

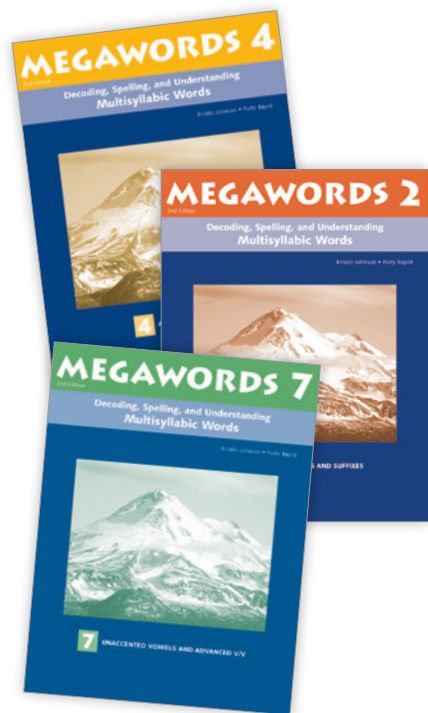


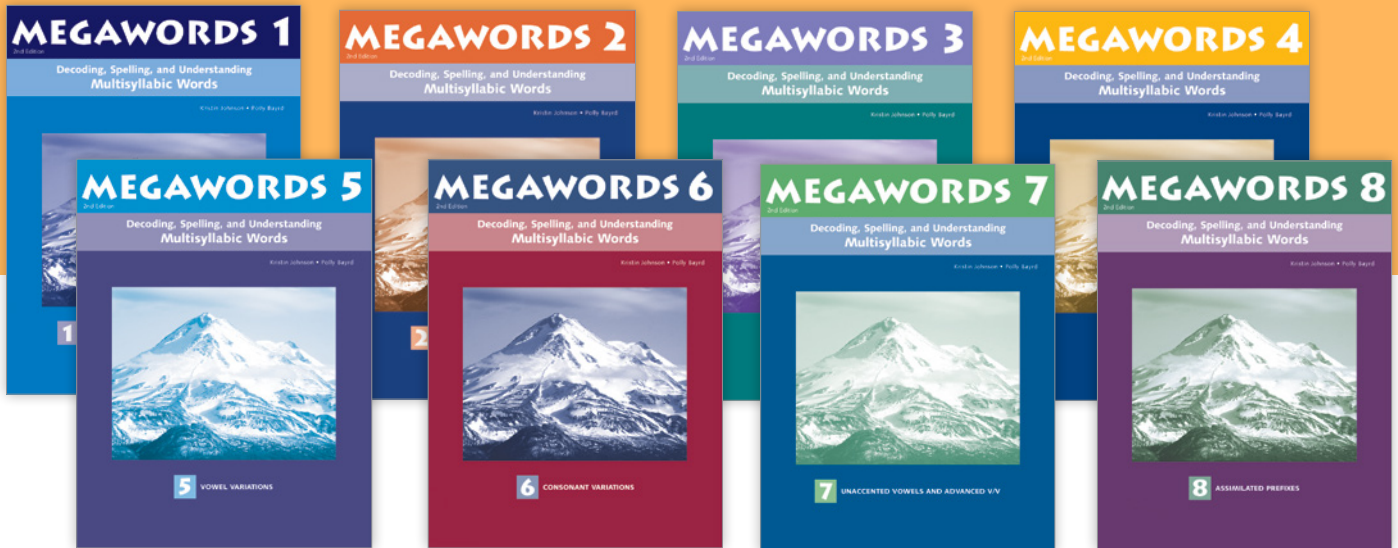
PROGRAM OVERVIEW

Direct instruction for decoding, spelling, and understanding multisyllabic words

Grades 4-12

MTSS





What is Megawords 2nd Edition?

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

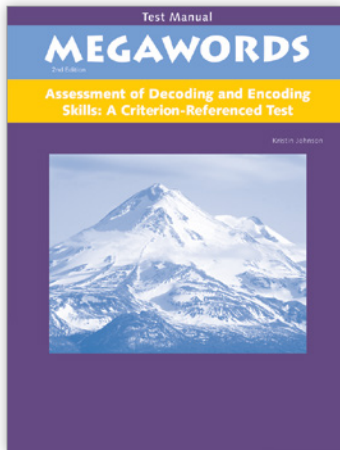
Megawords provides the most targeted instruction—each book focuses on a specific set of skills, allowing you to place students in the appropriate level.

