



PROGRAM OVERVIEW

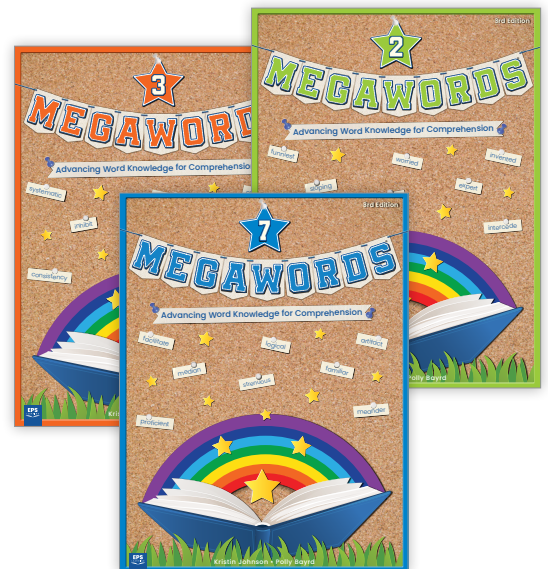
Advancing Word Knowledge for Comprehension

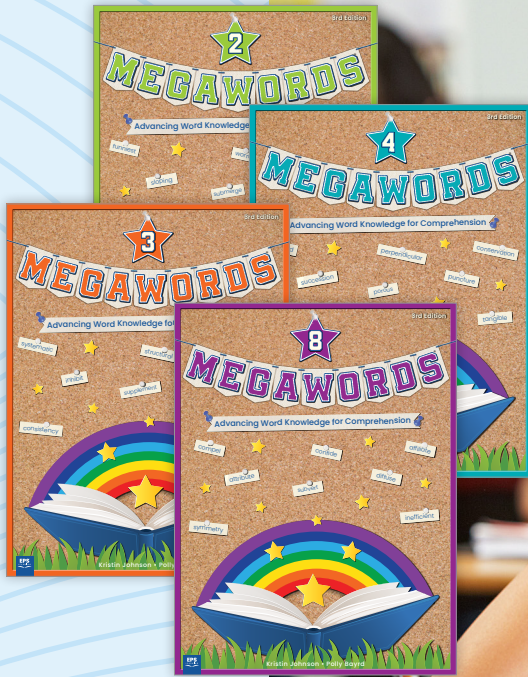
MTSS 

Grades 4–12

Whole Class/Small Group/Individual

Print





What is Megawords?

Megawords is a Tier 2 intervention program for students who have moved beyond foundational decoding skills but are not yet performing at grade level. It leverages advanced word study techniques to build vocabulary and improve reading comprehension.

Each level organizes words by structure and spelling patterns, using a six-step lesson to analyze and understand them. Students work with syllables before forming whole words. Exercises enhance reading and spelling proficiency through contextual practice and content-area passages, building higher-level reading skills, fluency, and comprehension.

Megawords can be used with:

- ✓ an individual student
- ✓ a small group
- ✓ an entire class

Megawords strengthens students' literacy skills through:

Explicit Decoding, Encoding, and Morphology Instruction

Explicitly teaches the essential skills needed to read, write, and understand multisyllabic words.

Vocabulary Expansion and Comprehension Development

Helps students unlock comprehension, expand vocabulary, and increase fluency by applying advanced word study skills.

Diagnostic and Flexible Instruction

Provides a diagnostic, prescriptive approach to identify skill gaps and a flexible structure that adapts to various intervention settings.

Scope & Sequence

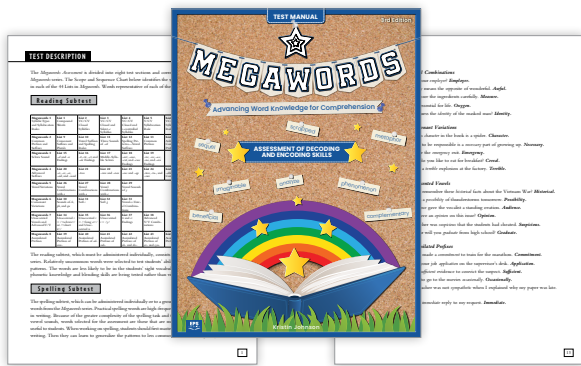
Megawords delivers highly targeted instruction, with each level focusing on specific skills, enabling teachers to place students appropriately.

