

1-1-2008

**1. Can supplemental material created by independent educators for the REWARDS reading program produce significant student progress in reading decoding and fluency? 2. Will these materials be successful by working in accordance with the reauthorization of IDEA and RTI intervention principles?**

Heather Ferrero

Follow this and additional works at: <https://huskiecommons.lib.niu.edu/studentengagement-honorscapstones>

---

#### **Recommended Citation**

Ferrero, Heather, "1. Can supplemental material created by independent educators for the REWARDS reading program produce significant student progress in reading decoding and fluency? 2. Will these materials be successful by working in accordance with the reauthorization of IDEA and RTI intervention principles?" (2008). *Honors Capstones*. 5.  
<https://huskiecommons.lib.niu.edu/studentengagement-honorscapstones/5>

This Dissertation/Thesis is brought to you for free and open access by the Undergraduate Research & Artistry at Huskie Commons. It has been accepted for inclusion in Honors Capstones by an authorized administrator of Huskie Commons. For more information, please contact [jschumacher@niu.edu](mailto:jschumacher@niu.edu).

NORHTERN ILLINOIS UNIVERSITY

**1. Can supplemental material created by independent educators for the REWARDS reading program produce significant student progress in reading decoding and fluency?**

**2. Will these materials be successful by working in accordance with the reauthorization of IDEA and RTI intervention principles?**

A Thesis Submitted to the  
University Honors Program  
In Partial Fulfillment of the  
Requirements of the Baccalaureate Degree

With Upper Division Honors

Department of

Education

By

Heather Ferrero

DeKalb, Illinois

December 2008

## Capstone Honors Project

### Research Questions:

- 1. Can supplemental material created by independent educators for the REWARDS reading program produce significant student progress in reading decoding and fluency?**
- 2. Will these materials be successful by working in accordance with the reauthorization of IDEA and RTI intervention principles?**

The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) has greatly impacted the education of all students. Education services are most greatly impacted when determining student eligibility for special education services. Under IDEA, proof must be given to show whether the student has responded to a researched-based intervention (RTI) program. RTI programs must be scientifically proven, and the new criteria for determining eligibility of special education services are specific and parallel with the curriculum based assessments that accompany many of the approved curriculum. This process will allow educators to determine that a student's underachievement is due to a specific learning disability and not due to a lack of appropriate instruction in math and reading.

### *The REWARDS Program*

The REWARDS program is designed as a way to improve the silent and oral fluency of students in 6<sup>th</sup> through 12<sup>th</sup> grades. REWARDS helps students who are slower oral readers as well as students who lack the same oral reading identification skills as their peers. The focus of this program is to teach students a flexible decoding strategy for decoding longer multi syllabic words. This is a critical reading skill because the majority of students in this program can read one- and two- syllable words but have difficulty with

the multisyllabic words found in higher level reading materials. These students struggle to read and fall further behind their peers as the materials become more intense and advanced. An average 6<sup>th</sup> grade student orally reads 150 correct words per minute or greater while students who should be placed in the REWARDS program orally read 60 to 120 words per minute. The difference in reading fluency can have a great impact on many students in different subject areas. Students who need the REWARDS program can participate in this short term intervention to bring their fluency skill to grade level and provide them with strategic tools for accurately reading multi syllabic words.

There are many reasons that teachers may want to use the REWARDS program within the district's intervention program. Possibly the most imperative is that students learn to read longer more complex words quickly and accurately, and this program provides students reading strategies and tools they can use throughout their education. A considerable amount of research has been conducted through classroom application, and many studies have shown the process and strategies taught in the REWARDS program are effective in increasing student's decoding skills. The ability to apply these strategies and increase fluency ultimately helps students increase comprehension of words as well as content area materials.

### *Goals of the Rewards Program*

There are six goals set by the researchers of REWARDS that outline the purpose and function of this program. They are:

- Decode previously unknown multisyllabic words containing two to eight digit word parts.
- Accurately read more multisyllabic words within sentences.

- Accurately read more multisyllabic words found in science, social studies, health textbooks, and other classroom materials.
- Read content area passages not only accurately, but fluently.
- Experience increased comprehension as their accuracy and fluency increases.
- Have more confidence in their reading ability. (Archer 2005)

### *REWARDS Strategies*

Several research-based strategies already exist in the REWARDS program. Some of these strategies are provided in the planning of the program, while others were added as supplemental materials to enrich the program. The strategies and materials that myself and other educators have added to the program are essential tools in the student's development through this program. These tools also are easily incorporated into a generalized district curriculum. All strategies are used to bring focus to the decoding of multi syllabic words as well as context area text.

Two of the strategies that are introduced by the REWARDS program are the Overt and the Covert strategy. The Overt Strategy provides a plain and open view of knowledge to the mysteries of decoding multi syllabic words, and the Covert Strategy is a more discrete and hidden version of a decoding strategy. Both strategies have their place in the program as well as in a generalized curriculum. By mastering these strategies and independently putting them into practice, students gain ease and fluency in reading and comprehension of context area text. This will help students develop a confidence that will transfer into reading.

The Overt Strategy is first used to introduce decoding of multisyllabic words.

Students learn the steps to this strategy in the first lesson, and then they practice the strategy through the remaining lessons. This practice provides students many opportunities to develop the strategy and apply what they have learned. Next, the Covert strategy is introduced. This strategy is used once the Overt strategy has been mastered. Students now use the skills that they have learned to add ease and flow to reading passages. Students use this strategy when they stumble upon words that may be difficult for them to read or exercise during a reading activity. Students would use the Covert strategy which has them look for prefixes, suffixes, and vowels. First, they say the word part, and then they say the whole word. When students have made it a real word, they will be available to read the text with accurate fluency and comprehension. Example of (Overt/Covert strategy card p. 1 of materials)

When teachers receive the program, they will notice that a poster is included with the materials. This poster was used to provide students with on- the- spot examples of strategies. The poster was also very helpful to show students vowels and various vowel combinations. It also allowed for an immediate visual of prefixes as well as suffixes. This poster was a great tool to have in the classroom for referencing. It helped many of the students work independently, and it served as a constant tool in their success.

### *Supplemental Materials*

Also included with this program is a student reference chart. This chart was used by students to visualize prefixes, suffixes, and vowel combinations. On the guidance from Ms. Blith, a fellow educator who has been teaching this program for a number a years, I lead the students in creating a “foldable” based on this chart. Foldables have been

used to assist students to recall information accurately.