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

Word lists are organized based on their phonetic structure.

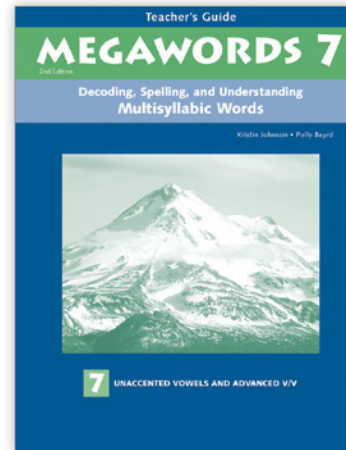
<i>ai, ay = /ä/</i>	<i>au = /aw/</i>	<i>augh, aw = /aw/</i>	<i>al, all = /all/</i>	<i>al = /äl/</i>
acquaint	applause	awesome	almanac	Alabama
afraid	astronaut	awful*	already*	Albert
ailment	auction	awkward*	alter	album
appraise	audible	awning	alternate*	alcove
attain	audience	coleslaw	although	Alexander
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*

Suggestions for practical spelling words are indicated with an asterisk.



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.

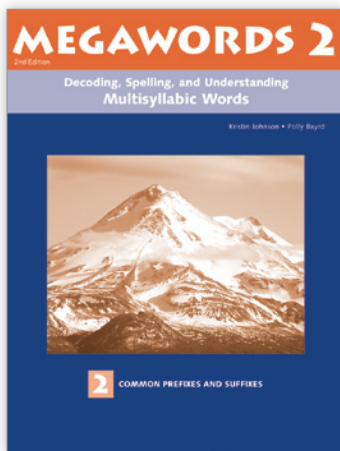


Teacher's Guides

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 keys



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



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.reporting.

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 _____

MEGAWORDS 2: Common Prefixes and Suffixes

gracefully	scared	pinning	abhor
sandwiches	scrapped	scary	ajar
perspire	promoter	defected	obscene
prescribed	laziest		

Correct _____
 # Possible _____

MEGAWORDS 3: Schwa Sound in Middle Syllables and Endings

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

Correct _____
 # Possible _____

MEGAWORDS 4: Advanced Suffixes

muscular	concession	expulsion	voltage
hazard	munitions	nocturnian	unanimous
architecture	torture	imaginable	eligible

Correct _____
 # Possible _____

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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	scared	pinning	abhor
sandwiches	scrapped	scary	ajar
perspire	promoter	defected	obscene
prescribed	laziest		

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.



The Megawords Six-Step Lesson

Grades 4–12

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, and kinesthetic.

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 Read list words in connected text to build comprehension and fluency	Use correctly-spelled list words in writing

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.

Megawords 1

Practice Page 27a

Use the chart to study the different vowel combinations with a consonant.

Vowel Combinations	Sounds			
	/i/	/e/	/a/	/o/
at	at			
ay	ay			
ae	ae	ae		
aw			aw	
ough		ough		
ai				ai

1. Circle the vowel combinations with a consonant that you see.
 remainder obtain display relay
 proclaim detail terrain betsey
 complain delay subway mayor
 Two ways to spell /i/ are _____ and _____.

2. Check the vowel combinations with a consonant you see.
 daughter rashide withdraw soccer
 autobiography somersault strawberry naughty
 naughty author distraught because
 Three ways to spell /ae/ are _____ and _____.

Megawords 5

Practice Page 27b

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:
 one: one, open 1 Parts of words: up, but, pie

The Closed Syllable (VC)
 One type of syllable is called a closed syllable (VC).
 There are three things to remember about the closed syllable:
 A. It has only one vowel (VC).
 B. The vowel has a short sound.
 C. It ends in a consonant (VC).

Closed syllable words: at, top, mad

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

/i/	/e/	/a/	/o/	/u/
at	and	it	on	up
top	get	it	stop	mad
flag	spent	sit	clock	trust
band	step	skip	pod	club

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

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

Activities include:

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

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

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.

Megawords 1

Practice Page 27c

Schema 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 or the schema sound, which sounds like short a (VC).
 The schema sound is the same for all words. It is marked with the symbol /s/. It is found only in an unaccented syllable, which is the second syllable of List 2 words.