Megawords 1	Megawords 2	Megawords 3	Megawords 4
Syllable Types and Syllabication Rules	Common Prefixes and Suffixes <ul style="list-style-type: none"> Consonant suffixes and plurals Vowel suffixes Spelling generalizations for adding suffixes 	Schwa Sound <ul style="list-style-type: none"> Unaccented endings Middle-syllable schwa Accent pattern 	Advanced Suffixes <ul style="list-style-type: none"> Word endings Suffixes Accent patterns
Megawords 5	Megawords 6	Megawords 7	Megawords 8
Vowel Variations <ul style="list-style-type: none"> Vowel combinations Vowel sounds y 	Consonant Variations <ul style="list-style-type: none"> Sounds of ch, ph, and que Soft c and g Vowel-r-vowel combinations Accent patterns 	Consonant Variations <ul style="list-style-type: none"> Sounds of ch, ph, and que Soft c and g Vowel-r-vowel combinations Accent patterns 	Assimilated Prefixes <ul style="list-style-type: none"> Assimilated prefixes Accent patterns

Word lists are organized based on their phonetic structure.

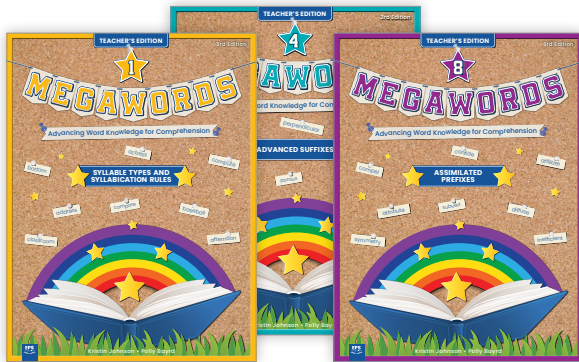
<i>ai, ay = /ā/</i>	<i>au = /aw/</i>	<i>augh, aw = /aw/</i>	<i>al, all = /all/</i>	<i>al = /äl/</i>
acquaint	applause	awesome	almanac	Alabama
afraid	astronaut	awful*	already*	Albert
ailment	auction	awkward*	alter	album
appraise	audible	awning	alternate*	alcove
attain	audience	coleslaw	although	Alexander
betray	auditorium	daughter*	always	Alfred
campaign	auditory	dawdle	asphalt	Alice
complain*	augment	distraught	enthrall	Allen
crayon	August*	haughty	recall	allergy
daisy	austere	naughty	wallet*	alley
delay*	Australia	outlaw	walnut	alligator
detail*	authentic	rawhide	walrus	allocate
detain	author	sawdust	Walter	alphabet*

Program Components



Assessment of Decoding and Encoding Skills

A diagnostic assessment helps teachers place students in the appropriate Megawords level. You can also analyze reading and spelling errors to drive instructional decisions and monitor students' progress.

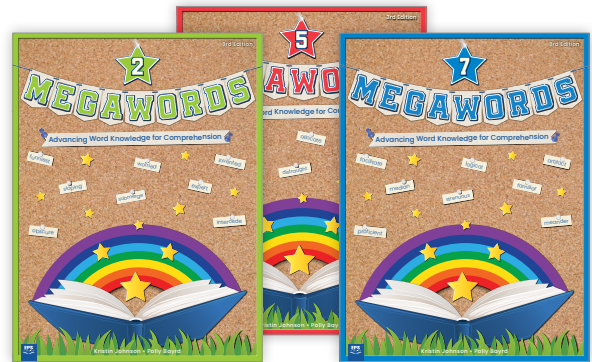


Teacher's Guides

Guides provide direct, point-of-use instruction according to the Megawords six-step lesson plan. Clearly labeled steps, sub-skills, objectives, and page references help teachers quickly find what they need for each lesson.

Teacher's Guides also include:

- ✓ Suggestions for differentiating instruction
- ✓ Strategies to support vocabulary development and comprehension
- ✓ Assessment tips for progress monitoring
- ✓ Reproducible assessment, recording forms, and answer keys



Student Books

Engaging exercises provide practice in reading and spelling skills at the syllable, combined syllable, and whole word levels. Students expand vocabulary through work with list words in a variety of contexts. Each lesson concludes with activities to enhance word-reading automaticity and fluency, using connected text passages to build content knowledge and apply comprehension strategies effectively.

Student book exercises include:

- ✓ Practice in both decoding and encoding to strengthen foundational reading and spelling skills
- ✓ Structural and morphemic analysis to support word recognition and vocabulary development
- ✓ Fluency and comprehension tasks to help develop higher-order thinking strategies and build content knowledge
- ✓ Development of critical higher-order thinking skills

Placement and Progress Monitoring

The **Assessment of Decoding and Encoding Skills** is used for placement and progress monitoring. These easy-to-administer assessments include everything you need.

