:
- Have mastered skills associated with 1st and 2nd grade reading
- Read between 3rd and 5th grade level
- Have difficulty reading long words and/or
- Read slowly (60 to 120 words per minute)

# Why might you want to use REWARDS? continued

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- **Necessary for comprehension**
  - Word recognition is a necessary, though not sufficient, skill to allow comprehension.
  
- **Source of Reading Challenges**
  - Poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges.  
(Adams, 1990, Perfetti, 1985; Share & Stanovich, 1995)
  
  - The ability to decode long words increases the qualitative differences between good and poor readers.  
(Perfetti, 1986)

# Why might you want to use REWARDS? continued

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- **“The Matthew Effect”** [Matthew 13:12]

Students with low word recognition and fluency skills will read less.

“The rich get richer. The poor get poorer.” (Stanovich, 1986)

# Why might you want to use REWARDS?

continued

- **Many new words in intermediate and secondary materials.**
  - From fifth grade on, average students encounter approximately 10,000 words a year that they have never previously encountered in print.  
(Nagy & Andersen, 1984)
- **The longer words are often content words that carry the meaning of the passage.**
- **Assume you cannot read multisyllabic words. Read the following passage, deleting the underlined, multisyllabic words. How much would you gain from reading this social studies passage?**
- “When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500’s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country.”

(From *World Cultures and Geography* (2005), published by McDougal-Littell)

# What materials are included in REWARDS?

- **Teacher's Guide**

- Introduction
- Lessons

<b>REWARDS</b>	<b>REWARDS Intermediate</b>
20 lessons <ul style="list-style-type: none"> <li>• Preskills (Lessons 1-12)</li> <li>• Strategy Instruction (Lessons 13-20)</li> </ul>	25 lessons <ul style="list-style-type: none"> <li>• Preskills (Lessons 1-15)</li> <li>• Strategy Instruction (Lessons 16-25)</li> </ul> 16-19 Sentences 20-25 Passages

- Blackline masters for overheads
- Additional support materials
- Pre, post, and generalization tests
- Fluency Graph
- **Overhead Transparencies**
- **Posters**
- **Student Book**

# Strategies for Reading Long Words

## Overt Strategy

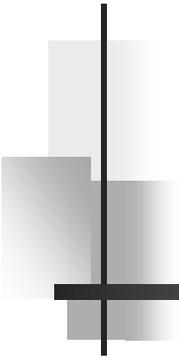
1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

EXAMPLE

reconstruction

## 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.



# Preskill Lesson Activities

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**ACTIVITY A:** Oral Activity--Blending Word Parts  
Into Words

**ACTIVITY B:** Vowel Combinations

**ACTIVITY C:** Vowel Conversions

**ACTIVITY D:** Reading Parts of Real Words

**ACTIVITY E:** Underlining Vowels in Words

**ACTIVITY F:** Oral Activity:--Correcting Close  
Approximations Using Context

**ACTIVITY G:** Prefixes and Suffixes

**ACTIVITY H:** Circling Prefixes and Suffixes

**ACTIVITY I:** Vocabulary

**ACTIVITY J:** Spelling Dictation

# Auditory Skills (Lesson 1)

## ACTIVITY A: Oral Activity—Blending Word Parts Into Words

**Activity Procedure:** In this activity, students learn to hear words pronounced part by part by part, before they blend the word parts together to make a real word. Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 1.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. Listen. (Say the word, pausing completely between the word parts.)  
tea spoon ful. What word? \_\_
3. (Repeat with the following examples.)

sec re tar y  
in dis tinct  
ad min is ter  
in ter mis sion  
fas cin a tion  
ex tra va gant

# Auditory Skills continued

## ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

**Activity Procedure:** In this activity, students listen to mispronunciations similar to those that might be made while they decode words. Then they use the context of the sentence and their own language to make the word into a real word. Pronounce the word incorrectly as shown (stressing the word part in bold). When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Sometimes when we read a longer word, the word doesn't sound right. We have to change the pronunciation of the word so that it makes sense in the sentence. Let's see if you can change these words to make sense in the sentences.
2. Listen. I read the word 'hus **bănd**'. Change the word to make sense in this sentence. 'Have you met Mrs. Smith's hus **bănd**?' What should the word be? \_\_\_
3. (Repeat Step 2 with the following examples, stressing the bold word part.)

