

MEGAWORDS

2nd Edition

PROGRAM OVERVIEW

RTI
2 3
GRADES 4–12

**Direct instruction in decoding,
spelling, and multisyllabic words**



What is *MEGAWORDS*?

Megawords 2nd Edition addresses the reading, spelling, and contextual use of **multisyllabic words** through multisensory instruction and a systematic progression of skills. The *Megawords* approach enables students to master the multisyllabic words they encounter from the **fourth-grade reading level and beyond**.

Within each book, words are organized according to word structure and spelling pattern. A consistent, six-step lesson is utilized to analyze and understand list words. Students first work with word parts and syllables, then combine syllables into whole words. Exercises increase reading and spelling proficiency by using words in context and in short, content-area passages that build comprehension and fluency.

Build Students Reading Skills with

- advanced word study through phonetic analysis
- individualized and flexible instruction
- clear, concise teaching materials
- easy to implement placement and progress monitoring assessments

How is *Megawords* used?

Megawords is designed to be used with students in grades 4 and above who are struggling with decoding multisyllabic words. It can be used in a variety of settings and across all RTI tiers depending on student need and grade level.

Megawords can be used with:

- an individual student,
- a small group,
- an entire class.

Once the concepts are introduced, students can complete the exercises independently, in cooperative groups, or for homework, and portions of the word lists can double as weekly spelling words.



Scope & Sequence

Megawords provides the most targeted instruction—each book focuses on a specific set of skills allowing you to place students in the appropriate level.



Megawords 1

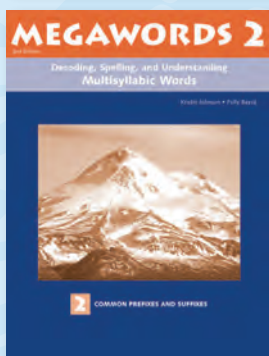
Syllable Types and Syllabication Rules



Megawords 5

Vowel Variations

- Vowel combinations
- Vowel sounds y



Megawords 2

Common Prefixes and Suffixes

- Consonant suffixes and plurals
- Vowel suffixes
- Spelling generalizations for adding suffixes
- Three sounds of -ed
- Common prefixes
- Root words



Megawords 6

Consonant Variations

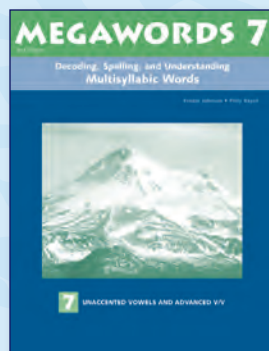
- Sounds of *ch*, *ph*, and *que*
- Soft *c* and *g*
- Vowel- *r* - vowel combinations
- Accent patterns



Megawords 3

Schwa Sound

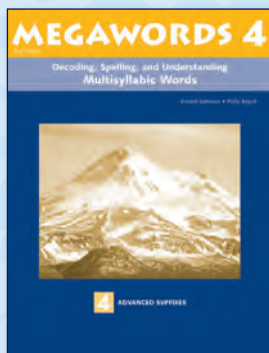
- Unaccented endings
- Middle-syllable schwa
- Accent patterns



Megawords 7

Unaccented Vowels and Advanced V/V

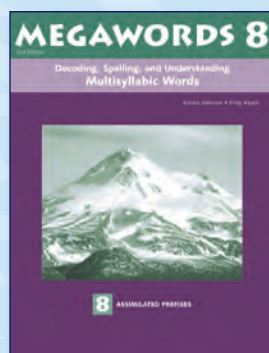
- Unaccented *i* (schwa)
- *ti* and *ci* endings
- Advanced V/V combinations
- Accent patterns



Megawords 4

Advanced Suffixes

- Word endings
- Suffixes
- Accent patterns



Megawords 8

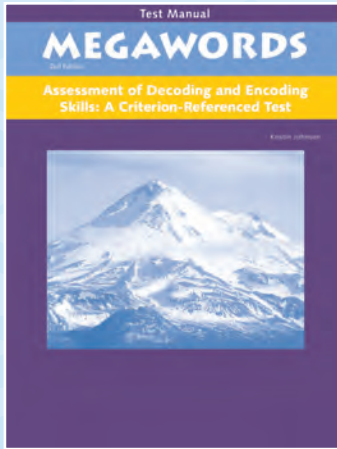
Assimilated Prefixes

- Assimilated prefixes
- Accent patterns

Word lists are organized based on their phonetic structure. Suggestions for practical spelling words are indicated with an asterisk.