EXAMINER'S RECORDING FORM FOR READING

Student _____ Date _____
 Examiner _____ Circle: PRE-TEST or POST-TEST

MEGAWORDS 1: Syllable Division with Two-Syllable Words

pineapple	custom	sequel	civic
everywhere	quintet	puny	widow
discard	contrive	wager	triumph
absorb	immune	idle	fluent
perturb	wrestle		

Correct _____
 # Possible 18

MEGAWORDS 2: Common Prefixes and Suffixes

gracefully	scarred	pinning	abhor
sandwiches	scrapped	scary	ajar
perspire	promoter	defected	obtuse
prescribed	laziest		

Correct _____
 # Possible 14

MEGAWORDS 3: Schwa Sound in Middle Syllables and Endings

vital	indefinite	metaphor	crevice
mystic	advocate	obsolete	repulsive
catastrophic	abundant	hesitancy	reverence

Correct _____

MEGAWORDS 4: Advanced Suffixes

muscular	conservation
hazard	munitions
architecture	tarantula

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Educators record student responses as they read the **Student Reading Copy**. Error analysis is done after administration to help determine placement.

Students read the words aloud in rows, from left to right. Unfamiliar words can be sounded out.

STUDENT READING COPY

MEGAWORDS 1: Syllable Division with Two-Syllable Words

pineapple	custom	sequel	civic
everywhere	quintet	puny	widow
discard	contrive	wager	triumph
absorb	immune	idle	fluent
perturb	wrestle		

MEGAWORDS 2: Common Prefixes and Suffixes

gracefully	scarred	pinning	abhor
sandwiches	scrapped	scary	ajar
perspire	promoter	defected	obtuse
prescribed	laziest		

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The Megawords Six-Step Lesson

Megawords equips teachers with an explicit, systematic program designed to advance students' word knowledge for improved comprehension.

Each word list is taught through a consistent six-step lesson plan, with every step incorporating both decoding (reading) and encoding (spelling) tasks. This structured approach helps students achieve automaticity in reading and spelling.

Step	Task	Reading	Spelling
1	Work with One-Syllable Words and Word Parts	See-Say	Hear-Write
2	Work with the Combined Word Parts	Identify and combine parts	Isolate and spell part
3	Work with the Whole Word	Divide into syllables	Spell parts in sequence
4	Work with Words in Context	Complete sentences and read them for meaning	Spell words in sentences
5	Monitor Progress to Increase Reading and Spelling Accuracy	Read selected words with 90% accuracy	Spell selected words with 90% accuracy
6	Monitor Progress to Build Reading Proficiency	Read list words with speed and accuracy Build fluency through repeated readings of connected text Complete comprehension tasks for each passage following fluency practice	Use correctly-spelled list words in writing

What is a Syllable?

A **syllable** is a group of letters that has one vowel sound. A syllable can be a word or part of a word.

Words:

stay miss stripe l

Parts of words:

op lect pre

The Closed Syllable (VC)

One type of syllable is called a **closed syllable (VC)**.

There are three things to remember about the closed syllable:

1. It has only one vowel (V).
2. The vowel has a short sound.
3. It ends in a consonant (C).

Closed-syllable words: at big must

1 Read the closed-syllable words. Then add two more closed-syllable words under each heading.

/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
add	end	it	on	up
lag	get	ill	stop	mud
flap	spent	sift	clock	trust
band	step	skip	pod	club
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Now your teacher will dictate some closed-syllable words. Say each word as you write.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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Megawords 1

Megawords 1

Syllable-level practice pages help students prepare for words they'll encounter in the lessons that follow.

Activities include:

- Reading and spelling isolated syllables or one-syllable words
- Identifying isolated syllables within a word
- Learning meanings of prefixes

Work with One-Syllable Words and Word Parts

Students start each lesson with syllable-level practice. They may identify types of syllables or work on prefixes, suffixes, or special vowel and consonant combinations.

Practice pages require students to both read and spell the one-syllable words or word parts. Students can also get additional practice by using drill cards; ideas for differentiating instruction using these cards are provided.

Use the chart to study the different sounds vowel combinations with *a* can make.

		Sounds			
		/ă/	/aw/	/all/	/ăl/
Vowel Combinations	ai	detail			
	ay	crayon			
	au		laundry		
	aw		awful		
	augh		daughter		
	al			walnut	alphabet

1 Circle the vowel combinations with *a* that say /ă/.

remainder obtain display relay
 proclaim detail terrain betray
 complain delay subway mayor

Two ways to spell /ă/ are _____ and _____.

2 Circle the vowel combinations with *a* that say /aw/.

daughter rawhide withdraw saucer
 autobiography somersault strawberry haughty
 naughty author distraught because

Three ways to spell /aw/ are _____, _____, and _____.

Megawords 5

Work with the Combined Word Parts

Students recognize word parts within multisyllabic words, combine them, and read the whole word. For spelling, the teacher dictates a whole word, and the student isolates and spells the word parts. At first, students read the individual word parts aloud before spelling them. Eventually, they can say the word parts to themselves. As students combine word parts to read whole words, teachers are encouraged to discuss word meaning.