<b>hõt</b> el	When we were on vacation, we stayed in a <b>hõt</b> el.
<b>děs</b> troy	The twister will <b>děs</b> troy the barn.
<b>crăd</b> le	The baby is sleeping in the <b>crăd</b> le.
un <b>fort</b> ūn āte	Losing his car keys was very un <b>fort</b> ūn āte.

# Vowel Graphemes

## Sounds and Names for Vowel Graphemes

Vowel Letter	Sound	Key Word	Name	Key Word
a	a	cat	a	labor
i	i	sit	i	pilot
o	o	hot	o	locate
u	u	cup	u	human
e	e	get	e	female

### Vowel Combinations Shown in the Order of Introduction

(See Appendix B for a vowel combination reference chart grouped by type.)

Vowel Combination	Key Word	Vowel Combination	Key Word
<b>ay</b>	say	<b>oi</b>	void
<b>ai</b>	rain	<b>oy</b>	boy
<b>au</b>	sauce	<b>or</b>	torn
<b>er</b>	her	<b>ee</b>	deep
<b>ir</b>	bird	<b>oa</b>	foam
<b>ur</b>	turn	<b>ou</b>	loud
<b>ar</b>	farm	<b>ow</b>	low, down
<b>a-e</b>	make	<b>oo</b>	moon, book
<b>o-e</b>	hope	<b>ea</b>	meat, thread
<b>i-e</b>	side		
<b>e-e</b>	Pete		
<b>u-e</b>	use		

# Vowel Graphemes continued

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 1.)

ay (say)	ai (rain)	au (sauce)
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**Activity Procedure:** In this activity, students learn the sound to say when they see a combination of letters. Have students point to the letters in their *Student Books*. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.
2. Look at the box. Point to the letters **a - y**. The sound of these letters is usually /ā/. What sound? \_\_
3. Point to the letters **a - i**. The sound of these letters is usually /ā/. What sound? \_\_
4. Point to the letters **a - u**. The sound of these letters is usually /aw/. What sound? \_\_
5. Go back to the beginning of the line. Say the sounds again. What sound? \_\_  
Next sound? \_\_ Next sound? \_\_

# Vowel Graphemes continued

ACTIVITY D: **Reading Parts of Real Words** (See the *Student Book*, page 1.)

1.	frain	trast	cay	scrip
2.	fa *	tain	happ	ca *
3.	vi *	vict	tist	aud
4.	path	tri *	aut	min

**Activity Procedure:** In this activity, students learn to read parts of words that come from real words. When separated from the whole word, many of these word parts look like nonsense words. When a vowel in a word part could be pronounced with the sound or name, an asterisk under the vowel indicates that students should say the name. Ask students to say each word part to themselves, then aloud. Remind them what to do when they see the asterisk.

**Notes:**

- On word parts with an asterisk under the vowel, tell students to say the name. Ask: "What name?"
- If you are teaching older students for whom "thumbs-up" is inappropriate, have students look at you when they can read the word part.

1. Find Activity D. We are going to read parts of real words. Most of these word parts are not real words by themselves, but practicing them will help you read longer words later.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. \_\_ What part? \_\_
3. Next word part. Thumbs-up when you are ready. \_\_ What part? \_\_
4. Next word part. (Pause.) What part? \_\_
5. Next word part. (Pause.) What part? \_\_
6. Line 2. Look at the vowel with the asterisk. What name? \_\_ What part? \_\_\_\_
7. Next word part. (Pause.) What part? \_\_
8. Next word part. (Pause.) What part? \_\_
9. Next word part. Look at the vowel with the asterisk. What name? \_\_  
What part? \_\_

# Vowel Graphemes continued

ACTIVITY E: **Underlining Vowels in Words** (See the *Student Book*, page 2.)

