



NY Striving Readers Project -

The REWARDS Suite

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Goals - Federal Striving Readers Grants

- Raise middle and high school students' literacy levels in Title 1-eligible schools with significant numbers of students reading below grade level.
- Build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills.

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Big Picture

New York Striving Readers Grant

- 750 participating 7th graders
 - Randomly assigned to:
 - Experimental group
 - Control group
- Experimental group
 - One year of intervention
 - Classes not to exceed 20
 - REWARDS intervention programs
 - In addition to regular Language Arts classes and AIS

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Big Picture

New York Striving Readers Grant

- 13 participating middle schools in NYC
- 4 year grant
 - First year planning
 - Three years of implementation
- Target population
 - 7th graders
 - Reading at least 2 years below grade level
 - Reading between 3rd and 5th grade level

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Program Development and Implementation Team

Name	Position/Agency
Colleen Ferrone	New York State Department of Education - Project Director
Denise Sontag	New York City Schools - Project Coordinator
Kira Bonn	New York City Schools - Project Coach
Anita Archer	Program Developer Literacy Consultant

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Evaluation Team

Name	Position/Agency
Dianna Newman	Lead Evaluator Evaluation Consortium- SUNY Albany
Deb Kundert	Evaluator Evaluation Consortium- SUNY Albany
Dean Spaulding	Evaluator Evaluation Consortium- SUNY Albany

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Program - REWARDS Suite

Reading and Writing Interventions

- A. REWARDS Writing - Sentence Refinement
- B. REWARDS - Multisyllabic Word Reading Program
- C. REWARDS Plus - Application to Social Studies Passages
- D. REWARDS Plus - Application to Science Passages

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REWARDS Interventions - Based on Instruction Research

- Explicit Instruction
- Systematic
- Active Participation
- Feedback
 - Affirmative
 - Corrective
- Initial, distributed, and cumulative practice
- Monitoring of performance
 - Monitor and Adjust
 - Curriculum-based assessment

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REWARDS Interventions - Based on Reading Research

	Rewards - Writing Sentence Refinement	Rewards - Multisyllabic Word Reading	Rewards - Social Studies	Rewards - Science
Advanced Decoding		X	X	X
Word and Passage Fluency		X	X	X
Academic Vocabulary	X	X	X	X
Background Knowledge			X	X
Reading Comprehension	X	X	X	X
Written Responses	X		X	X

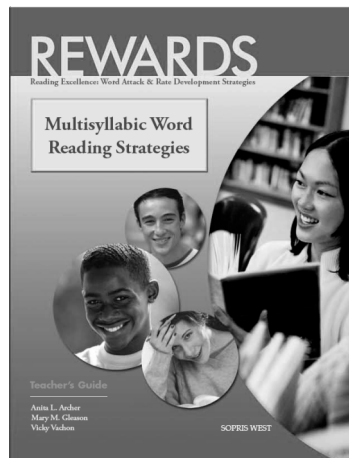
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Goals of the Program

- Increase
 - Overall reading achievement
 - Accuracy and fluency on reading multisyllabic words
 - Oral reading fluency
 - Academic vocabulary
 - Comprehension of expository passages
 - Ability to write coherent, well-organized paragraphs

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REWARDS - Multisyllabic Word Reading Strategies



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What is REWARDS?

Reading Excellence: Word Attack and Rate Development Strategies

- **Research-validated, intensive intervention** program for older students
- Designed to teach strategies for reading **long words** (2 to 8 syllables) and
- Increase **reading fluency**
- Increase **vocabulary**

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REWARDS - Multisyllabic Word Reading Strategies

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 instruction

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What is taught in REWARDS?

■ Preskills for reading long words

- **Blending parts** into words
- **Correcting the pronunciation** of words to match context
- Recognizing **vowel** graphemes, pronouncing corresponding vowel phonemes, and reading word parts and words with those sounds.
- Recognizing **prefixes and suffixes**, pronouncing the affixes, knowing the meaning of critical affixes, and reading them within words.

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Prefixes Shown in the Order of Introduction (See Appendix B for an alphabetized reference chart.)		
Prefix	Key Word	Meaning
dis	disagree	away, apart; negative
mis	mistake	wrong; not
ab	absent	from; away; off; not
ad	addition	to, toward; against
in	incomplete	in, into; not; really
im	immature	in, into; not
com	compare	with; together; really
con	continue	with; together; really
be	belong	really; by; to make
pre	prevent	before
de	depart	away from; down; negative
re	return	again, back, really
pro	protect	in favor of; before; forward
per	permit	through; really
un	unfair	not; reversal of; remove

What is taught in REWARDS?

Fluency

- Word reading fluency
 - Rereading of word parts and words
- Passage reading fluency
 - Repeated Readings
 - Cold Timing
 - Practice Practice
 - Hot Timing

What is taught in REWARDS?