Schwa Sound

When two closed syllables make a two-syllable word, the vowel in the second syllable often does NOT make its expected short sound. Instead, it will have either a short *i* or the **schwa** sound, which sounds like short *u* (/ü/). The schwa sound is the same for all vowels. It is marked with the symbol /ə/. It is found only in an unaccented syllable, which is the second syllable of List 2 w

1 Mark the first vowel short (‘) and circle the syllable with the schwa sound. Say the word. Then draw a line between the syllables as shown.

băñ	dit	ban	dit	kit	ten	kitten
gob	lin	gob	lin	hus	band	husband
pret	zel	pret	zel	hap	pen	happen
tin	sel	tinsel		san	dal	sandal
vel	vet	velvet		bas	ket	basket
sub	ject	subject		sel	dom	seldom
ton	sil	tonsil		gal	lon	gallon

2 Read the definitions. Choose the correct word from above, and write it on the line.

- male spouse _____
- not often _____
- ugly, sneaky elf _____
- robber _____
- thin strips of shiny metal foil _____
- type of summer shoe _____
- soft, thick cloth _____
- snack food _____
- topic _____

1 Your teacher will dictate twenty-one words. Spell the missing syllable, using the hints at the left. Then say the whole word as you write it.

- | | | |
|-------------------|--------------------|-------|
| /ă/—spelled ai | 1. _____ ment | _____ |
| | 2. a _____ | _____ |
| | 3. re _____ der | _____ |
| /ă/—spelled ay | 4. _____ or | _____ |
| | 5. de _____ | _____ |
| | 6. _____ on | _____ |
| /ă/—spelled al | 7. _____ li ga tor | _____ |
| | 8. _____ i but | _____ |
| | 9. _____ pha bet | _____ |
| /all/—spelled al | 10. _____ nut | _____ |
| | 11. _____ ter nate | _____ |
| | 12. _____ ma nac | _____ |
| /aw/—spelled au | 13. be _____ | _____ |
| | 14. _____ dry | _____ |
| | 15. _____ then tic | _____ |
| /aw/—spelled aw | 16. _____ hide | _____ |
| | 17. out _____ | _____ |
| | 18. un _____ ful | _____ |
| /aw/—spelled augh | 19. _____ ter | _____ |
| | 20. _____ ty | _____ |
| | 21. _____ ty | _____ |

Megawords 1

Exercises ask students to write, read, and say the sounds to create words.

Activities include:

- Combining syllables to make words
- Identifying accented syllables
- Filling in missing syllables of dictated words
- Completing words with common spelling patterns
- Identifying word meanings

Double Middle Consonant Spelling Rule

In a two-syllable word, when you hear one consonant after the first short vowel sound, double it.

Examples: gallop ribbon

1 Fill in the missing letters. Then say the syllables aloud as you write the whole words.

child's toy	pu _ _ et	_____
used to tie something	ri _ _ on	_____
game two people play	te _ _ is	_____
baby cat	ki _ _ en	_____
lowest part	bo _ _ om	_____
humans, cats, dogs, horses	ma _ _ als	_____
faster than a trot	ga _ _ op	_____
talk about other people	go _ _ ip	_____
four quarts	ga _ _ on	_____
underground passage	tu _ _ el	_____
something added on	a _ _ ex	_____
type of cloth	co _ _ on	_____
type of cloth	fla _ _ el	_____
usual	co _ _ on	_____
small, round cake or bread	mu _ _ in	_____
something to be learned	le _ _ on	_____
to fasten	bu _ _ on	_____
just below the roof	a _ _ ic	_____

2 **QUICK CHECK** Now have another student test you on spelling some of the words.

My score: _____ / _____ words correct

26 Megawords 1 • List 2

Megawords 1

Review sections remind students of spelling generalizations and reinforce concepts.

Activities include:

- Dividing words into syllables
- Sorting words by spelling pattern or pronunciation
- Completing words with common spelling patterns
- Spelling dictated words
- Proofreading

1 2 3 4 5 6

Work with the Whole Word

For reading, students practice applying relevant word attack skills. Practice pages require them to divide whole words into syllables and pronounce them. The spelling practice pages focus on words frequently used in writing. Students practice spelling the recurring phonic elements in common words. They learn spelling rules and generalizations and practice proofreading skills.

Review

VC/CV When two or more consonants stand between two vowels, divide between the consonants so that blends and digraphs stay together.

/C/le Divide right before the Consonant-*le*.

VV/ When a vowel combination appears at the end of a syllable, divide right after the vowel combination.

Compound Words Divide between the two words.

Prefix/Root/Suffix Divide between the prefix, root, and suffix (or ending).

