



MEGAWORDS

Advancing Word Knowledge for Comprehension

WORD LIST

Grades 4–12

RTI



/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
atom	clever*	civic	body*	punish*
cabin*	credit*	clinic	closet*	study*
camel	denim	finish*	comet	
dragon	desert	limit*	comic	
habit*	ever*	linen	copy*	
magic	lemon*	mimic*	frolic	
panel*	level*	prison*	model*	
planet*	melon	river*	modern*	
radish	menu*	sliver	novel*	
rapid*	metal*	timid*	polish	
salad*	method*	tribune	product*	
static	never*	tribute	project*	
talent*	pedal*	visit*	proper*	
travel*	petal	vivid*	robin	
valid	present*	widow	solid*	
vanish*	rebel		tonic	
wagon	relic		topic*	
	relish		tropic	
	second*		volume	
	seven*			
	tepid			

Notes:

- List words are classified according to vowel sound of the first syllable.
- Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.
- Some list words have multiple pronunciations and/or meanings. Discuss these with students as appropriate.

CONCEPTS COVERED

- Closed Syllable (VC) (REV)
- Open Syllable (CV) (REV)
- Silent-e Syllable (VCe) (REV)
- *r*-Controlled Syllable (Vr) (REV)
- VC/V Syllabication Rule
- V/CV Syllabication Rule (REV)

Many words have a single consonant between two vowels. List 5 covered the words that began with open syllables and divided before the consonant (V/CV Syllabication Rule). The words in List 6 look like they might follow the V/CV Rule but don't. List 6 words begin with closed syllables and divide *after* the consonant (VC/V Syllabication Rule).

STEP

1

Work with One-Syllable Words and Word Parts

Reading and Spelling

OBJECTIVE Students will correctly pronounce, spell, and sort closed, open, silent-e, and *r*-controlled syllables.

Practice Page 6A

**Review:**

A **closed syllable** ends in a consonant and has a short vowel sound.
An **open syllable** ends in one vowel and has a long vowel sound.

- Display the syllables *mel*, *cra*, *cab*, *lo*, *mod*, *ri*, and *e*. Have volunteers identify each one as an open syllable or a closed syllable, and ask them to explain their reasoning. (*closed syllables: mel, cab, mod; open syllables: cra, lo, ri, e*)
- Tell students that they are going to read some syllables and identify each one as an open syllable or a closed syllable. Then have students complete 6A, making sure they understand the directions.

Practice Page 6B

**Review:**

1. A **closed syllable** has one vowel, and it ends in a consonant.
2. A **silent-e syllable** has a vowel-consonant-*e* spelling pattern.
3. An ***r*-controlled syllable** has a vowel followed by an *r*.
4. An **open syllable** ends in one vowel.
5. Which two types of syllables have long-vowel sounds? open and silent-e

- Have students complete Activity 1, making sure they understand the directions.
- For Activity 2, dictate the following syllables. Remind students that some *r*-controlled syllables can have more than one correct spelling.

DICTATION: 1. clev; 2. bla; 3. ume; 4. ver; 5. lim; 6. mel; 7. po; 8. ute; 9. ern; 10. u

DIFFERENTIATING INSTRUCTION For students who need further practice distinguishing among the four types of syllables, read a list of closed, silent-*e*, *r*-controlled, and open syllables (e.g., *ro*, *ote*, *ner*, *lim*, *ade*, *art*, *dem*). Tell students to show a closed fist for a closed syllable, an open hand for an open syllable, and a finger over the lips for a silent-*e* syllable. For an *r*-controlled syllable, students should bend an index finger so that it looks like a lower-case letter *r*.

STEP

2

Work with Combined Word Parts

Reading

OBJECTIVE Students will pronounce individual syllables and combine them to read a whole word. They will match syllables to build real words.

Practice Page 6C

- Tell students that they will be learning about the **VC/V Syllabication Rule**.
SAY: When a single consonant is surrounded by two vowels, try the V/CV Syllabication Rule first. If that doesn't make a real word, divide the syllables *after* the consonant (VC/V) and give the first vowel its short sound.
- Explain that all List 6 words follow the VC/V Rule and have a closed first syllable.
- Using the example below, point out the closed syllable *tal*, and mark the vowel short with a breve (˘). Pronounce the syllables and combine them to read the word. Then model using the VC/V Rule to divide the word into syllables. Ask students to repeat the syllables and the combined word as you point to each.