The foldables were a piece of supplemental material that was added to this program as a way for students to concretely connect to the existing strategies. The foldable was made of a thick cardboard- like paper to assure durability. Due to the nature of the students creating the foldable, the correct prefix/suffix, key word, and word meaning sections were printed and cut into strips for each student. As stated by the directions, each student would fold, glue, and then cut out the correct sections along the provided lines. (All materials included pp. 2-4 of this document). During the first few lessons that emphasized understanding prefixes, students created their prefix foldable. For the later sections when suffixes were introduced, students created the suffix foldable.

Many separate activities were created to provide students opportunities to recognize the role using these foldables would play into their goal to become independent readers. Many of the activities were oral reviews at the beginning or the end of the class period. Often times I wrote a few prefixes/ suffixes on the overhead as students entered the room. I asked students to use the tools that they had within their folders (e.g., foldable) to indicate the meaning of each prefix/suffix. The students responded very well to these activities, and soon they could provide the meanings for a majority of prefixes/ suffixes independently. Also students used their prefix/suffix knowledge and foldable to complete supplemental assignments ( included examples on p.5 of materials). The assignments were a way for students to apply what they had learned.

Assignments included a match the prefix worksheet in which students were given a key word and a meaning and were asked to pick a prefix from the bank to match with

each section. Students were very successful with this and later used the worksheet to orally quiz a partner on the information. Students were given a variety of short quizzes that included but were not limited to the use of a foldable to provide answers pertaining to prefixes/suffixes.

Another supplemental piece of material that was provided for students was a vowel combinations worksheet. This worksheet contained a number of vowel combinations used in the first three lessons of the program. (worksheet p. 6 of materials) This worksheet was used to assist students in practicing the sounds of vowel combinations. They used this worksheet to practice isolating vowel combinations and to develop the skills needed to feel confident working in a group to say sounds and words that they might not easily recognize.

The most important piece of supplemental material was a packet provided by Ms. Blith. (packet included in materials) This was a packet of strategies that she created over the course of teaching this program. Included in the packet are a number of strategies as well as sticky flags, post-it notes, highlighters, and small binder clips to allow students to visually relate to each multisyllabic word or un-decodable section. This packet was very useful to students. It was a tool students used to apply the knowledge that they were learning to independent and group work. Many of the students even brought this packet with them to other language arts classrooms and applied the strategies to outside pieces of work. Some of the strategies were provided by the REWARDS program as discussed in detail earlier, and some of the strategies were provided outside of the recommended curriculum.



## *Strategies*

First introduced was the CLARIFICATION STRATEGIES card. These strategies signal students to use a previously used strategy. This strategy was a flexible decoding strategy that reminded students of tools many fluent readers use when they do not initially recognize a word such as re-read, use context clues, use a dictionary, read on, use background knowledge, make a “mind- movie”, mark the word or sentence with a sticky flag, or ask for help. This strategy was introduced first mainly because it clearly was a tool for students to use as independently as possible.

Next was the MORE READING STRATIGES card. This card gave students an example of how to use a variety of physical and oral tools. The strategy focused on comprehension by encouraging students to whisper read, highlight key words, use post-its, use sticky flags, or re-read with another person. All of these parts of the strategy card were also encouraged though other activities that were introduced with the REWARDS program. (p 7 packet with materials)

During the same week of introduction QUOTATATION and PASSAGE RESPONSES were introduced. Students used these strategies to concentrate on a selected portion of the text and focus on its content. This focus helped students better comprehend the piece of written work as well as provide positive accomplishments for comprehension. The ability to comprehend a portion of the text provides students with a focal point to interact and share their reading with others. Students examined a portion of the text by picking a quotation, dialogue, or passage. They also wrote the story fragment completely to increase comprehension, word part recognition, and spelling skills. Then they wrote

about the reason for their choice. After applying the strategy, students were asked to share their quotations and indicate how these steps helped them to further understand the text. Sharing this knowledge helped students internalize this way of comprehending text.

At the same time students were provided with individual packet sized copies of the Prefixes, Suffixes, and Vowel Combinations Reference Chart. This was introduced to students as a portable way to take and use their flexible decoding strategies in a variety of settings. Students were encouraged to use this piece of material in conjunction with many or all of the strategies used to decode words.

The SUMMARY STRATEGY (1-2-3) card is a way for students to have a clear view on what was expected when they were reading an article and were going to be asked to summarize. It was a very simple and useful card due to the sudden realization that students were not very clear on the concept of summarizing an article. Using the strategy, students re-tell what they read, include important details, leave out less important details, and keep the summary short.

Due to the nature of articles, the CONNECTION/ RESPONSE STATERS card was used to help students relate to the topic and use their background knowledge to improve reading fluency and comprehension. Students were directed to connect, wonder, reflect on impact, understand the author, understand the character's purpose, remember specific parts, and distinguish information about the purpose of life. This card was a great writing prompt to enable students to concentrate on fluency by focusing on characteristics of the story, as well as to be used a writing prompt for students to respond and clarify on what they read.

Another strategy was used to help students when focusing on an expository story. The EXPOSITORY SUMMARY TOOLS card helps students comprehend a story by charting the focal points of the text. Using this strategy enables students to locate titles, headings, opening sentences, bold text, pictures and captions, charts, graphs, and maps. By locating all of these key points, students were able to apply other strategies prior to start their reading of a section.

The NARRATIVE SUMMARY TOOLS card helped students comprehend narrative stories by drawing into focus the important details needed for comprehension and explicit understanding of the material. Application includes main characters, setting, story problem/conflict, important events, conflict solutions, and ending. With a general understanding of how to use story parts to their advantage, students were able to concentrate on decoding multisyllabic words, and they were not distracted by trying to remember what they were looking for. This strategy card was also a great tool in helping students to create their own story maps. (Myers 1983)

All of the strategies covered can be used in applying the REWARDS program as well as in a variety of settings. Many supplemental materials can be created to develop students' fluency and decoding. The majority of the materials lend themselves to the development of the REWARDS program because it is such a clear and decisive development to multisyllabic word decoding. When polled, students reported that they enjoyed the supplemental materials because they allowed them to use what they had learned through the program. Many of the supplemental materials allowed for students to work in groups or pairs which strengthened the team spirit of the classroom and eased tension students felt about being embarrassed. Several pieces of supplemental materials

were used to implement the strategy cards. The News Article Activity, as well as the Guided Lesson activity, allowed students to apply a variety of strategies to current news articles. In an attempt to find informative and interesting news articles I used the National Geographic Kids web site. (p. 8-10 & 17 Materials)