1 Divide these words into syllables using the VC/CV rule. Draw a box around the accented syllable.

laundry campaign essay

2 Divide these words into syllables using the /C/le rule. Draw a box around the accented syllable.

dawdle audible

3 Divide these words into syllables using the VV/ rule. Draw a box around the accented syllable.

haughty altitude awful
mayor crayon alley

4 Divide these words into syllables using the compound words rule. Draw a box around the accented syllable.

withdraw sawdust rawhide

5 Divide these words into syllables using the prefix/root/suffix rule. Draw a box around the accented syllable.

recall detain unlawful

24 Megawords 5 • List 27

Megawords 5

Work with Words in Context

Students apply their reading and spelling skills by using the words in context.

Vocabulary activities encourage students to learn word meanings from context as well as to develop dictionary skills. Students also work on reading and writing sentences that emphasize the specific phonic element in each list.

Practice Page 27K

Some words with *au* contain the Greek prefix *auto-*, meaning "self."

1 Read the definitions. Choose the correct word from the box, and write it on the line.

automobile autobiography automatic autograph

a person's signature _____

moving or acting by itself _____

a motorcar _____

the story of a person's life written by that person _____

Some words with *au* contain the Latin root *audio*, meaning "hearing."

2 Read the definitions. Choose the correct word from the box, and write it on the line.

audible auditory auditorium audience

loud enough to be heard _____

people gathered to see and hear a show _____

having to do with hearing _____

a large room where people gather to see and hear shows _____

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Megawords 5 • List 27 29

Megawords 5

Practice Page 2P

Practice Page 2P

1 Fill in the blanks with words from the box.

absent selfish napkins tennis sandwich
 until contest rabbit hundred subject
 address dentist husband problem insect

1. Randal's best _____ is math. She got one _____ percent on the test.
2. I have to go to the _____ to get a tooth filled.
3. Let's play _____ 4:00 p.m.
4. Elvin was _____ from school on the day we had the spelling _____.
5. Please fix me a ham _____ for lunch.
6. If you give Emma your _____, she can write you a letter.
7. An _____ bit me.
8. Nick is very _____. His _____ is that he only cares about himself.
9. A _____ was eating the flowers in our backyard. My _____ set out a trap to catch it.
10. Be sure to put _____ on the table.

2 **QUICK CHECK** Now have another student test you on spelling some of these words.
My score: _____ / _____ words correct

28 Megawords 1 • List 2

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Megawords 1

After students practice decoding words, they read and use words in context while focusing on meaning.

Studying words' roots provides students with lifelong strategies to unlock the meanings of words.

- Activities include:**
- Crossword puzzles
 - Matching words with definitions
 - Recognizing and understanding parts of speech
 - Completing cloze sentences
 - Working with Latin and Greek roots
 - Identifying list words in sentences

Accuracy Checklist

Megawords 1, Lists 1–8

Name _____

Word List	Examples	Check Test Scores		Reading Skill Check			Spelling Skill Check		
		Reading	Spelling						
1. Compound Words	without haystack								
2. VC/CV Closed Syllables	tonsil splendid								
3. VC/CV Closed and Silent-e Syllables	stampede escape								
4. VC/CV Closed and r-Controlled Syllables	lobster garlic								
Review List: 1–4									
5. V/CV	tulip raven								
6. VC/V	relish comet								
7. /Cle	stumble purple								
8. V/V	diet fluid								
Review List: 1–8									

Record accuracy score as a fraction: $\frac{\# \text{ correct}}{\# \text{ attempted}}$

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Megawords 1 Teacher's Guide

Students can record their **Reading and Spelling Skill Check** scores in the appropriate columns of the Accuracy Checklists. These scores can be written as fractions: number correct over number attempted. When students have achieved 90% accuracy, they can shade in the box to indicate mastery.

1 2 3 4 5 6

Monitor Progress to Increase Reading and Spelling Accuracy

When students have successfully completed Steps 1–4, teachers administer **Reading and Spelling Skill Checks**. These assessments should be repeated until students have achieved 90% accuracy or better.

List 2

Reading Skill Check, Form A

Name _____ Date _____

cactus
seldom
infect
optic
trumpet

mammal
hectic
chipmunk
tonsil
tunnel

List 2

Reading Skill Check, Form B

Name _____ Date _____

atlas
actress
splendid
velvet
mitten

wisdom
goblet
contact
musket
publish

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Megawords 1 Teacher's Guide

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Monitor Progress to Build Reading Proficiency

Word Proficiency

Once students demonstrate that they can read a selection of list words with 90% accuracy, they set an individual goal for word proficiency and work on increasing their reading speed by doing frequent rate timings.

List 27 **Recording Form for Practice**

Name _____ Date _____

List 27 Words			Review Words		Passage
subway	relayed	unlawful	traffic	above	city
terrain	authorize	maintained	tunnel	secret	system
delays	alternate		people		trolley
Alfred	always				corrupt

The Secret Under the Street

In 1869, the New York City terrain was a mess of cars and traffic delays. But Alfred Beach had a plan: an underground tunnel filled with trains that relayed people back and forth. His plan would become the city's first subway system.