Vocabulary

- Prefixes (Emphasis - meaning)
- Suffixes (Emphasis - part of speech)
- Explicit Instruction on Academic Vocabulary
- Word Relatives
 - respect
 - respectful
 - respectfully
 - respectable
 - disrespect
 - disrespectful
 - disrespectfully

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exclude

verb

- If you **exclude** someone **from** a place or activity, you prevent them from entering it or taking part in it.
- synonym - keep out

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exclude

This boy has been **excluded** from the school. Why might he be **excluded**?

- Begin by saying:
He may have been **excluded** because....



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exclude

Jade is being **excluded** from the game. How does it feel to be **excluded**?

- Begin by saying:
When you are **excluded**,
you feel.....



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exclude

- exclude *verb*
- excluded *verb*
- exclusion *noun*
- exclusive *adjective*

Some private golf courses **exclude** women as members. They have **excluded** women for many years. The **exclusion** of women as members continues today at these expensive, **exclusive** golf courses.

REWARDS (Secondary)

- Designed for **secondary students** in 6th-12th grades who:
 - Read at least at the 3rd grade level
 - Have difficulty reading multisyllabic words
 - Read at slower rate than their peers
- 20 teacher-directed and scripted lessons
- Each lasting 50 minutes
- 12 preskill lessons
- 8 strategy lessons with practice reading sentences and expository passages

What materials are included in the REWARDS program?

■ Teacher's Guide

- Introduction (answers important questions)
- Teacher-directed lessons
- Blackline masters (for overhead projector, document camera, smartboard)

■ Student book (consumable)

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ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 3.)

ay (say)	ai (rain)
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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. Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __

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ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 79.)

1.	unforgettable	population
2.	experimental	probably
3.	vigilant	difficulty
4.	adventurous	pilgrimage

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.



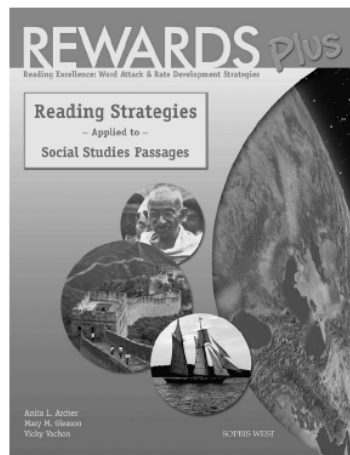
Use Overhead 27: Activity D

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? ___ What sound? ___
6. Say the word by parts. (Loop under each part and ask...) What part? ___ 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.

REWARDS Plus - Reading Strategies Applied to Social Studies Passages



REWARDS Plus - Reading Strategies Applied to Science Passages



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What is REWARDS PLUS?

REWARDS PLUS: Reading Strategies Applied to Social Studies

REWARDS PLUS: Reading Strategies Applied to Science

- Research-based, intensive intervention program
- Designed for secondary students (7th through 12th) reading minimally at the 4th grade level
- Consisting of
 - Six review lessons (each takes one 50 minute period)
 - 15 application lessons (each takes 2 to 4 days to implement)

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Topics of Articles

■ 15 engaging expository passages

– Social Studies

- Gandhi
- Women in Revolutionary War
- Citizenship
- United Nations

– Science

- Earthquakes
- Viruses
- Deep Sea Vents
- Heart Transplants

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REWARDS Plus - Reading Strategies Scaffolding Chart

Before Reading	Introduce the pronunciation of difficult words.
	Teach the meaning of critical vocabulary.
	Dictate spelling words.
	Preview the passage before reading.
During Reading	Guide students in passage reading.
	Ask students questions to check understanding.
	Have students complete information webs.
After Reading	Engage students in repeated reading activities.
	Guide students in answering multiple-choice questions on the article's content.
	Guide students in answering short answer items.
	Provide engaging vocabulary practice.
	Guide students in planning, writing, and editing multi-paragraph summaries and answers.

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Before Reading

- Introduce **pronunciation** of difficult words.
- Teach the meaning of critical **vocabulary** emphasizing “academic vocabulary.”
- Dictate **spelling** words.
- Introduce necessary **background knowledge**.
(Social Studies)
- **Preview** the passage prior to reading.

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During Passage

- Guide students in reading the passage.
- Ask students **questions** to check their understanding.
- Have students complete an **information web** (graphic organizer) in science lessons.

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(from Application Lesson 7)

Reproducible G

ACTIVITY C Passage Reading and Comprehension

D. HOW CAN WE BE PROTECTED FROM VIRUSES?

- To reduce the spread of viruses, individuals should cover their mouths with a tissue when _____ and they should wash their _____.
- In some cases, a _____ can prevent the virus from infecting individuals.
- Vaccines promote the production of _____ within the body.
- Because the genetic code in viruses can change, _____ also have to be altered.