The News Article Activity worksheet was used as our initial independent application of using strategies. This was also used for the benefit of an assessment to indicate how well students would decode multi-syllabic words and use strategies to obtain fluency and comprehension of the article. Students were asked to apply pre-reading by following a set of steps. Next students were asked to apply a variety of previously learned strategies found in their packet. After students completed reading the article, they were told to list facts and use the QAR (Question Answer Response) question starter. Next they would write a connection and a quote. When given this article, students did an excellent job of locating their cards and completing the steps. (P.11-16)

#### *Anecdotal Accounts*

The use of the workbook, internet, and supplemental materials proved to be a success in students' development. Many of the students involved showed great improvement. Eight of 10 students were at or above target in Aims-web tracking by the beginning of the second quarter of school. (Aims web tracking data p.18-21) of materials) Many of the same students are beginning to show signs of great success in their inclusion general education classes. One student was proud to report that she received an 80% on her spelling test because she used the decoding strategies that she had learned during the REWARDS program to sound out the words. Another student spoke of being more

confident and willing to participate in classroom read-alouds. He stated the he was starting to understand better what he was reading, so he was participating more in class and answering questions. The student who displayed the most success was a student classified as an English language learner (ELL). The program really helped him to understand letters and their sounds. He has become a very strong reader, and his spelling has also greatly improved.

### *Summary*

As a student teacher, I was unsure of the impact that such a program could have on my students. As a guide, Ms. Bruce showed me how to use and develop the program with confidence. This was key to the success of our students who participated in the intervention. With her wisdom and guidance, I was able to add to existing ideas to form a proactive learning environment for my students. There were many successes within the short time that I had the privilege to teach and research the REWARDS program. It was a great program to use and proved its worth as a viable reading intervention for elementary students.

# Materials used throughout the course

## *REWARDS 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.

**Directions**

Step 1: Fold colored paper length-wise in four sections. First in half, then the half in half.

Step 2: Cut top and side off of notebook paper

Step 3: Fold note book paper in half

Step 4: Draw section lines on paper four lines for first 7 three lines for the next Two

Step 5: Glue entire sheet of notebook paper to colored paper middle creases together

Step 6: Draw horizontal lines down three creases on inside paper

Step 7: Fill in information on inside

Step 8: Cut firsts section of paper on horizontal lines until first crease

Step 9: Write Prefixes on corresponding outside sections

Step 10: fold in half and secure with paperclip

**Directions**

Step 1: Fold colored paper length-wise in four sections. First in half, then the half in half.

Step 2: Cut top and side off of notebook paper

Step 3: Fold note book paper in half

Step 4: Draw section lines on paper four lines for first 7 three lines for the next Two

Step 5: Glue entire sheet of notebook paper to colored paper middle creases together

Step 6: Draw horizontal lines down three creases on inside paper

Step 7: Fill in information on inside

Step 8: Cut firsts section of paper on horizontal lines until first crease

Step 9: Write Prefixes on corresponding outside sections

Step 10: fold in half and secure with paperclip



**Prefix**

**Prefix**

**Prefix**

**Prefix**

dis	de	dis	de
mis	re	mis	re
ab	pro	ab	pro
ad	con	ad	con
in	per	in	per
im	un	im	un
com	a	com	a
be	ex	be	ex
pre	en	pre	en

Key Word	Meaning	Meaning	Key Word
discover	away apart negative	away from from down negative	depart
mistake	wring not	again back really	return
abdomen	from away off not	in favor of before forward	protect
advertise	to toward against	with together really	continue
insert	in into not really	through really	permit
immediate	in into not	not reversal of remove	uncover
compare	with together really	in, on, at; not without	above
belong	really by to make	out away	example
prevent	before	in within on	entail

## Match the Prefix

Use the prefix listings below to match each prefix with its proper meaning. Use the key word section to help identify each prefix.

dis mis ab ad in im com be pre

Prefix	Key Word	Meaning
	<i>Prevent</i>	before
	<i>insert</i>	in; into; not; really
	<i>abdomen</i>	from; away; off; not
	<i>advertise</i>	to; toward; against
	<i>discover</i>	away; apart; negative
	<i>immediate</i>	in; into; not
	<i>compare</i>	with; together; really
	<i>belong</i>	really; by; to make
	<i>mistaken</i>	wrong; not,

## Vowel Combinations

Use the Guide provided to practice vowel sounds. The key word will help you to recall the sound for each vowel.

Vowel Combination	Key Word
<b>ay</b>	<u>say</u>
<b>ai</b>	<u>rain</u>
<b>au</b>	<u>sauce</u>
<b>er</b>	<u>her</u>
<b>ir</b>	bird
<b>ur</b>	<u>turn</u>
<b>ar</b>	<u>farm</u>

## Vowel Combinations

Use the Guide provided to practice vowel sounds. The key word will help you to recall the sound for each vowel.

Vowel Combination	Key Word
<b>ay</b>	<u>say</u>
<b>ai</b>	<u>rain</u>
<b>au</b>	<u>sauce</u>
<b>er</b>	<u>her</u>
<b>ir</b>	bird
<b>ur</b>	<u>turn</u>
<b>ar</b>	<u>farm</u>

## CLARIFICATION STRATEGIES

- STOP when you don't know or understand something!!!!
- If you can not read the word, use the *flexible decoding strategy*.
- If you don't know what the word or sentence means,
  - \*re-read
  - \* use context clues
  - \* dictionary
  - \*read on ahead
  - \*use background knowledge
  - \*make a 'mind movie'
- If you still don't understand, mark the word or sentence with a sticky flag and ask me or a classmate about it.

## MORE READING STRATEGIES

- Whisper read- Seeing the words and hearing the words *INCREASES COMPREHENSION*.
- Highlight (if you can) key words, phrases, and ideas.
- Use post-its to write connections, comments, or questions.
- Use sticky flags if clarification strategies don't work..
- Re-read with another person; reading a story or article again *INCREASES COMPREHENSION*.

Guided Lesson Steps:

Each student will turn in a copy with complete answers and check marks where appropriate. This project is worth 100 pts, points for each individual part are listed.

- **Pick an article. You may work independently or in a small group (1-3 people). You must work quietly (library voices). Write your choices below. (1pt)**

NAMES: \_\_\_\_\_

Title of Article: Drinking water: Bottled or from the tap

- **CHECK Do you have all the materials you need at your desk, (pencil, article, guided lesson, strategy packet, highlighter)? (1pt)**

Pencil ✓ Article ✓ Guided Lesson ✓ Highlighter ✓

Strategy packet ✓

- **CHECK Be sure that you and members of your group understand all parts of the guided lesson. (each member should verbally acknowledge to the group that they understand) (1pt)**

CLARIFICATION ✓ MORE READING ✓ SUMMARY ✓

QUOTATION ✓

- **CHECK Read article with group using CLARIFICATION STRATEGIES and MORE READING STRATEGIES. (Take turns whisper reading as the other group members read silently.) (5pt)**

Read article/applies strategies: ✓

Fill in parts to Guided lesson

- Write down the 10 words your group chose to use the flexible decoding strategy on. From the CLARIFICATION STRATEGIES card. (20pt)

1. fossil fuels
2. manufacturers
3. faucet
4. Convenience
5. fleece
6. disintegrate
7. McLaughlin
8. institute
9. organization
10. recycling

- Use five of the words above. Go to <http://dictionary.reference.com/> on the computer and look up five definitions. Write the words and definitions on the space provided. (50pt)

1. the making of goods or wares by manual/labor or by machine  
manufacture
2. a convenient situation or time or place  
convenience  
convenience
3. Coal, petroleum, and natural gas  
fossil fuels
4. last name McLaughlin
5. or fabric with a soft, silky pile,  
used for warmth, as for lining  
garments

- Apply SUMMARY STRATEGY. Write it down so that you can remember when you share with the class. (10pt)

bottled on from the tap.

People are using Bottled water when people can use faucet water b/c it is causing pollution

- Apply QUOTATION and PASSAGE RESPONSES strategy. Write it below. (12pt)

Quotation:

in order to make all the these bottles 17 million barrels so manufacturers use

Response:

~~why I like it~~  
 why I ~~like~~ liked it is  
 b/c I ~~think~~ think that it  
 is a cool ~~at~~ sensation



## QAR

- Good readers ask questions while reading.

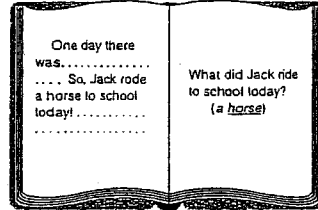
### IN THE BOOK

#### Right There



##### *Right There*

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are *Right There* in the same sentence.

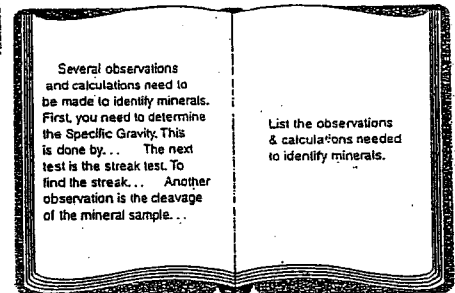


#### Think & Search



##### *Think and Search (Putting It Together)*

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.



## QAR

- Good readers ask questions while reading.

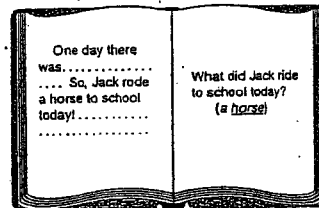
### IN THE BOOK

#### Right There



##### *Right There*

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are *Right There* in the same sentence.

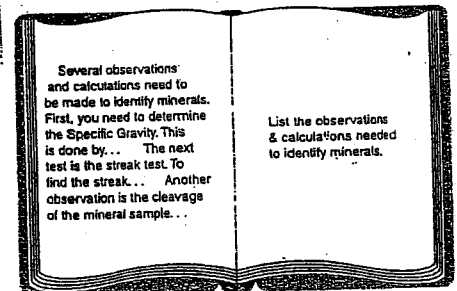


#### Think & Search



##### *Think and Search (Putting It Together)*

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.

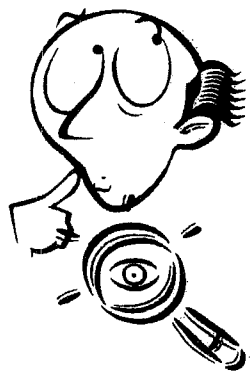


# Question Answer Relationships - 4 Types of Questions

## In the Book QAR's

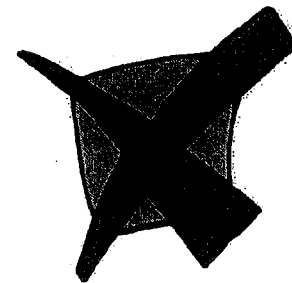
### RIGHT THERE

The answer is in the text, and is usually easy to find. The words used to make up the question and words used to answer the questions are **RIGHT THERE** in the same sentence.