The city bosses would not authorize Beach to start his subway. They had plans for a trolley system above the streets. This alternate plan would make the crooked city leaders rich.

Beach was not one to heed corrupt leaders. His crew dug a 300-foot tunnel, always at night. They worked in secret for a year, and in 1870, the new subway opened. It was a huge hit!

The city bosses shut the unlawful subway down, and as time went by, no one maintained it. It was lost until 1912, when workers on a new subway dug up the old tunnel. Beach was long dead, but his secret subway made him a legend.

Fluency Rate

Words read in 1 minute — Errors = WCPM

Megawords 5 • Teacher's Guide 85

Megawords 5 Teacher's Guide

Teacher's **Recording Form** lists number of words per line to assist in recording words correct per minute.

Practice Page 27P

Practice the words, read the passage, and then answer the questions.

List 27 Words			Review Words		Passage Words
subway	relayed	unlawful	traffic	above	city
terrain	authorize	maintained	tunnel	secret	system
delays	alternate		people		trolley
Alfred	always				corrupt

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- Which word from the text means "kept in good condition"? _____
- Why did the city bosses *not* want Beach to build his subway? _____

- What did the city bosses do when Beach opened his subway? _____
- How do you think Beach would feel if he saw the subway systems in New York City today? Explain your response. _____

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- 61
- 74
- 78
- 93
- 109
- 115
- 129
- 145
- 160

Megawords 5

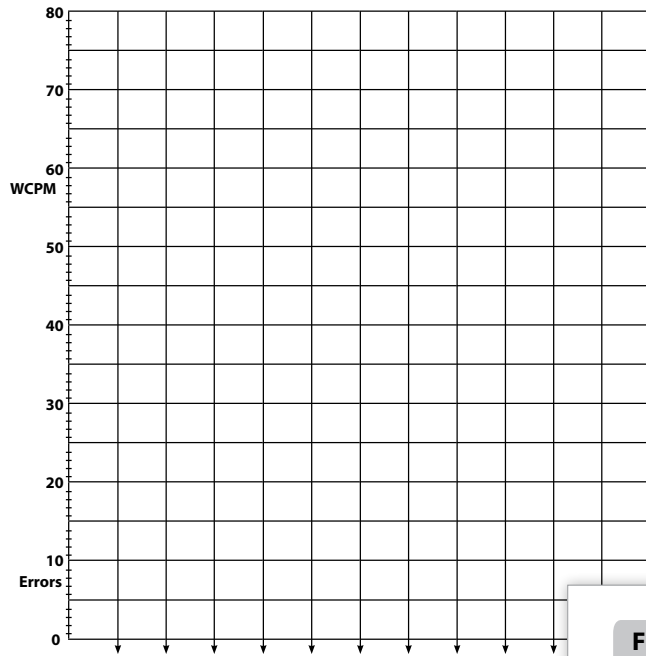
Fluency

The final page of each **student book** lesson provides students with the opportunity to read list words within a content-area passage. This approximately 150-word passage includes words from the current list as well as concepts from earlier lists in the Megawords Scope and Sequence.

Students practice reading list words with speed and accuracy, build fluency through repeated readings, and complete comprehension tasks for each passage.

Word Proficiency Graph

Name _____ ●—● Words read correctly in one minute (WCPM)
 Goal _____ ✕—✕ Errors



Word List* _____
 Date _____
 Errors _____
 WCPM** _____

*Repeat Word Lists as many times as needed. **Word Count Per Minute (WCPM) = Words read in one minute - Errors

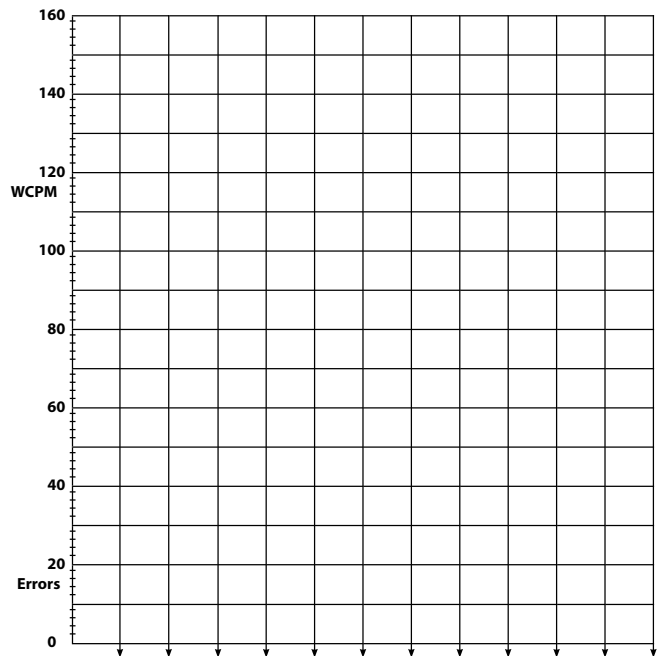
Megawords 1 • Teacher's Guide

Word Proficiency Graph

Students can record their performance for timed list readings on the **Word Proficiency Graph**, indicating number of words read correctly in a minute, as well as the number of errors. A reproducible **Word Proficiency Graph** is included in the **Teacher's Guide** and graphs are also included in each **student book**.