<i>ai, ay = /ā/</i>	<i>au = /aw/</i>	<i>augh, aw = /aw/</i>	<i>al, all = /all/</i>	<i>al = /āl/</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
clair	augment		at all	

Program Components

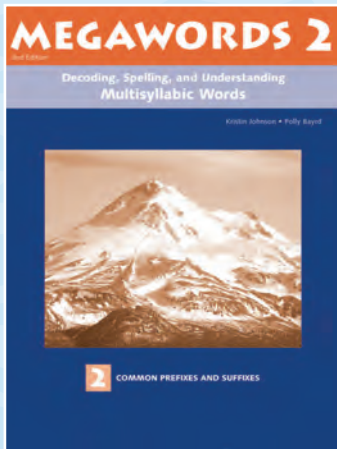


Assessment of Decoding and Encoding Skills

A diagnostic assessment helps teachers place students in the appropriate *Megawords* book. You can also analyze reading and spelling errors to monitor students' progress. To determine a starting point within a level, a Check Test for Reading and Spelling is available.

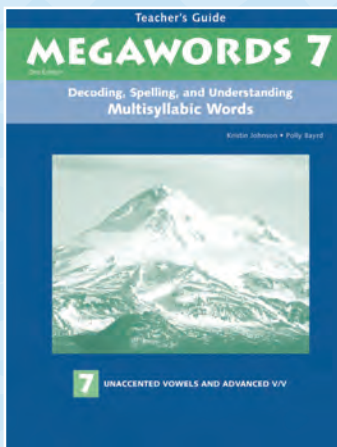
Student Books

Multisensory exercises provide practice in reading and spelling at the syllable, combined syllable, and whole word levels. Students also practice matching words with definitions and working with words in a variety of contexts. Brief content-area passages conclude each lesson, providing students the opportunity to read lesson words in connected text to build comprehension and fluency.



Student Book exercises include:

- Working with one-syllable word parts or affixes
- Decoding and encoding
- Recognizing syllable types and spelling patterns
- Using words in context
- Building word meaning
- Review sections to reinforce concepts
- Content-area reading passages with comprehension, vocabulary, and fluency practice



Teacher's Guides

Guides provide direct, point-of-use instruction according to the *Megawords* six-step instructional 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
- Assessment tips for progress monitoring
- Reproducible assessment and recording forms
- Answer key

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	obscene
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 _____

Possible 12

MEGAWORDS 4: Advanced Suffixes

muscular	conservation	expulsion	voltage
hazard	munitions	mortician	unanimous
architecture	tarantula		

16

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Examiners Recording Form for Reading

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

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

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	obscene
prescribed	laziest		

18

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Student Reading Copy

The *MEGAWORDS* Six-Step Lesson

Megawords introduces procedures for teaching the reading and spelling of multisyllabic words through a multisensory approach. For multisensory teaching to be successful, students need to practice spelling words while they learn to read them. This procedure provides the necessary spontaneous input through all the processing channels (visual, auditory, kinesthetic).

Reading and Spelling Tasks for the *Megawords* Learning Steps

The <i>Megawords</i> Learning Steps			
		Reading	Spelling
STEP 1	Work with One-Syllable Words and Word Parts	See-Say	Hear-Write
STEP 2	Work with the Combined Word Parts	Identify and combine parts	Isolate and spell part
STEP 3	Work with the Whole Word	Divide into syllables	Spell parts in sequence
STEP 4	Work with Words in Context	Complete sentences and read them for meaning	Spell words in sentences
STEP 5	Monitor Progress to Increase Reading and Spelling Accuracy	Read selected words with 90% accuracy	Spell selected words with 90% accuracy
STEP 6	Monitor Progress to Build Reading Proficiency	Read list words with speed and accuracy Read list words in connected text to build comprehension and fluency	Use correctly-spelled list words in writing

The Megawords Learning Steps

STEP 1

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 both to read and to 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.

Activities include:

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

Megawords 5

Megawords 1

Practice Page 2A

Practice Page 2A

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 it.

- _____
- _____
- _____
- _____
- _____
- _____

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Megawords 1 • List 2 • 13

Practice Page 27B

Practice Page 27B

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

Vowel Combinations	Sounds			
	/ă/	/aw/	/all/	/ăl/
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 _____.

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20 Megawords 5 • List 27

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

The Megawords Learning Steps

STEP 2

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 them to themselves. As students combine word parts to read whole words, teachers are encouraged to discuss word meaning.

Activities include:

- Matching syllables to make words
- Unscrambling syllables to make words
- Identifying accented syllables
- Filling in missing syllables of dictated words
- Completing words with common spelling patterns
- Matching words with definitions

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

Megawords 5

Practice Page 2F

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 *a* (/ă/). The schwa sound is the same for all vowels. It is marked with the symbol /ă/. It is found only in an unaccented syllable, which is the second syllable of List 2 words.

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

bān	(dī)	bandit	kit	ten	kitten
gob	lin	goblin	hus	band	husband
pret	zel	pretzel	hap	pen	happen
tin	sel	tinsel	san	dal	sandal
vel	vet	velvet	bās	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	_____

Practice Page 27E

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	_____

The Megawords Learning Steps

STEP 3

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 to 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.

Activities include:

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

Review sections remind students of spelling generalizations and reinforce concepts.

Megawords 5

Practice Page 2N

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 _ _ lp
four quarts	ga _ _ on
used to bury people	co _ _ in
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 above.
My score: ____ / ____ words correct

26 Megawords 1 • List 2

Practice Page 27F

Review

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

/Cle 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 /Cle 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 2F

The Megawords Learning Steps

STEP 4

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.

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

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

Megawords 5

Megawords 1

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

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

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 _____

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

The Megawords Learning Steps

STEP 5

Monitor Progress to Increase Reading and Spelling Accuracy

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

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.

Megawords 1 Teacher's Guide

Megawords 1 Teacher's Guide

Accuracy Checklist

Megawords 1, Lists 1–8

Name _____

Word List	Examples	Check Test Scores Date:		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: $\frac{\text{\# correct}}{\text{\# attempted}}$

162 Megawords 1 • Teacher's Guide

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A sample of a completed Accuracy Checklist can be found at epsbooks.com/MW

List 2 Reading Skill Check, Form A

Name _____ Date _____

cactus	mammal
seldom	hectic
infect	chipmunk
optic	tonsil
trumpet	tunnel

List 2 Reading Skill Check, Form B

Name _____ Date _____

atlas	wisdom
actress	goblet
splendid	contact
velvet	musket
mitten	publish

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The Megawords Learning Steps

STEP 6

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.

Fluency

The last page of each Student Book lesson gives students an opportunity to read list words in a content-area reading passage. The approximately 150-word passage incorporates words from the current list as well as concepts covered in earlier lists in the *Megawords* scope and sequence. Students practice short word lists, read the passage, and then answer vocabulary and comprehension questions about it. Then students have the opportunity to build their fluency by doing repeated readings of the passage until they reach their individual fluency goals.

Megawords 5

Practice Page 27P

1 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

The Secret Subway of New York

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.

1. Which word from the text means "kept in good condition"? _____

2. Why did the city bosses *not* want Beach to build his subway? _____

3. What did the city bosses do when Beach opened his subway? _____

2 **FLUENCY** Record your progress on the Fluency Graph.

My goal for reading the passage is _____ words per minute with two or fewer errors.

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

Recording Form for Practice Page 27P

Date _____

Review Words	Passage Words
traffic	above
tunnel	secret
people	city
	system
	trolley
	corrupt

way of New York	
terrain was a mess of cars and	6
ad a plan: an underground	19
ayed people back and forth.	29
s first subway system.	39
uthorize Beach to start his	48
ley system above the streets.	58
he crooked city leaders rich.	69
corrupt leaders. His crew dug	79
t. They worked in secret for a	90
y opened. It was a huge hit!	102
wful subway down, and as	115
d it. It was lost until 1912,	125
dug up the old tunnel. Beach	137
oway made him a legend.	149
	160

Fluency Rate

Words read
in 1 minute

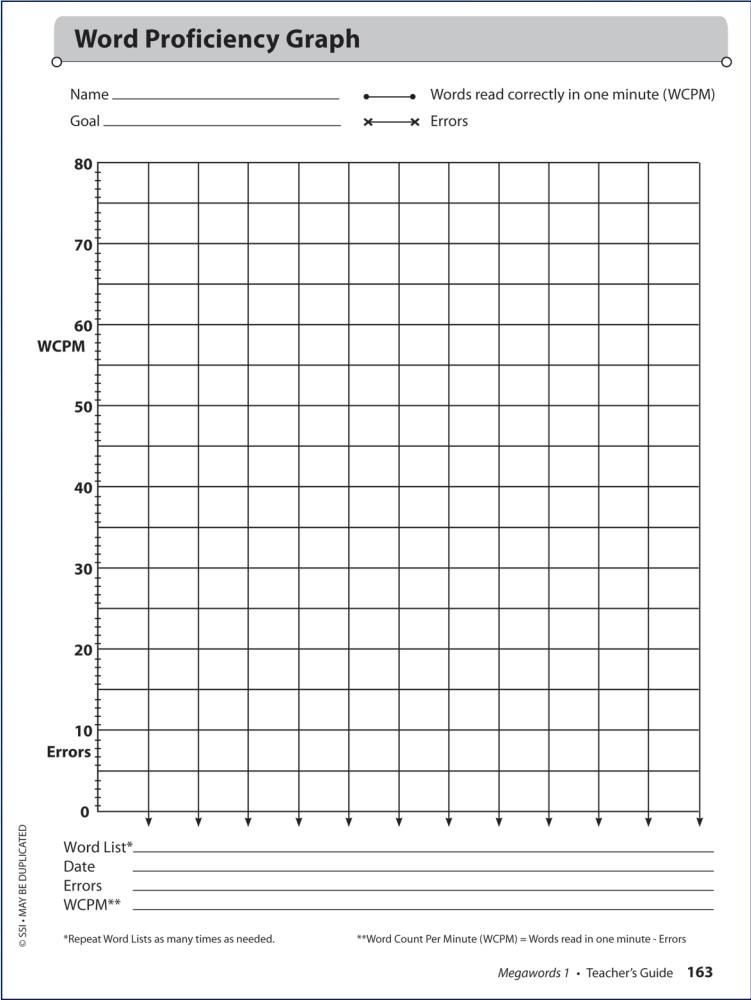
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Errors

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WCPM

Megawords 5 • Teacher's Guide 85

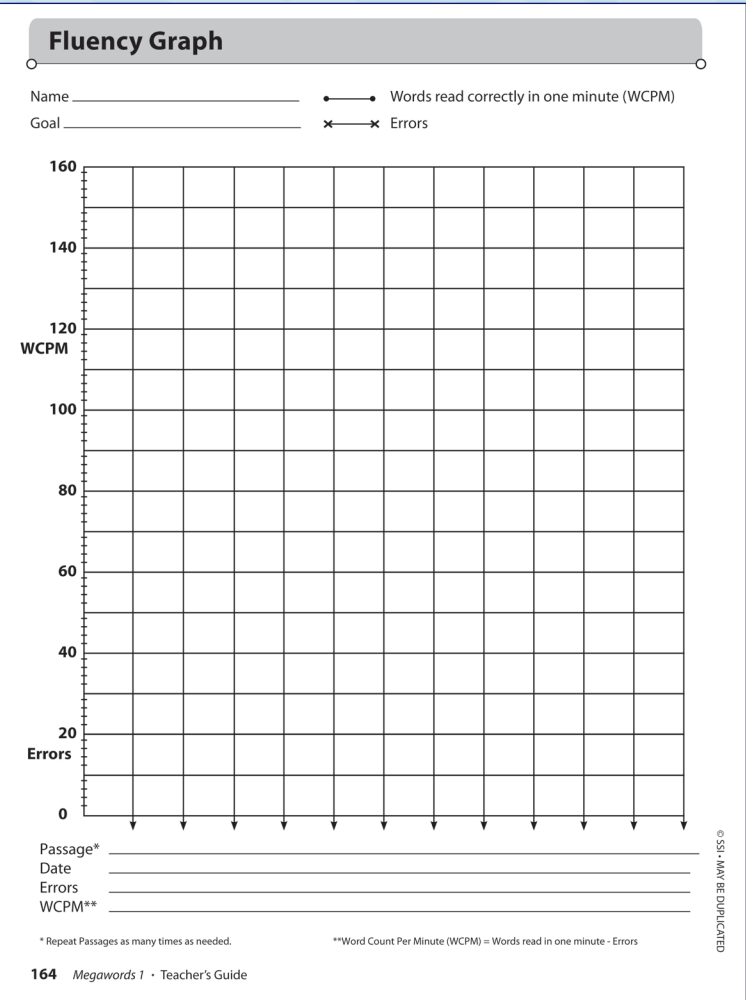


Megawords 1 Teacher's Guide

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.

A sample of a completed Word Proficiency Graph can be found at epsbooks.com/MW



Megawords 1 Teacher's Guide

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.

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Teacher's Guides

Megawords Teacher's Guides include clear, step-by-step instruction. Guides also offer tips on differentiating instruction and assessment to help teachers meet the needs of individual students.

Megawords 1 Teacher's Guide

Teacher's Guides help any educator deliver direct instruction with ease!

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 *canyon*.
 - au* says /aʊ/ as in *laundry*.
 - aw* says /aʊ/ as in *awful*.
 - augh* says /aʊ/ in a few words, such as *daughter*.
 - al* says /a/ as in *walnut* or /ɒ/ 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*; /aʊ/ can be spelled *au, aw, or augh*; /a/ can be spelled *ai*; /a/ can be spelled *al*.
- Review these vowel combinations in single-syllable words. Display the words *point, 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 multisyllable words (*laundry, alphabet*) that it does in single-syllable words (*haul, fail*). 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.

12 Megawords 3 • 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 *quit, 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, *up* and *tad* are closed because they each have one vowel and end in a consonant; *aw* is not closed because it has two vowels; *ai* 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, feet, and feet*, and read them aloud to students, underlining the *ct* in each word as you say it. Tell students that some syllables end in 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 as 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. **DICTATION:** 1. *dal*; 2. *lect*; 3. *ton*; 4. *den*; 5. *sect*; 6. *cus*; 7. *quin*; 8. *cof*; 9. *tist*; 10. *tact*; 11. *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 1 • List 2 11

Suggestions for additional activities, such as word sorts, help to differentiate instruction.

Megawords 5 Teacher's Guide

Teacher's Guides offer 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.

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**:
DICTION: 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.

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 and at a reasonable rate, with attention to expression and phrasing, and then answer vocabulary and comprehension questions about it. Students will do repeated readings of that passage to build fluency.

Practice Page 380

Bionics • 145 words

Passage Comprehension

- Have students look at Activity 1. Tell them they are going to read a passage that includes several List 38 words.
- Direct students to the words at the top of the page. Have students practice List 38 Words and Review Words by reading them aloud. Introduce Passage Words by reading them aloud, and give students time to read them with accuracy. Review meanings of words as necessary.
- Have students read the passage and answer the questions independently.
- For students who need additional help, provide support as necessary by identifying unknown words or pointing out the part of the passage where an answer can be found.

Fluency

- Students will be evaluated for fluency individually.
- Tell students that for Activity 2, they will be doing repeated readings of the passage to build speed and accuracy.
- Discuss fluency achievement and goals, and have students continue repeated readings until those goals are met. Between timings, have students look over the passage, reread it, and practice any words that caused difficulty.
- If students are being timed for Word Count Per Minute (WCPM), use the **Recording Form for Practice Page 380Q** (page 110) to indicate any errors and to determine rate (mark number of words read by student in one minute, minus errors). Note expression and phrasing as appropriate.
- Share WCPM performance and have students record it on the **Fluency Graph**. WCPM goals should be individualized as appropriate according to grade-specific guidelines for oral reading fluency. You may wish to refer to WCPM ratios of Hirschbuck and Tindal oral reading fluency data (2005).

Megawords 7 • List 38 45

Megawords 7 Teacher's Guide

Teacher's Guides offer suggested dictation words for Spelling Skill Checks and more guidance with student assessment.

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GRADES 6-12



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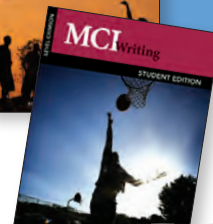
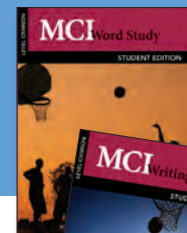
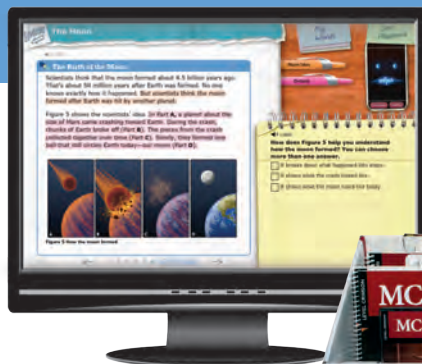
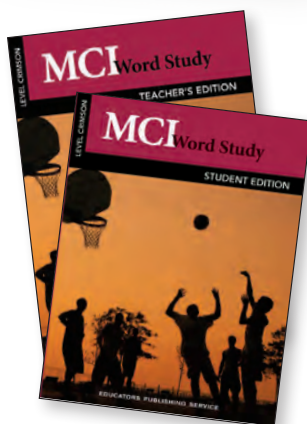
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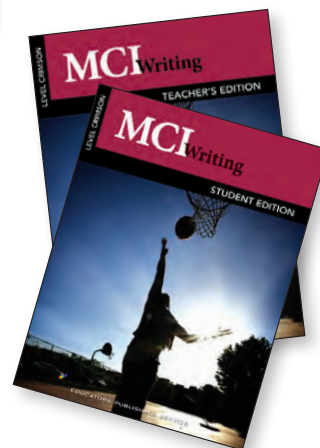
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