C. WHAT DO VIRUSES LOOK LIKE?

- Viruses are smaller than most _____ cells.
- Viruses can only be observed using _____ microscopes.
- Viruses have different _____.
- One common virus is shaped like a _____.

A. WHAT ARE VIRUSES?

- Viruses have some characteristics of _____ things and _____ things.
- In some cases, viruses are _____, but they can live and _____.
- To live and reproduce, viruses must invade a _____ and use it.
- Viruses are NOT _____, but have genetic _____.

B. HOW DO YOU GET INFECTED?

- Different viruses need different _____.
- The _____ coat helps the virus detect the right kind of host cell.
- In adsorption, the virus attaches to the outside of a _____.
- In _____, the virus injects genetic information into the host cell.
- During _____ and _____, the host cell's enzymes obey the virus's genetic instructions.
- During _____, new virus particles leave the _____ in search of new host cells.

VIRUSES

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After Reading

- Engage students in **repeated reading** activities to increase fluency.
- Guide students in answering **multiple-choice** items on content.
- Guide students in answering **short answer** questions.
- Provide engaging **vocabulary practice**.
- Guide students in **writing** summaries and extended responses.

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Reproducible 4

Writing Strategy—Summary

Writing Strategy—Summary

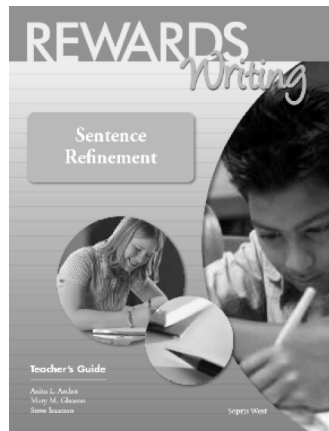
- Step 1: LIST** (List the details that are important enough to include in the summary.)
- Step 2: CROSS OUT** (Reread the details. Cross out any that you decide not to include.)
- Step 3: CONNECT** (Connect any details that could go into one sentence.)
- Step 4: NUMBER** (Number the details in a logical order.)
- Step 5: WRITE** (Write your summary.)
- Step 6: EDIT** (Revise and proofread your summary.)

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What materials are included in REWARDS PLUS?

- Teacher's Guides
 - Introduction (answers important questions)
 - Teacher-directed lessons
- Student books (consumable)

REWARDS WRITING - Sentence Refinement



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REWARDS WRITING - Sentence Refinement

- 75 mini-lessons
 - Word Choice
 - Sentence Combining
 - Sentence and Paragraph Editing

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REWARDS WRITING - Sentence Refinement - Word Choice

Sharpening Your Word Choice

Although the jacket my mom gave me was nice, it was too small.
When I returned the jacket to the shop, the store clerk gladly
exchanged it. She was very nice. I found shopping there to be a
nice experience.

Although the jacket my mom gave me was attractive, it was too small.
When I returned the jacket to the shop, the store clerk gladly
exchanged it. She was very courteous. I found shopping there to be an
enjoyable experience.

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REWARDS WRITING - Sentence Refinement - Help Book Alternative words for nice

A.	B.	C.
fine pleasing sweet friendly delightful groovy nifty great superior	lovely attractive eye-catching kind polite courteous considerate well-mannered gracious	agreeable approved admirable likeable favorable enjoyable inviting tasteful proper decent

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REWARDS WRITING - Sentence Refinement - Sentence Polishing

Sentence Combining

- Start:* Linda grabbed a seat.
Add: Bobby grabbed a seat.
Add: The seats were adjoining.
Add: The seats were on the bus.
Add: The bus was crowded.
Create:

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REWARDS WRITING - Sentence Refinement - Sentence Combining

- Start:* As the cubs grow fur, they spend periods of time outside the den.
Add: The fur is thicker.
Add: The periods of time are short.
Add: The den is warm.
Add: The den is protective.
Create:

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REWARDS WRITING - Sentence Refinement - Editing

Students edit paragraphs using a strategy called **SCORE**, which stands for:

- S = Sound good?** (Does your paragraph sound good? Do your sentences sound good?)
- C = Combine?** (Could you combine sentences into one sentence so that the paragraph is more interesting and has fewer repeated words?)
- O = Omit?** (Could you omit words, phrases, or sentences because they don't go with the topic or add to the quality of your paragraph?)
- R = Replace?** (Could you replace overused words, less precise words, or grammatically incorrect words?)
- E = Expand?** (Could you create more complete, interesting sentences by answering some of the following questions: when, where, why, or how?)

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What materials are included in the REWARDS Writing - Sentence Refinement program?

- Teacher's Guide
 - Introduction (answers important questions)
 - Teacher-directed lessons
- Student Book (consumable)
- Help Book (non-consumable)

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Thank you.

May you and your students thrive.

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**Literacy brings Liberty -
Personally and Collectively**



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