1.	waistband	fraud	plaything
2.	pigtail	vault	pathway
3.	waylay	launch	railway
4.	midway	blackmail	maintain
5.	applaud	layman	hairpin

**Activity Procedure:** In this activity, students learn that each word part has a vowel sound. They learn to use the vowel sounds to read the word parts, then blend the word parts together to say the whole word. Show students how to find the vowels and say the sounds. Next, ask them to say the word parts. Then, ask them to say the whole word.



(Use Overhead 1: Activity E)

1. Find Activity E. Listen. Each part of a word has one vowel sound. What does each word part have?      Finding the vowels in a word helps us read the word.
2. Watch me find the vowels in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the letters representing vowel sounds in **waistband**. Point to the vowels.) What sound?      What sound?      How many vowel sounds?      So, how many word parts?
3. Watch again. (Underline the letters representing a vowel sound in **fraud**. Point to the vowel.) What sound?      How many vowel sounds?      So, how many word parts?
4. Watch one more. (Underline the vowels in **plaything**. Point to the vowels.) What sound?      What sound?      How many vowel sounds?      So, how many word parts?
5. Now, you underline the vowels in the words in Line 1. (Pause.) Now, underline the vowels in the rest of the words. Look up when you are done.
6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowels. Fix any mistakes.
7. (When students are done checking, assist them in reading each word beginning with the first word in Line 1. Touch the vowels in **waistband**.) What sound?       
What sound?       
(Then loop under each word part in **waistband**.) What part?      What part?       
(Run your finger under the whole word.) What word?

# Prefixes and Suffixes (pp. 12-14)

- Check the affixes that are not pronounced as you would expect given the graphemes in the affix.

## Prefixes Shown in the Order of Introduction

(See Appendix B for an alphabetized reference chart.)

Prefix	Key Word	Meaning
<b>dis</b>	discover	away, apart; negative
<b>mis</b>	mistaken	wrong; not
<b>ab</b>	abdomen	from; away; off; not
<b>ad</b>	advertise	to, toward; against
<b>in</b>	insert	in, into; not; really
<b>im</b>	immediate	in, into; not
<b>com</b>	compare	with; together; really
<b>be</b>	belong	really; by; to make
<b>pre</b>	prevent	before
<b>de</b>	depart	away from; down; negative
<b>re</b>	return	again, back, really
<b>pro</b>	protect	in favor of; before; forward
<b>con</b>	continue	with; together; really
<b>per</b>	permit	through; really
<b>un</b>	uncover	not; reversal of; remove
<b>a</b>	above	in, on, at; not, without
<b>ex</b>	example	out, away
<b>en</b>	entail	in; within; on

# Prefixes and Suffixes continued

## Suffixes Shown in the Order of Introduction

(See Appendix B for an alphabetized reference chart.)

Suffix	Key Word	Meaning
<b>s</b>	birds	more than one, verb marker
<b>ing</b>	running	when you do something; quality, state
<b>ed</b>	landed	in the past; quality
<b>ness</b>	kindness	that which is; state, quality
<b>less</b>	useless	without; not
<b>ic</b>	frantic	like; related to
<b>ate</b>	regulate	to make, act; having the quality of
<b>ish</b>	selfish	like, related to; to make
<b>ist</b>	artist	one who
<b>ism</b>	realism	state, quality; act
<b>est</b>	biggest	the most
<b>ful</b>	careful	full of
<b>or</b>	tailor	one who; that which
<b>er</b>	farmer	more; one who, that which
<b>al</b>	final	related to, like
<b>tion</b>	action	state, quality; act
<b>sion</b>	mission	state, quality; act
<b>ion</b>	million	state, quality; act
<b>tive</b>	attentive	one who; quality of
<b>sive</b>	expensive	one who; quality of

# Prefixes and Suffixes continued

## Suffixes Shown in the Order of Introduction

(See Appendix B for an alphabetized reference chart.)