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

ship	sh	ip	sh	ip	sh	ip	sh	ip	sh	ip
gib	gi	b	gi	b	gi	b	gi	b	gi	b
got	g	ot	g	ot	g	ot	g	ot	g	ot
tin	ti	n	ti	n	ti	n	ti	n	ti	n
vet	v	et	v	et	v	et	v	et	v	et
sub	su	bj	su	bj	su	bj	su	bj	su	bj
ton	t	on	t	on	t	on	t	on	t	on

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

make a noise _____
 with other _____
 ugly, meanly off _____
 rubber _____
 thin strips of shiny metal foil _____
 type of summer shoe _____
 with thick cloth _____
 weak hand _____
 logic _____

Megawords 5

Practice Page 27d

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

/i/-spelled at	1. _____ ment
	2. a _____
/e/-spelled ay	3. ar _____ die
	4. _____ or
	5. de _____
	6. _____ on
/a/-spelled ai	7. _____ i go for
	8. _____ i but
	9. _____ pho bet
/o/-spelled oi	10. _____ net
	11. ter rate
	12. ma net
/ue/-spelled ou	13. ter _____
	14. dry _____
	15. them tic
/ue/-spelled ue	16. _____ hide
	17. ind _____
	18. un _____ ful
/ue/-spelled ough	19. _____ ter
	20. _____ ty
	21. _____ ty

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.



1 2 3 4 5 6

Work with the Whole Word

For reading the missing letters, 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.

Megawords 1

Practice Page 26

Double Middle Consonant Spelling Rule
In a two-syllable word, when you hear one consonant after the first short vowel sound, double it.
Example: sailor - sailer

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

child's toy	ch... ..t
went to be somethingn
game two people playt
baby car	ba... ..r
lowest part	lo... ..m
humans, cats, dogs, horses	ma... ..s
faster than a tree	fa... ..t
talk about other people	sp... ..p
four quarts	qu... ..t
went to bury peoplen
underground passaged
something added ont
type of clotht
type of clotht
usualt
small, round cake or breadt
something to be learnedt
to fastent
just below the rooft

2 QUICK CHECK How have another student test you on spelling some of the words above.
My score: _____ words correct

Megawords 5

Practice Page 27

Review

VCCV When two or more consonants stand between two vowels, divide between the consonants so that blends and digraphs stay together.
VCe Divide right before the Consonant e.
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/Suffix Divide between the prefix, root, and suffix (or ending).

1 Divide these words into syllables using the VCCV rule. Draw a line around the accented syllable.
laundry campaign essay

2 Divide these words into syllables using the VCe rule. Draw a line around the accented syllable.
dewdle audible

3 Divide these words into syllables using the VV rule. Draw a line around the accented syllable.
haughty attitude awful
mayor crayon alley

4 Divide these words into syllables using the compound words rule. Draw a line around the accented syllable.
withdraw sawdust rawhide

5 Divide these words into syllables using the prefix/suffix rule. Draw a line around the accented syllable.
recall detain unhelpful

Activities include:

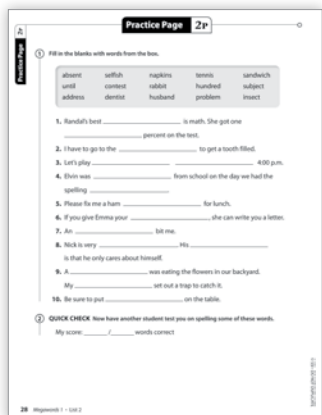
- Dividing words into syllables
- Sorting words by spelling pattern or pronunciation
- Completing words with common spelling patterns
- Spelling dictated words
- Proofreading

Review sections remind students of spelling generalizations and reinforce concepts.

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.

Megawords 1



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

Megawords 5



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

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.

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.

Accuracy Checklist

Megawords 1, Lists 1–8

Name _____

Word List	Examples	Check Test Scores Date	Reading Skill Check		Spelling Skill Check	
			Reading	Spelling	Reading	Spelling
1. Compound Words	without backpack					
2. VC/CV Closed Syllables	tenal spider					
3. VC/CV Closed and Open Syllables	strawberry escape					
4. VC/CV Closed and i-Controlled Syllables	listen girls					
Review Lists 1–4						
5. VC/V	ally open					
6. VC/V	wash contest					
7. CV/C	crumble person					
8. VC/V	deal head					
Review Lists 1–8						