Fluency Graph

Name _____ ●—● Words read correctly in one minute (WCPM)
 Goal _____ ✕—✕ Errors



Passage* _____
 Date _____
 Errors _____
 WCPM** _____

* Repeat Passages as many times as needed. **Word Count Per Minute (WCPM) = Words read in one minute - Errors

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Fluency Graph

Students record performance for passage reading on the **Fluency Graph**, indicating number of words read correctly in a minute, as well as the number of errors. A reproducible Fluency Graph is included in the **Teacher's Guide** and graphs are also included in each **student book**.

Megawords 1 Teacher's Guide

Review:

- A closed syllable has one vowel.
- The vowel has a short sound.
- The syllable ends in a consonant.

- **EXCEPTION** Display syllables *quin, quest, quiv, quit, ques, and quill*. Explain that *qu* is pronounced /kw/ and will always be followed by another vowel. The displayed *qu* syllables are closed, and the vowel after the *u* has a short sound. Have students pronounce each syllable.
- Have students read independently or with you the boxed text on 2B. Then have them complete 2B and 2C, making sure they understand the directions. For Activity 1 on 2C, you may want to demonstrate for students how to mark a short vowel sound in a closed syllable by placing a breve (˘) over the vowel.

DIFFERENTIATING INSTRUCTION For students who need further practice identifying closed syllables, try a word sort activity. Make a set of cards with closed syllables and other types of syllables (see page 161 for additional syllable types). Have students sort the cards into two piles—closed and not closed—and have them explain their reasoning. For example, *ap* and *tist* are closed because they each have one vowel and end in a consonant; *nee* is not closed because it has two vowels; *cu* is not closed because it ends in a vowel.

Spelling

OBJECTIVE Students will correctly spell closed syllables.

Practice Page 2D

- Display closed syllables *sect, tract, fect, and tect*, and read them aloud to students, underlining the *ct* in each word as you say it. Tell students that some syllables are the consonant blend *ct*. Explain that many students have trouble spelling words that end in *ct* because the blend is hard to hear. Invite them to say each *ct* syllable with you point to it.
- Then tell students they will practice spelling syllables with *ct*. Have them complete Activity 1, making sure they understand the directions. For Activity 2, dictate the following syllables, making sure that students repeat the syllables aloud while spelling. **DICTIONARY:** 1. dal; 2. lect; 3. ton; 4. den; 5. sect; 6. cus; 7. quin; 8. cof; 9. tist; 10. prog; 12. lish
- If needed, help students find the *ct* syllable in the longer words in Activity 3.

Review:

- If you hear a short-vowel sound in a syllable:
- What kind of syllable is it? closed
 - How many vowels does it have? 1
 - Is the last letter a vowel or a consonant? consonant

Megawords

Megawords 1 Teacher's Guide

Teacher's Guides

The Teacher's Guide offers clear, step-by-step instructions, along with differentiation tips, vocabulary and comprehension strategies, and assessment to support every student's needs.

WORD LIST

27

Vowel Combinations with a

CONCEPTS COVERED

- Vowel Combinations with a (*ai, ay, au, aw, augh, al*)

STEP

1

Work with One-Syllable Words and Word Parts

Reading and Spelling

OBJECTIVE Students will correctly identify, pronounce, and spell vowel combinations with a.

Practice Pages 27A–27B

- Review vowel combinations (two or more adjacent vowels that together make a single sound), reminding students that a vowel combination may have more than one sound and a vowel sound may be spelled more than one way.
- Explain that this lesson will focus on **Vowel Combinations with a**, and display the vowel combinations *ai, ay, au, aw, augh, al*, and *all*.
- Tell students that the seven vowel combinations that start with the letter *a* have different sounds and spellings. Draw attention to each vowel combination one at a time, and explain the following points from 27A to students:
 - *ai* says /a/ as in *detail*.
 - *ay* says /a/ as in *crayon*.
 - *au* says /aw/ as in *laundry*.
 - *aw* says /aw/ as in *awful*.
 - *augh* says /aw/ in a few words, such as *daughter*.
 - *al* says /all/ as in *walnut* or /ă/ as in *alphabet*.
- You may wish to point out that *w* and *y* act as vowels in these vowel combinations.
- After discussing the sounds that each vowel combination makes, guide students to discuss the vowel combinations that make each sound: /a/ can be spelled *ai* or *ay*; /aw/ can be spelled *au, aw, or augh*; /all/ can be spelled *al*; /ă/ can be spelled *al*.
- Review these vowel combinations in single-syllable words. Display the words *paint, stay, fault, lawn, caught, gal, and small* one at a time. Ask volunteers to underline the vowel combinations and say the words. Point out the different ways to pronounce a single vowel combination and the different ways to spell the same sound.
- Explain that each of these vowel combinations makes the same sound(s) in multisyllabic words (*laundry, alphabet*) that it does in single-syllable words (*haul, pal*). You may wish to remind students that because there are multiple ways to spell a sound, it is important to be flexible when spelling the words; if one way doesn't look right, try another.