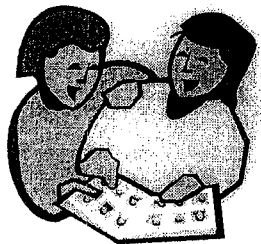


### THINK and SEARCH (Putting it Together)

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection



## In your head QAR's

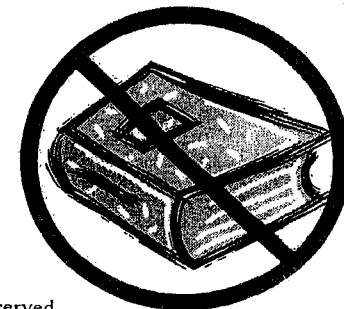


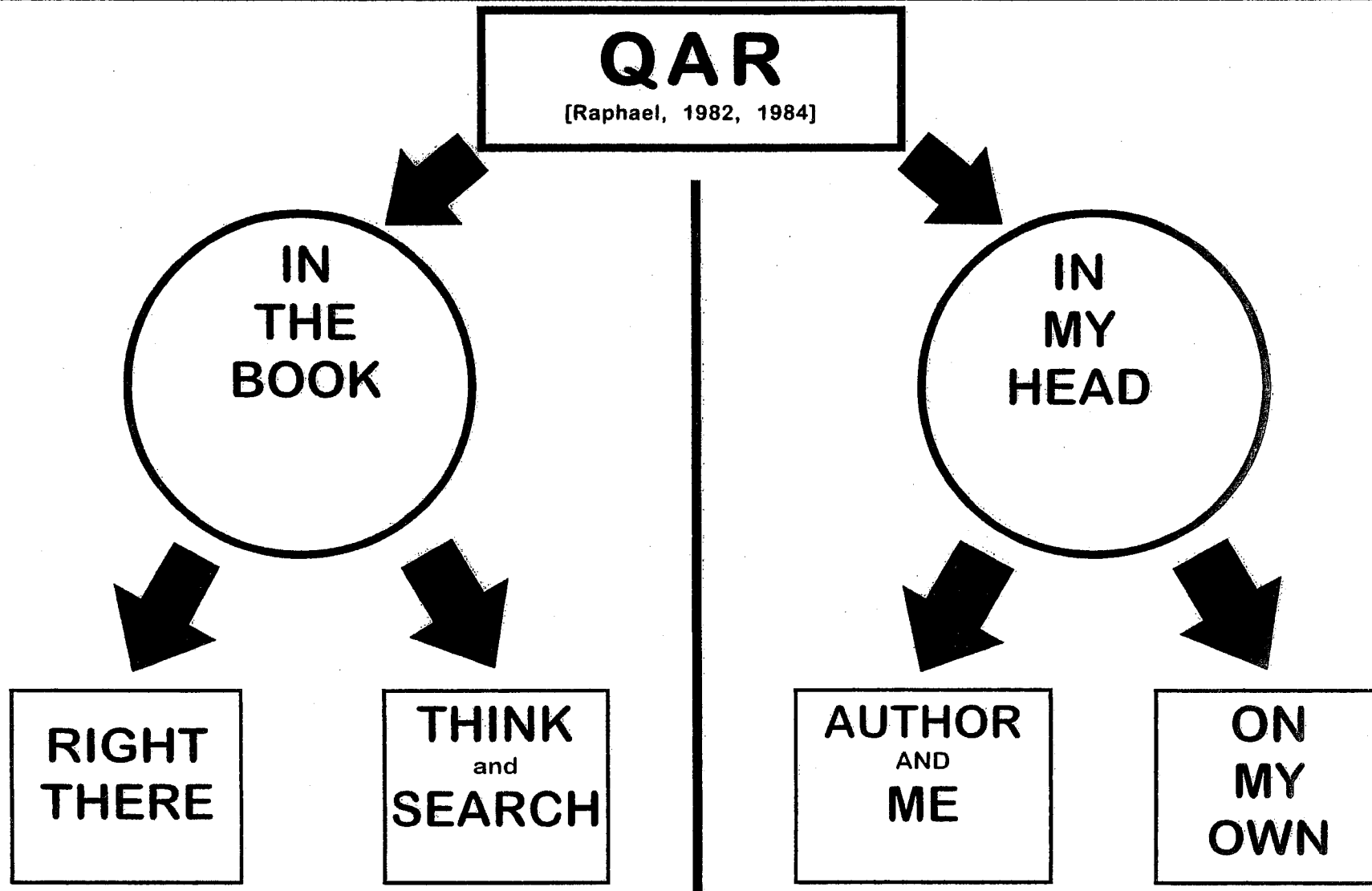
### AUTHOR and YOU

The answer is **NOT** in the story. You need to think about what you already know (your background knowledge), what the author tells you in the text and how it fits together.

### ON MY OWN

The answer is not in the text. You can even answer the question without reading the selection. You need to use your own experience. Teachers ask this type of question to bring out your prior or background knowledge.





# **QAR QUESTION STARTERS**

## **RIGHT THERE**

What is the name.....?  
What is the color of .....?  
Who is.....?  
Which character .....?  
How did.....?  
Where did.....?  
When did.....?  
How many.....?  
Why did.....?  
Where is.....?  
Find the place where.....?

## **AUTHOR & YOU**

How does \_\_\_\_\_ compare with \_\_\_\_\_?  
Which character is a better person?  
What would be a better title for this story and why?  
Explain how.....  
Why do you think.....?  
How do you think.....?  
Do you agree or disagree with.....?  
Predict what you think.....  
How could you change the plot.....?  
What was the best part.....?  
What was the worst part.....?  
Do you agree with the author's.....? Why?  
What can you infer about.....?  
Summarize why you think.....?  
Show how the author.....?

## **THINK & SEARCH**

Find several ways that prove.....  
List three things that.....  
Which facts in the story show.....?  
Find several pieces of evidence that.....  
Retell the major events of.....  
Describe the .....and tell how.....  
What is the main idea of.....?  
Using information from the story, draw...  
Why is \_\_\_\_\_ better than\_\_\_\_\_? Find proof in the story to support your answer.  
Draw a diagram of the story plot.  
Give several examples that.....?  
Show how the main character....

## **ON YOUR OWN**

Do you like.....?  
Have you ever.....?  
What would you do if.....?  
What would happen if.....?  
How would you feel if.....?  
What if.....

## Question Answer Relationships

*Raphael, 1982, 1984*

### In The Book QARs

#### **RIGHT THERE**

*Answer in the text.*

#### **THINK & SEARCH**

*Put it together.*

### In My Head QARs

#### **AUTHOR & YOU**

*Answer NOT in the story.*

#### **ON MY OWN**

*Don't even have to have read the story.*

## RESPONDING TO READING BY JOURNALING

\*Vocabulary: Choose two new or interesting words that you discovered when reading today. Write each one in your response journal. Jot down what you think the word means, the dictionary definition, and why you chose the word. Be sure to include the page number!

\*Thoughts and Opinions: After reading, jot down your thoughts and/or opinions of the story and the events and actions that have taken place. There is no way your thoughts and opinions can be wrong; just back them up with your reasoning.

\*Predictions: After reading, ask yourself if the author gave you any clues as to what might happen next in the story. Look at Narrative and Expository Clues on the prediction strategy card. Write and explain your prediction.

\*Quote or Sentence Response: Use Quotation Strategy card to help with your response. Were there words spoken by one of the characters that you reacted strongly to? Maybe a sentence that the author wrote that you found to be interesting? Write down that quote (be sure to include which character spoke it!) or write down that cool sentence. Then write about why you chose it and what your reaction to reading it was. Again, there is no wrong way to do this. Just explain your thinking.

This is not a test. Do the best work that you can.

ms. Ferrero  
ms. Bruce.

Name \_\_\_\_\_

Date \_\_\_\_\_

## News Article Activity

### PRE-READING

1. Write name and date of this News Publication:
2. Look at and read all photos, maps, charts and graphs to obtain information before reading.
3. Read the article's headline for clues to the article's main idea. Write in your own words what you think this article will be about.
4. After doing all of the above, write 1 "ON YOUR OWN" question.