Suffix	Key Word	Meaning
<b>y</b>	industry	having the quality of; in the manner of; small
<b>ly</b>	safely	how something is
<b>ary</b>	military	related to
<b>ity</b>	oddity	quality; state
<b>ant</b>	dormant	one that performs; thing that promotes; being
<b>ent</b>	consistent	one that performs; thing that promotes; being
<b>ment</b>	argument	that which; quality, act
<b>ance</b>	disturbance	action, process; quality or state
<b>ence</b>	essence	action, process; quality or state
<b>ous</b>	nervous	having the quality of
<b>cious</b>	precious	having the quality of
<b>tious</b>	cautious	having the quality of
<b>cial</b>	special	related to; like
<b>tial</b>	partial	related to; like
<b>age</b>	courage	that which; state
<b>ture</b>	picture	state; quality; that which
<b>able</b>	disposable	able to be
<b>ible</b>	reversible	able to be
<b>le</b>	cradle	—

# Prefixes and Suffixes continued

ACTIVITY G: **Prefixes and Suffixes** (See the *Student Book*, page 2.)

discover	dis
mistaken	mis
abdomen	ab
advertise	ad

**Activity Procedure:** In this activity, students learn to identify and pronounce prefixes and suffixes. In this lesson, have students first point to the words, then the circled prefixes, while you pronounce them. Ask students to repeat the words and prefixes after you.

1. Find Activity G. Now, we are going to learn about word parts we call prefixes. Prefixes always come at the beginning of words. Do prefixes come at the beginning or at the end of words? \_\_
2. Point to the first column in the box. The first word is **discover**. What word? \_\_ Point to the circled prefix. The prefix is /dis/. Say it. \_\_
3. Point to the next word. The word is **mistaken**. What word? \_\_ Point to the circled prefix. The prefix is /mis/. Say it. \_\_
4. (Repeat with **abdomen** and /ab/, and **advertise** and /ad/.)
5. Find the second column. Read the prefixes. What prefix? \_\_ Next? \_\_ Next? \_\_ Next? \_\_
6. The parts of words you just learned come at the beginning of words. What are they called? \_\_ In the next activity, you are going to circle these prefixes.

# Prefixes and Suffixes continued

ACTIVITY H: **Circling Prefixes and Suffixes** (See the *Student Book*, page 3.)

1.	addict	milkmaid	damp
2.	distract	ad-lib	disclaim
3.	admit	misfit	backspin
4.	mislay	misplay	distraught
5.	mast	banish	display
6.	misprint	distill	digit
7.	disband	abstract	mismatch

**Activity Procedure:** In this activity, students practice identifying the prefixes and suffixes learned in the previous activity. In this lesson, tell students to find the prefixes they have learned and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



(Use Overhead 1: Activity H)

1. Find Activity H. Circle the prefixes you learned in Activity G. Do prefixes come at the beginning or at the end of words?      Be careful. Some words have no prefixes, and some words have one of the prefixes you just learned. Look up when you are done.
2. (Show the overhead transparency.) Now check to see if you circled all the prefixes. Fix any mistakes.
3. (When students are done checking, assist them in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here.       
(Loop under each word part in **addict**.) What part?      What part?       
(Run your finger under the whole word.) What word?
4. (Repeat Step 3 with all words in Activity H.)

# Vocabulary

ACTIVITY I: **Vocabulary** (See the *Student Book*, page 3.)

- |    |  |                 |
|----|--|-----------------|
| a. | to not claim (line 2, Activity H)                                    | <u>disclaim</u> |
| b. | a person that does not fit into a group (line 3, Activity H)         | <u>misfit</u>   |
| c. | a word or phrase that was not printed correctly (line 6, Activity H) | <u>misprint</u> |
| d. | to not match (line 7, Activity H)                                    | <u>mismatch</u> |

**Activity Procedure:** In this activity, students focus on the meaning of words when an affix is added. They read a definition that includes the root word and locate a related word with an affix. Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. Listen. You are going to learn the meanings of words that have prefixes.
2. Listen to the first definition, 'to not claim.' Find the word that means 'to not claim' in Line 2 of Activity H, and write it on the line after a. (Pause and monitor.) What word means 'to not claim'? (disclaim)
3. Listen to the next definition, 'a person that does not fit into a group.' Find the word in Line 3 and write it. (Pause and monitor.) What word means 'a person that does not fit into a group'? (misfit)
4. Next. 'A word or phrase that was not printed correctly.' Find the word in Line 6 and write it. (Pause and monitor.) What word means 'a word or phrase that was not printed correctly'? (misprint)
5. Next. 'To not match.' Find the word in Line 7 and write it. (Pause and monitor.) What word means 'to not match'? (mismatch)