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

Megawords 1 Teacher's Guide

Reading Skill Check, Form A

List 2 Name _____ Date _____

cactus	mammal
seldom	haptic
infect	chipmunk
optic	tonal
trumpet	tunnel

Reading Skill Check, Form B

List 2 Name _____ Date _____

atlas	wisdom
actress	goblet
splendid	contact
velvet	market
mitten	publish

Monitor Progress to Build Reading Proficiency

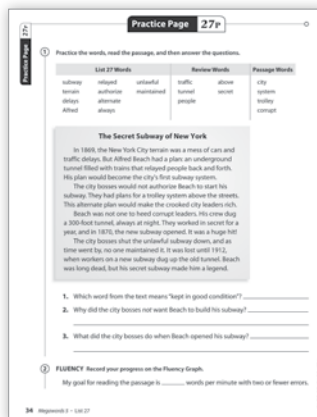
Word Proficiency

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.

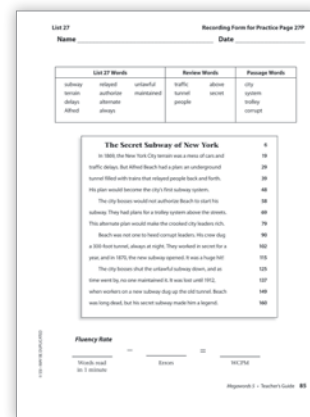
Fluency

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

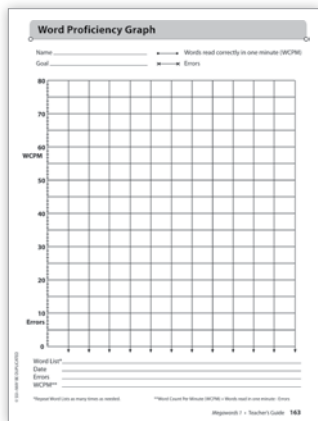


Megawords 5 Teacher's Guide



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

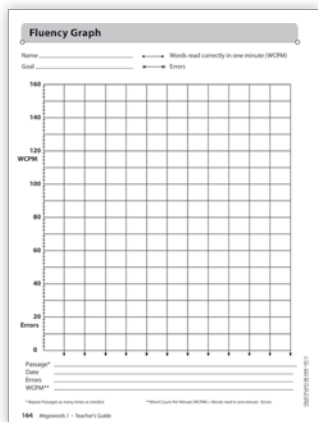
Megawords 1 Teacher's Guide



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 epslearning.com/products/megawords



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**.

A sample of a completed **Fluency Graph** can be found at epslearning.com/products/megawords



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.

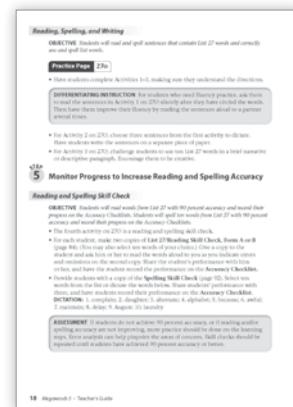
Teacher's Guides offer step-by-step instruction for administering the **Passage Comprehension and Fluency** component of **Step 6**. Included in the guide are recording forms to monitor reading and spelling skill checks, word proficiency, and fluency.



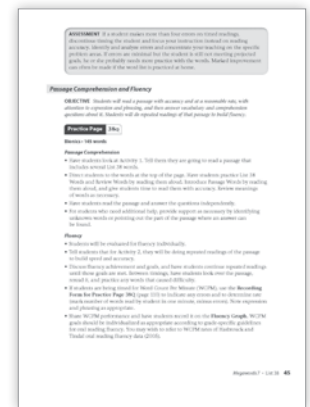
Megawords 5 Teacher's Guide



Megawords 1 Teacher's Guide



Megawords 5 Teacher's Guide



Megawords 7 Teacher's Guide

- ✓ Teacher's Guides help any educator deliver direct instruction with ease!
- ✓ Suggestions for additional activities, such as word sorts, help to differentiate instruction.

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



Teaches all these foundational sounds:

- ✓ Stops
- ✓ Fricatives
- ✓ Nasals
- ✓ Affricate
- ✓ Beginning and Ending Sounds
- ✓ Vowels
- ✓ Glides
- ✓ Liquids
- ✓ The sound of x

Building a Foundation for Early Childhood Reading Success

S.P.I.R.E. Foundations: Sounds Sensible® provides hands-on instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and handwriting for beginning or striving readers. The 5-Step Lessons follow a structured literacy approach, helping students quickly master 20 consonants and short a.

Grades PreK-4

RTI 

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