### DURING READING

1. Highlight main ideas and important supporting details.
2. Use sticky flags to mark paragraphs that you find confusing.
3. Use the strategy for decoding multisyllabic words.
4. List new and unfamiliar words here. Use context clues or grab a dictionary to determine meaning. Write the meaning in your own words next to the word.

AFTER READING

1. List 3 facts/details that you found to be important and relevant.

2. Using your QAR question starters, write 1 of each type of question.  
Be prepared to supply the answer to your question as well.

RIGHT THERE: (Answers can be found in the text)

AUTHOR & YOU: (connect own experiences to the text)

3. Write one "Connection". (Text to self, text to text, text to world)  
(This reminds me of .....)

4. Write one quote from the article that you found interesting or meaningful.  
Interpret this quote in your own words OR write about your reaction to this quote.





AIMSweb®

Jackson

HELP | LOGOUT

Year: 2008-2009

← Back

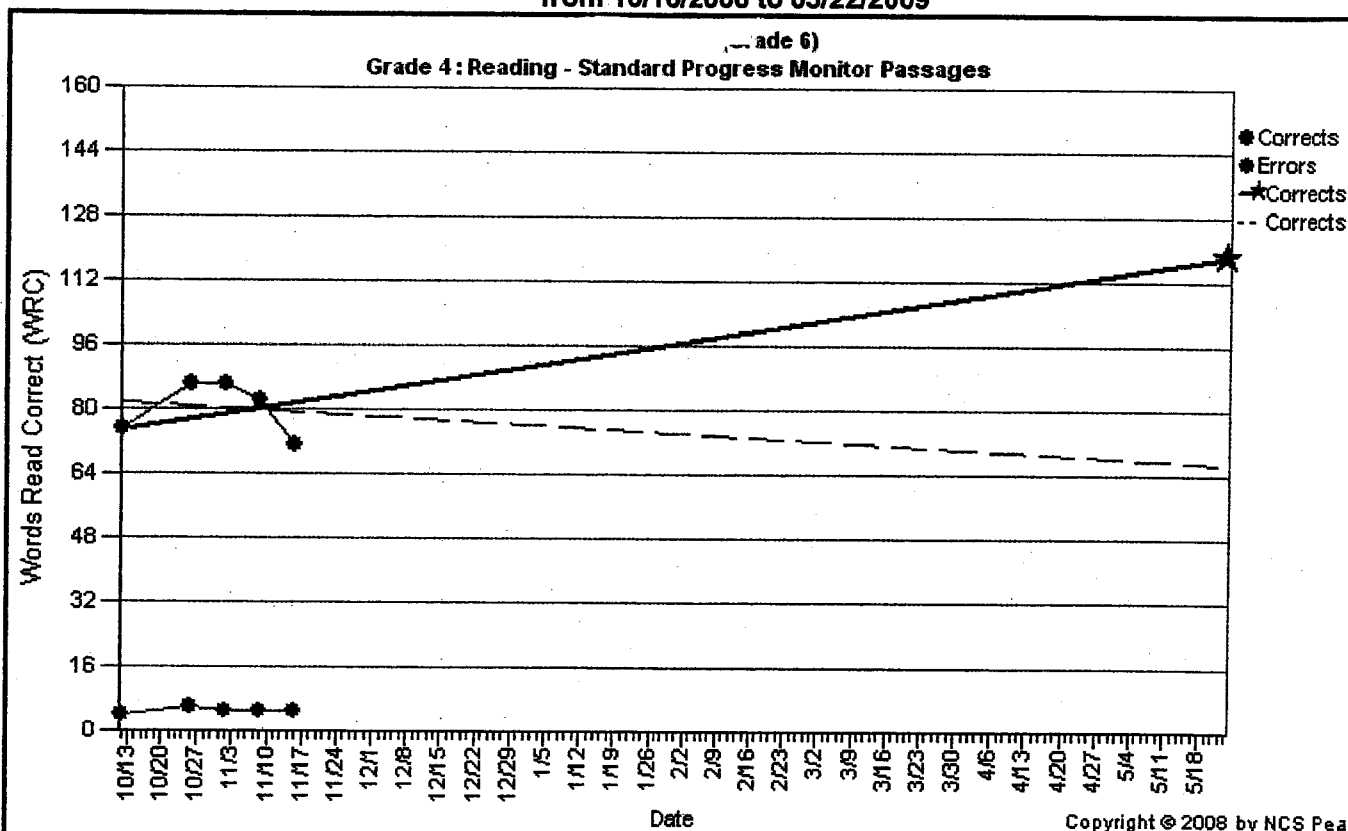
E-Mail

PDF

**Goal Changes & Intervention Descriptions:**

10/10/2008 - REWARDS (Baseline Corrects = 75 : Goal Corrects = 118)

Grey entries are baseline sessions or goal changes.  
Yellow entries have corresponding program interventions.

**Progress Monitoring Improvement Report for 'Grade 4)**  
**from 10/10/2008 to 05/22/2009**
**Goal Statement**

In 32.0 weeks, I achieve 118 Words Read Correct with 4 Errors from grade 4 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.34 Words Read Correct per week. The current average rate of improvement is -0.47 Words Read Correct per week.

Date	10/10	10/24	10/31	11/07	11/14							
Corrects	75	86	86	82	71							
Errors	4	6	5	5	5							
Goal/Trend ROI	1.34/- 0.47											

Grey data points are baseline/goals sessions.



