



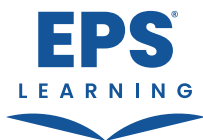
# MEGAWORDS

Advancing Word Knowledge for Comprehension

## WORD LIST

Grades 4–12

RTI



/ā/	/ē/	/ī/	/ō/	/ū/ and /ōō/
chaos* chaotic	cameo cereal* creation* delineate geography* geology geometry hideous* ideal* linear meander meteor museum* nucleus permeate preamble react reaction* reality* realize* reappear* reinforce reunion* rodeo stereo* theater* theory* video*	anxiety* biology bionic client* defiant denial diagram dialect* diary iodine iota pioneer priority quiet reliance riotous science* trial* triumphant variety* violate* violation violet violin	boa coagulate coagulation coeducation coerce coercion cooperate* cooperation coordinate coordination* oasis poetic poetry* stoic zoology	altruistic ambiguity annual* annuity biannual congruent continuous continuum cruel cruelty* dual duel duet fluency fluent* fluid* graduate* graduation influence influential influenza minuet ruin* truancy truant

**Note:**

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.

## CONCEPTS COVERED

- Vowel/Vowel (V/V) Combinations
- Accent Patterns

## STEP

## 1

## Work with One-Syllable Words and Word Parts

## Reading and Spelling

**OBJECTIVE** Students will correctly identify, pronounce, and spell open syllables and V/V combinations.

## Practice Page 38A

**Review:**

An open syllable ends in one vowel, and the vowel has its long sound.

Examples: tī, glō

- Display some open syllables, such as *re* and *cli*. Read each one aloud, and have students repeat after you. (*/rē/*, */clī/*)
- Have students complete 38A, making sure they understand the directions for each activity. You may wish to point out that the letter *g* in *ge* will have the soft sound */j/*.
- For Activity 2, dictate the following syllables. Make sure that students repeat the syllable as they write it.

**DICTATION:** 1. co; 2. me; 3. cru; 4. po; 5. tri; 6. pre; 7. bi; 8. tru

## Practice Page 38B

**Review:**

When a word or syllable has two vowels in a row, usually the vowels make one sound together. This is a double-vowel syllable.

- