

REWARDS[®] sharpens reading and writing skills and supports all core curricula

REWARDS[®] is an easy-to-implement, research-validated reading intervention with proven results. *REWARDS* supports any core curriculum to efficiently improve students' reading proficiency and understanding of content-area information. *REWARDS* is a short-term intervention with sustained, long-term results. It:

- Provides students with an effective strategy for breaking down multisyllabic words to increase fluency and comprehension
- Generalizes strategies across content areas
- Builds independence with a scaffolded instructional approach (“I do, we do, you do” model)
- Develops strong foundational skills for improved test taking
- Ensures students make accelerated gains with a focused, intensive approach
- Builds background knowledge for increased comprehension

REWARDS Intermediate

REWARDS Intermediate Level is for students in grades 4, 5, and 6 who read at a 2.5 grade level or above. Students who have mastered single-syllable words and who are ready for multisyllabic words benefit greatly from this program.



REWARDS Secondary

REWARDS Secondary Level is the original program and is recommended for struggling students in grades 6–12 who read at a 2.5 grade level or above and have difficulty reading multisyllabic words.



REWARDS Plus Social Studies

REWARDS Plus is for secondary students in grades 6–12 who read minimally at the fourth grade level, have completed *REWARDS*, and need to improve reading, vocabulary, and comprehension skills using social studies content.



REWARDS Plus Science

REWARDS Plus is for secondary students in grades 6–12 who read minimally at the fourth grade level, have completed *REWARDS*, and need to improve reading, vocabulary, and comprehension skills using science content.



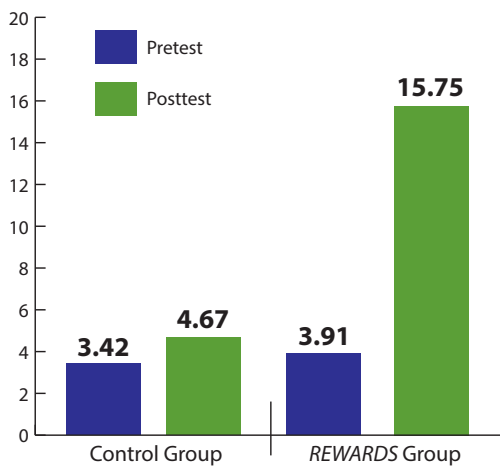
REWARDS[®]

Proven Success

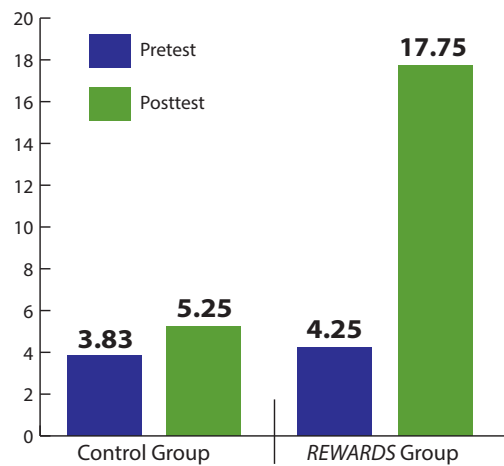
The following graphs show results after implementation of *REWARDS*. After only 18 days of instruction, intermediate students achieved significant gains in multisyllabic word reading, compared with students who were taught general decoding skills.

For the full report, visit www.soprislearning.com/rewards

Words Read from a List



Words Read in Sentences



Anita L. Archer, et al. (2006). *Instructional strategies for teaching struggling fourth and fifth grade students to read long words.*

The components of the REWARDS program address the needs of older at-risk readers with quick results. My students reported that, after the program, they could read things they never could read before, their confidence increased, and they started reading for pleasure.

—Vonnie DiCecco, Education Specialist,
California Department of Education

About the Author

Anita L. Archer, Ph.D., is an educational consultant to school districts on effective instruction, classroom management, reading and writing instruction, and the design of effective literacy programs. She has taught elementary and middle school students and is the recipient of 10 outstanding educator awards. Archer has been a faculty member at San Diego State University, University of Washington, and University of Oregon. She coauthored *Skills for School Success*, *Advanced Skills for School Success*, *REWARDS*, *REWARDS Plus*, and *REWARDS Writing*. She also coauthored *Phonics for Reading* and has written many other curriculum materials, chapters, books, and training materials.