Jackson

HELP | LOGOUT

Year: 2008-2009

← Back

E-Mail

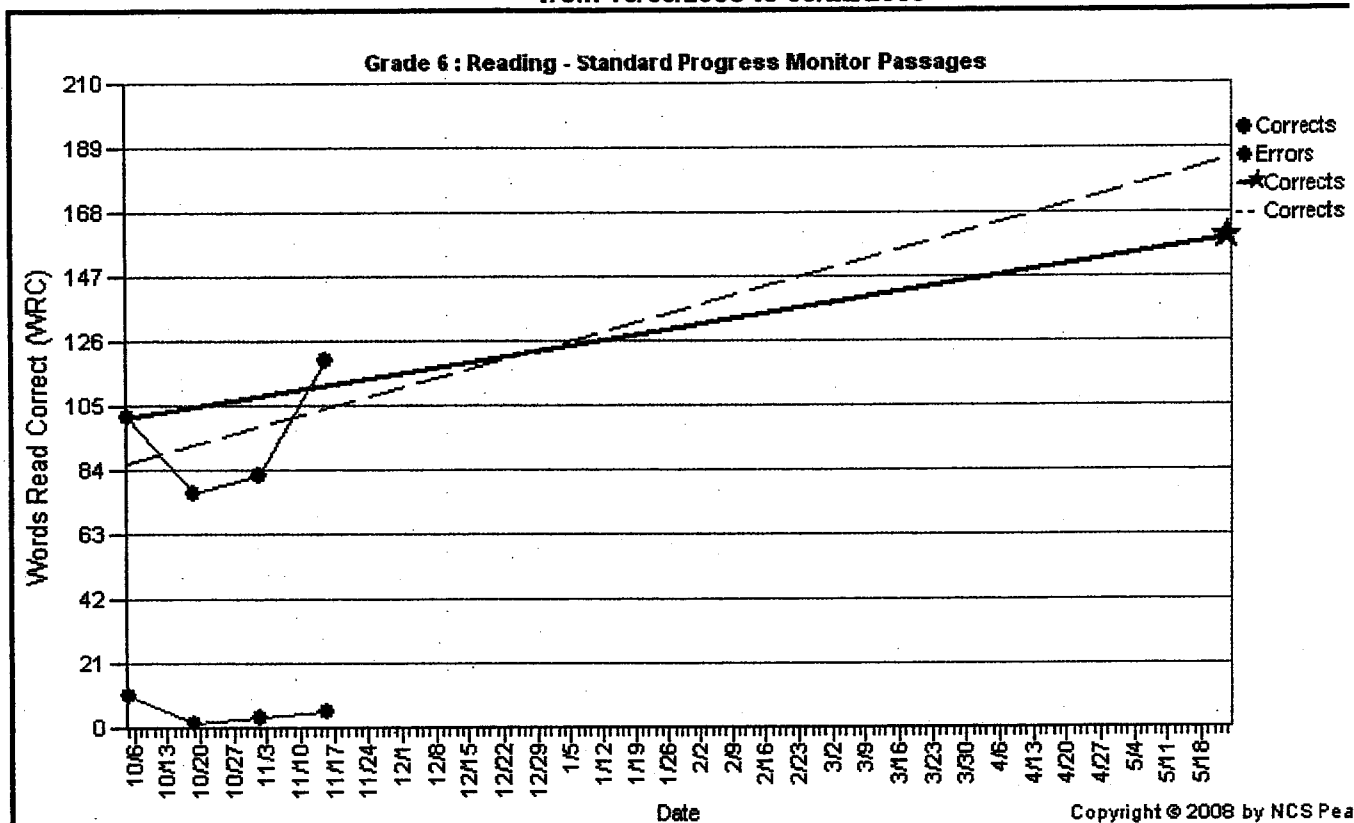
PDF

**Goal Changes & Intervention Descriptions:**

10/3/2008 - REWARDS (Baseline Corrects = 101 : Goal Corrects = 159)

Grey entries are baseline sessions or goal changes.

Yellow entries have corresponding program interventions.

**Progress Monitoring Improvement Report for**  
**from 10/03/2008 to 05/22/2009**
**Goal Statement**

In 33.0 weeks, I achieve 159 Words Read Correct with 4 Errors from grade 6 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.76 Words Read Correct per week. The current average rate of improvement is 1.76 Words Read Correct per week.

Date	10/03	10/17	10/31	11/14								
Corrects	101	76	82	119								
Errors	10	1	3	5								
Goal/Trend ROI	1.76/ 3.00											

Grey data points are baseline/goals sessions.



Jackson

HELP | LOGOUT

Year: 2008-2009

← Back

E-Mail

PDF

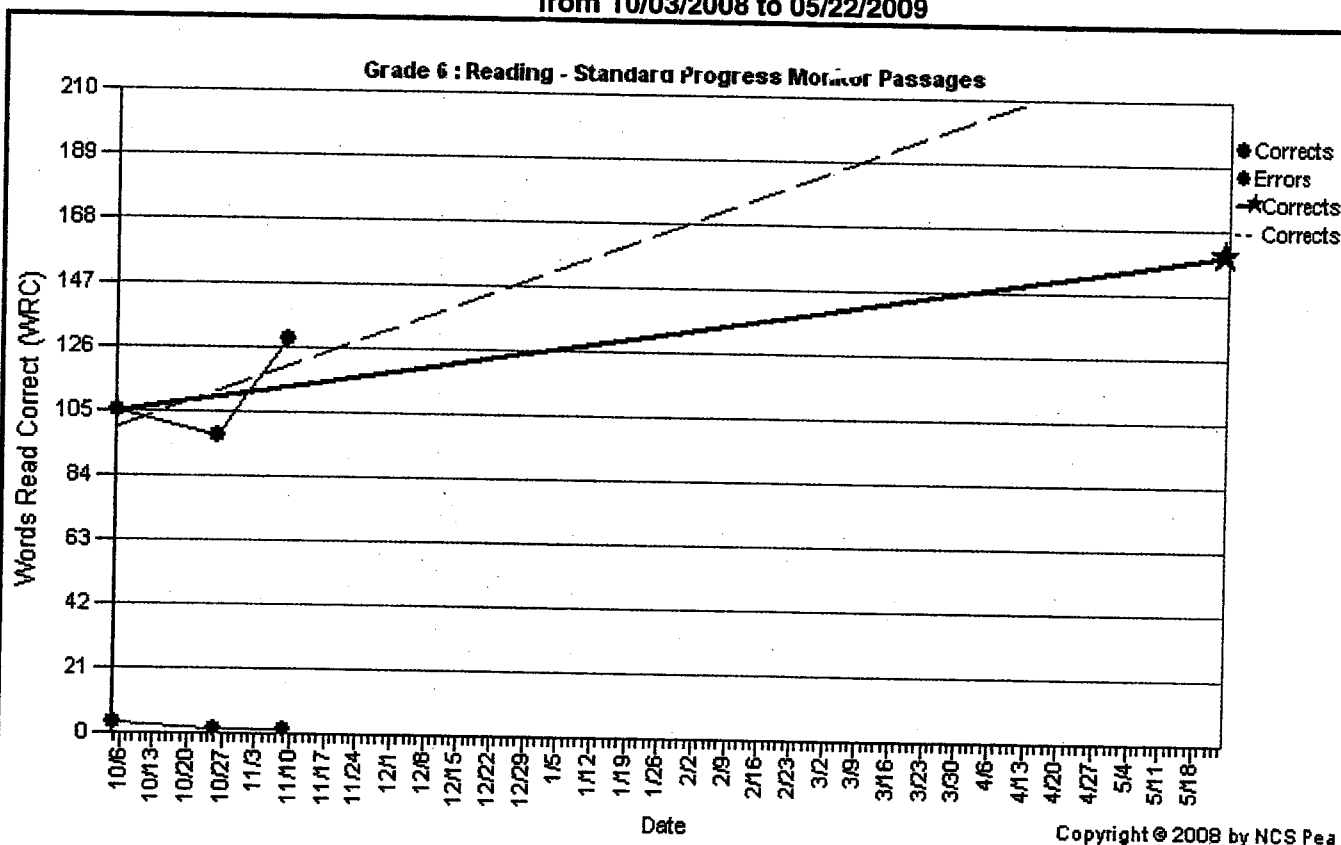
**Goal Changes & Intervention Descriptions:**