# Strategy Instruction: Modeling (Lesson 13)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 38.)

- |    |             |              |
|----|-------------|--------------|
| 1. | propeller   | construction |
| 2. | infection   | suddenness   |
| 3. | befuddle    | instruction  |
| 4. | exterminate | commitment   |

**Activity Procedure:** In this activity, students practice using all the skills learned in the first 12 lessons for figuring out longer words. First, use two words to show students how to use the strategy. Then, work with students to apply the strategy to the remaining words. Ask students if the word has any prefixes or suffixes, then circle them. Underline the vowels and have students say the sounds. Finally, have students say the word, first part by part, and then as a whole word.



Use Overhead 13: Activity D

**Note:**

- Read this activity *carefully* before you teach, because the wording changes in each lesson.

1. Find Activity D.
2. Today we are going to learn a strategy for figuring out longer words. The **REWARDS** strategy uses all the skills you have learned in the first 12 lessons.
3. Look up here. Watch me use the strategy. (Point to the word **propeller**.)
4. First, I circle prefixes and suffixes. (Circle **pro** and **er**. Point to each affix and ask ...) What prefix? \_\_ What suffix? \_\_
5. Next, I underline the vowels in the rest of the word. (Underline **e** in **pell**. Point to the vowel and ask ...) What sound? \_\_
6. Next, I say the parts in the word. (Loop under each part and say the parts.)  
**propeller**
7. Next, we say the whole word. It must be a real word. What word? \_\_
8. (Repeat Steps 4-7 with **construction**.)
9. Let's read some more words.

# Strategy Instruction: Guided Practice (Lesson 16)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 53.)

- |    |              |               |
|----|--------------|---------------|
| 1. | completeness | laminates     |
| 2. | tentatively  | decompression |

**Activity Procedure:** Work with students to apply the strategy for figuring out longer words to all words in this activity. For each word, ask students if the word has any prefixes or suffixes, then circle them. Underline the vowels and have students say the sounds. Finally, have students say the word, first part by part, and then as a whole word.

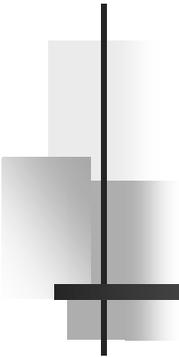


Use Overhead 19: Activity D

1. Find Activity D.
2. Look up here. Let's use the *REWARDS* strategy to figure out these words.
3. (Point to the first word in Line 1.) Does the word have a prefix? \_\_\_ (If the answer is yes, circle the prefix and ask ...) What prefix? \_\_\_
4. Does the word have a suffix? \_\_\_ (If the answer is yes, circle the suffix and ask ...) What suffix? \_\_\_
5. (Underline the vowels in the rest of the word and ask ...) What sound? \_\_\_
6. Say the word by parts. (Loop under each part and ask ...) What part? \_\_\_  
What part? \_\_\_ What part? \_\_\_
7. (Run your finger under the whole word.) What word? \_\_\_
8. (Repeat Steps 3-7 with each remaining word in Activity D.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.



# Sentence Reading

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ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 54.)

1. The unmanageable work led to job dissatisfaction.
2. People who pray hope to gain enlightenment.
3. The instructor's corrections to the test were intentional.
4. We couldn't tell how she was feeling because her face was completely expressionless.
5. The astonishingly high heat in the desert is almost intolerable.
6. The students and the instructors came to the reunion.
7. Was there a reduction in the apartment's rent?
8. Apartment managers cannot discriminate against people.
9. At intermission, go immediately to the front desk.
10. The apartment was decorated very glamorously.
11. The athlete showed great determination during training.
12. How Mr. Hernandez completed his administrative tasks led to great satisfaction among the other teachers.