Example: tal[˘]ent tal[˘]|ent

- Have students read independently or with you the boxed text at the top of 6C. Then have them complete the page, making sure they understand the directions.
- **VOCABULARY** Review selected word meanings with students. Remind them that some words may have multiple meanings, and use the following as models.
 - A *relic* is a thing that survives from the past, especially something of historical importance. The first U.S. flag or the piano Beethoven used might be relics.
 - A *novel* is a fictional story with a complex plot that is often divided into chapters; the adjective *novel* can describe something that is new, original, and different.

Spelling

OBJECTIVE Students will isolate, pronounce, and spell syllables that are parts of list words. They will build vocabulary.

Practice Page 6D

- Tell students that they will be practicing some spelling patterns that show up as final syllables of List 6 words.
- Display the word *camel* and read it aloud, underlining the *el* syllable as you say it. Explain that /əɪ/ at the end of words is often spelled *el*. Have students read the word *camel* with you.

- **EXCEPTION** Then explain that sometimes /ə l/ at the end of words is spelled *al*. Display the word *metal* and read it aloud, underlining the *al* syllable as you say it. Explain that the word *pedal* is also spelled with *al* rather than *el*.
- Tell students that the most common spelling for /er/ at the end of words is *er*. Display the word *sliver* and read it aloud, underlining the *er* syllable as you say it. Provide other examples as necessary.
- Have students read independently or with you the boxed text on 6D. Then have them complete the page, making sure they understand the directions for each activity.
- **VOCABULARY** As students write the whole words on 6D, review selected word meanings. Use the following as models.
 - A surface is *level* if it is flat, smooth, and even. If you make it to the next *level* in a video game, you have made it to the next step or degree of difficulty in the game. If a river has a high *level* of water, the height of the water in the river bed is high.
 - A *model* of an airplane is a very small version of an airplane. A *model* is a person who poses for a photographer. A *model* teacher is an excellent teacher.

Practice Page 6E

- Tell students that the word endings *ic* and *ish* are common in List 6 words.
- Display these examples:

com _____
van _____
- For each example, have a volunteer add the final syllable *ic* or *ish* to make a real word and then read the word aloud. Tell students that if they are unsure of which ending to add, they should pronounce the word with both endings to determine which one sounds right.
- Have students read independently or with you the boxed text at the top of 6E. Then have them complete the page, making sure they understand the directions. As students make words in Activity 1, you may wish to point out that they can add either *ic* or *ish* to the syllable *rel* to make *relic* or *relish*.

Practice Page 6F

- Tell students that 6F provides a review of words with final syllables *el*, *er*, *ic*, and *ish*. Have them complete the page, making sure they understand the directions. For Activity 2, have students use a dictionary or work with a partner as needed.

DIFFERENTIATING INSTRUCTION To give students additional practice with these common spelling patterns, have students write *el*, *er*, *ic*, and *ish* on individual cards. Say a List 6 word with a final *el*, *er*, *ic*, or *ish* syllable. Have students repeat the word as they show the correct card.

Practice Page 6G

- Have students complete 6G, making sure they understand the directions.

- For Activity 1, dictate the following words.
DICTATION: 1. ever; 2. dragon; 3. credit; 4. travel; 5. metal; 6. menu; 7. modern; 8. radish; 9. robin; 10. study; 11. body; 12. solid; 13. salad; 14. clever; 15. lemon; 16. mimic
- For Activity 2, have students use a dictionary or work with a partner as needed.

STEP
3

Work with the Whole Word

Reading

OBJECTIVE Students will apply the VC/V Syllabication Rule to read words correctly. They will review V/CV words.

Practice Page 6H



Review:

VC/V Syllabication Rule: When a single consonant is surrounded by two vowels, try the **V/CV Syllabication Rule** first. If that doesn't make a real word, divide the syllables *after* the consonant and give the first vowel its short sound.

- Explain that in List 6 words, the first syllable is always closed. The second syllable, on the other hand, can be open, closed, or silent-*e*. Point out that second syllables may also have the schwa sound.
- Display the word *rapid*, labeling the vowels and consonant as shown. Then ask a volunteer to apply the VC/V Rule by drawing a line after the consonant. Have another volunteer mark the vowel in the first syllable short and the vowel in the second syllable as schwa. Then have students say *rapid* with you.

răp|id
v c | v

- Then display the words *wagon* and *atom*, and ask volunteers to apply the VC/V Rule.
- Have students complete 6H, making sure they understand the directions.
- **VOCABULARY** As students work with the whole words on 6H, review selected words that students may find difficult. Use the following as models, making sure students understand that there may be pronunciation changes in multiple-meaning words.
 - A *tribute* is something done to show praise or appreciation; a war memorial would be an example of a tribute to fallen soldiers.
 - A *rebel* is a person who goes against established authority. To *rebel* is to go against, revolt, or defy. (*Rebel* in the second definition does not follow the VC/V Rule.)