10/3/2008 - Rewards (Baseline Corrects = 105 : Goal Corrects = 159)

multisyllabic decoding and comprehension program

Grey entries are baseline sessions or goal changes.

Yellow entries have corresponding program interventions.

**Progress Monitoring Improvement Report for**  
**from 10/03/2008 to 05/22/2009**
**Goal Statement**

In 33.0 weeks, Jackson as will achieve 159 Words Read Correct with 4 Errors from grade 6 Reading - Standard Progress Passages. The rate of improvement should be 1.64 Words Read Correct per week. The current average rate of improvement is 1.64 Words Read Correct per week.

Date	10/03	10/24	11/07										
Corrects	105	97	128										
Errors	3	1	1										
Goal/Trend ROI	1.64/ 4.03												

Grey data points are baseline/goals sessions.

## CONNECTION/ RESPONSE STARTERS

Be Specific; Starters below are general

- This connects to my life in this way.....
- I wonder.....
- This is important to me because.....
- This part made an impact on me because....
- I don't understand why the author .....
- I don't understand why the character.....
- I want to remember this part because.....
- This part informs me about how I want to live my life because.....
- This part informs me about how I don't want to live my life because.....

## SUMMARY STRATEGY (1-2-3) CARD

- 1 RETELL what you read.
- 2 INCLUDE IMPORTANT events and details.
- 3 LEAVE OUT less important details.
- *KEEP IT SHORT!!!!*

## EXPOSITORY SUMMARY TOOLS

- Titles
- Headings
- Opening sentences
- Bold text
- Pictures and captions
- Charts, graphs, & maps

## NARRATIVE SUMMARY TOOLS

- Main characters
- Setting
- Story problem/conflict
- Important events
- Conflict solution
- Ending

# Generalization Test

## Teacher Recording Form

Word	Word Parts Correct (Cross out incorrect word parts)	Words Correct (#)
1. progression	1. pro gres sion 3	
2. communism	2. com mun ism 3	
3. bedazzle	3. be dazz le 3	
4. conference	4. con fer ence 3	
5. refreshments	5. re fresh ments 3	
6. miserable	6. mis er able 3	
7. donation	7. do na tion 3	
8. expensively	8. ex pen sive ly 4	
9. development	9. de vel op ment 4	
10. admiration	10. ad mir a tion 4	
11. competitor	11. com pet it or 4	
12. affectionate	12. af fec tion ate 4	
13. confidential	13. con fid en tial 4	
14. explosively	14. ex plo sive ly 4	
15. hospitality	15. hos pit al ity 4	
16. occasionally	16. oc ca sion al ly 5	
17. misrepresenting	17. mis rep re sent ing 5	
18. enthusiastic	18. en thu si ast ic 5	
19. international	19. in ter na tion al 5	
20. irregularity	20. ir reg u lar ity 5	
Total number of correct word parts _____/78 Percentage correct _____%		Total correct Words _____/20 _____%

## Generalization Test

### Student Test Copy

- |                 |                     |
|-----------------|---------------------|
| 1. progression  | 11. competitor      |
| 2. communism    | 12. affectionate    |
| 3. bedazzle     | 13. confidential    |
| 4. conference   | 14. explosively     |
| 5. refreshments | 15. hospitality     |
| 6. miserable    | 16. occasionally    |
| 7. donation     | 17. misrepresenting |
| 8. expensively  | 18. enthusiastic    |
| 9. development  | 19. international   |
| 10. admiration  | 20. irregularity    |

24

## Lesson 20

### Activity A: Vowel Combinations Review

1.	a - e	ow	oi	ay	ee	au
2.	ar	o - e	oo	i - e	or	ea
3.	ai	oy	u - e	ou	i - e	oa

### Activity B: Vowel Conversions Review

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

### Activity C: Prefixes and Suffixes Review

1.	re	ab	con	im	de
2.	pro	per	dis	com	ad
3.	le	ence	tial	ance	ism
4.	al	ism	le	ary	ly
5.	cious	able	ible	ic	ate

## Bibliography

Archer, L. Anita, Gleason, M. Mary, Vachon, Vicky, 2005 REWARDS Reading Excellence: Word Attack & Rate Development Strategies, Sopris West Educational Services

Archer, L. Anita, Gleason, M. Mary, Vachon, Vicky, 2005 REWARDS Reading Excellence: Word Attack & Rate Development Strategies (workbook), Sopris West Educational Services

Fry, B. Edward, Polk, K. Jacqueline fountoukidis, Donna, 1984 The Reading Teacher's Book of Lists, Prentice-Hall, Inc

Myers, Miles, Gray, James, Theory and Prattice in the Teaching of Composition, 1983, National Council of Teacheres of English

Pearson, Literature Timeless voices, Timeless Themes, 2004 Prentice Hall

Spielvogel, World History journey Across Time The Early Years, 2008, Glencoe

[www.Nationalgeographic.com](http://www.Nationalgeographic.com)



# University Honors Program

## Capstone Approval Page

Capstone Title (print or type):

Can Supplemental material created by independent  
educators for the REWARDS reading program produce  
significant student progress in reading and decoding and fluency?  
Will these materials be successful by working in accordance with the authorization  
of IDEA and RTI intervention principles?

Student Name (print or type):

Heather Ferrero 2149336

Faculty Supervisor (print or type):

Gregory J. Conderman

Faculty Approval Signature:

Gregory J. Conderman

Department of (print or type):

Education

Date of Approval (print or type):

12-4-08