**Activity Procedure:** Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

# Preparation for Passage Reading

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 55.)

## Part 1—Tell

- |    |              |           |
|----|--------------|-----------|
| 1. | Emerald Isle | Ireland   |
| 2. | famine       | machinery |
| 3. | European     | ancestry  |
| 4. | Celts        | Gaelic    |

## Part 2—Strategy Practice

- |    |                        |                              |
|----|------------------------|------------------------------|
| 1. | surrounded             | capital                      |
| 2. | uniform                | Protestant                   |
| 3. | pasture<br>pastureland | manufacture<br>manufacturing |
| 4. | emigrate               | industry                     |
| 5. | disaster               | transportation               |
| 6. | equipment              | official                     |

**Activity Procedure:** Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Then have students figure out each word to themselves, then say it aloud.

# Passage Reading

ACTIVITY J: **Passage Reading and Comprehension** (See the *Student Book*, pages 55 and 56.)

## “The Emerald Isle”

12 If you could fly over Ireland on a summer day, you would  
22 see lush green meadows and tree-covered hills. Surrounded on  
33 three sides by the Atlantic Ocean, Ireland’s green color is so  
striking that it was named the Emerald Isle. (#1)

### The Landscape

43 At Ireland’s center lies a wide, rolling plain dotted with low  
54 hills. Forests and farmland cover this central lowland. Much of  
64 the area is rich in peat, or wet ground with decaying plants that  
77 can be used for fuel. Peat is dug from bogs, or swampy lands. (#2)

90 Along the Irish coast, the land rises in rocky highlands. In  
101 some places, however, the central plain spreads all the way to the  
113 sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.

### The Climate

125 Whether plain or highland, no part of Ireland is more than  
127 70 miles from the sea. This nearness to the sea gives Ireland a  
138 uniform climate. Like the United Kingdom, Ireland is warmed by  
151 moist winds blowing over the North Atlantic Current. The mild  
161 weather, along with frequent rain and mist, makes Ireland’s  
171 landscape green year-round. (#3)  
180

## Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. What country is sometimes called the Emerald Isle? (Ireland) Why? (Because it is so green.)
2. What do the Irish dig up from the central plain? (Peat that can be used for fuel.)
3. Describe the reason for Ireland being so green. (listen for ideas such as: not far from the sea, uniform climate, moist winds, mild weather, frequent rain and mist)
4. Besides making Ireland green, what else does the mild and rainy climate contribute? (good farming) But, what happened when Ireland had too much rain? (The potatoes rotted in the fields and Irish people escaped to the United States.)

# Fluency Building - Repeated Readings

## ■ Why is reading fluency important?

- Fluency is related to reading comprehension.

(Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)

- When students read fluently, decoding requires less attention. Attention can be given to comprehension.

(Samuels, Schermer, & Reinking, 1992)

- Accurate and fluent readers will read more.

(Cunningham & Stanovich, 1998; Stanovich, 1993)

- Fluent readers complete assignments with more ease.

- Fluent readers perform better on tests involving reading.

## ■ How is reading fluency increased?

- Practice Practice Practice Practice
- Repeated Reading activities

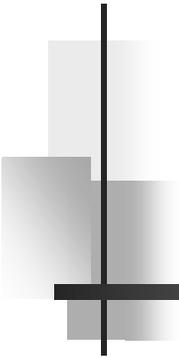
# Fluency Building - Repeated Readings continued

Reading Level	Words Read Correctly in a Minute (CWPM)*
Grades 6–8	150–180 wpm
Grades 9–12	180–200 wpm

\*CWPM = correct words per minute

## Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. \_\_ (Time the students for a minute.) Stop. \_\_ Circle the last word that you read. \_\_
3. Let's practice again. Begin. \_\_ (Time the students for a minute.) Stop. \_\_ Put a box around the last word that you read. \_\_
4. Please exchange books with your partner. \_\_ Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. \_\_ (Time the students for a minute.) Stop. \_\_ Ones, cross out the last word that your partner read. \_\_



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## **Trainer:**

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