Practice Page 6I

- Remind students that VC/V words can look just like V/CV words. Tell students they are going to practice dividing VC/V and V/CV words with similar spellings.

- Display the words *lily* and *lilac*. Model using the VC/V and V/CV Rules to decide how to correctly divide the syllables in each word. Draw a line to divide the syllables and mark the first vowel in each word long (¯) or short (˘). Say each syllable, and then say the whole word. Have students repeat after you. If students need additional practice before working independently, follow this same procedure with other word pairs on the page.

lī|ly lī|lac

- Have students complete 6I, making sure they understand the directions.

DIFFERENTIATING INSTRUCTION For students who need further practice with the V/CV and VC/V Syllabication Rules, model using both rules to read the word *finish*. Display the word *finish*, and apply the V/CV Rule. (*fi|nish*) Remind students that when you divide before the consonant, the first syllable is open and has a long sound. Say /fiː nish/, and ask students if this is a familiar word. (*No.*) Explain that since this word is not familiar, you will apply the VC/V Rule. (*fin|ish*) Remind students that when you divide after the consonant, the first syllable is closed and has a short sound. Say /finˈ ish/, and ask if this is a familiar word. (*Yes.*) Repeat the procedure with other words, such as *basin*, *hero*, *cabin*, and *river*.

Spelling

OBJECTIVE Students will spell list words with special attention to schwa endings.

Practice Pages 6J–6K

- Tell students that they will be practicing some common schwa spelling patterns that show up at the end of List 6 words.



Review:

To spell /ə n/ at the end of two-syllable words, choose one of these spellings:

on as in *ribbon* *in* as in *napkin*
en as in *kitten* *an* as in *urban*

- Have students complete 6J, making sure they understand the directions.
- Then display the words *habit* and *comet*, underlining the last two letters in each word as you say it aloud. Explain that the letters *et* and *it* both spell /ə t/ at the end of two-syllable words.
- Display the word *rapid*, underlining the *id* as you say the word aloud. Explain to students that /ə d/ at the end of words is sometimes spelled *id*.
- **EXCEPTION** Explain that there are other, less common ways to spell /ə d/ at the end of words. Display the words *salad* and *method*, underlining the last two letters in each word as you say the word aloud. Have volunteers identify these two additional spellings of /ə d/. (*ad*, *od*)
- Have students read independently or with you the boxed text on 6K. Then have them complete the page, making sure they understand the directions for each activity.

Work with Words in Context

Comprehension

OBJECTIVE *Students will complete sentences using list words.*

Practice Pages 6L–6M

- Have students complete 6L and 6M, making sure they understand the directions for each activity. Have students use a dictionary or work with a partner as necessary.
- As students complete Activity 1 on 6M, you may want to remind them that the word *novel* has more than one meaning. Refer to the definitions on page 48.

Reading, Spelling, and Writing

OBJECTIVE *Students will read and spell sentences that contain List 6 words. Students will use correctly-spelled list words in their own writing.*

Practice Page 6N

- 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 6N 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 6N, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 6N, challenge students to use ten List 6 words in a brief narrative or descriptive paragraph. Encourage them to be creative.

Monitor Progress to Increase Reading and Spelling Accuracy

Reading and Spelling Skill Check

OBJECTIVE *Students will read words from List 6 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten words from List 6 with 90 percent accuracy and record their progress on the Accuracy Checklists.*

- The fourth activity on 6N is a reading and spelling skill check.
- For each student, make two copies of **List 6/Reading Skill Check, Form A or B** (page 153). (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 160). 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. salad; 2. study; 3. method; 4. visit; 5. project; 6. seven; 7. body; 8. limit; 9. vanish; 10. ever

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.

STEP

6 Monitor Progress to Build Reading Proficiency

Word Proficiency

OBJECTIVE *Students will read list words with speed and accuracy.*

- The fifth activity on 6N is a word proficiency assessment.
- Once students have demonstrated that they can read a selection of List 6 words untimed with 90 percent accuracy, they should work on increasing reading speed by doing frequent rate timings.
- Use a stopwatch or second hand to time each student as he or she reads the list for a minute. A warm-up timing can be used for practice before doing a second “official” timing. If the student finishes the list in less than a minute, he or she should return to the beginning and continue to read until time is up.
- Have students record performance on the **Word Proficiency Graph**, indicating the number of words read correctly in a minute as well as the number of errors. A goal of 45 to 50 words per minute with two or fewer errors on two of three consecutive days is realistic for most students; however, goals should be individualized as appropriate.

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 60

A Speck of Magic Metal • 168 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.