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Reading, Spelling, and Writing

OBJECTIVE Students will read and spell sentences that contain List 27 words and correctly use and spell list words.

Practice Page 270

- Have students complete Activities 1–3, making sure they understand the directions.

DIFFERENTIATING INSTRUCTION For students who need fluency practice, ask them to read the sentences in Activity 1 on 270 silently after they have circled the words. Then have them improve their fluency by reading the sentences aloud to a partner several times.

- For Activity 2 on 270, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 270, challenge students to use ten List 27 words in a brief narrative or descriptive paragraph. Encourage them to be creative.

STEP 5

Monitor Progress to Increase Reading and Spelling Accuracy

Reading and Spelling Skill Check

OBJECTIVE Students will read words from List 27 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten words from List 27 with 90 percent accuracy and record their progress on the Accuracy Checklists.

- The fourth activity on 270 is a reading and spelling skill check.
 - For each student, make two copies of **List 27/Reading Skill Check, Form A or B** (page 84). (You may also select ten words of your choice.) Give a copy to the student and ask him or her to read the words aloud to you as you indicate errors and omissions on the second copy. Share the student's performance with him or her, and have the student record the performance on the **Accuracy Checklist**.
 - Provide students with a copy of the **Spelling Skill Check** (page 92). Select ten words from the list or dictate the words below. Share students' performance with them, and have students record their performance on the **Accuracy Checklist**.
- DICTATION:** 1. complain; 2. daughter; 3. alternate; 4. alphabet; 5. because; 6. awful; 7. maintain; 8. delay; 9. August; 10. laundry

ASSESSMENT If students do not achieve 90 percent accuracy, or if reading and/or spelling accuracy are not improving, more practice should be done on the learning steps. Error analysis can help pinpoint the areas of concern. Skill checks should be repeated until students have achieved 90 percent accuracy or better.

The guide also includes step-by-step instruction for administering the **Passage Comprehension and Fluency** component of **Step 6**. Included in the guide are recording forms to monitor reading and spelling skill checks, word proficiency, and fluency.

ASSESSMENT If a student makes more than four errors on timed readings, discontinue timing the student and focus your instruction instead on reading accuracy. Identify and analyze errors and concentrate your teaching on the specific problem areas. If errors are minimal but the student is still not meeting projected goals, he or she probably needs more practice with the words. Marked improvement can often be made if the word list is practiced at home.

Passage Comprehension and Fluency

OBJECTIVE Students will read a passage with accuracy, at an appropriate rate, and with expression before completing comprehension items.

Practice Page 380

The Amazing World of Bionic Body Parts • 181 words

Fluency

- Tell students they will be doing repeated readings of the passage to develop automaticity, practice reading at an appropriate rate (see page x), and read with expression to support their understanding of text.
- Direct students to the words at the top of the page. Have students practice the List Words and Review Words through partner reading or choral response.
- Introduce Passage Words by reading them aloud, and give students time to practice reading words aloud.
- Have students use the Fluency Graph in their student edition to set fluency goals, record the number of errors, rate, and note phrasing and expression. Students can use the x-axis to record the date and list the passage number. Students should graph their final read of the passage. It is not recommended to exceed three readings of the passage.
- Use the Recording Form for the corresponding practice page found in the back of this guide to assess individual students as needed.

Passage Comprehension

- Review and discuss word meanings of useful List Words and Passage words that are integral to passage comprehension.
- After they read the text, have students complete the comprehension tasks for the passage and then review and discuss student responses.



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MTSS  

Grades 3–12

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- ✓ Genre-specific lessons allow for flexibility with starting points in the program.
- ✓ The balance of fiction and nonfiction texts and genres are appropriate to each skill level.
- ✓ Lesson quizzes, practice tests, and summative tests provide teachers with multiple opportunities to evaluate learning and skill acquisition.
- ✓ The program is appropriate for whole class, small group, or independent use; as a supplement to any phonics or reading program; or for students exiting SPIRE Level 4.

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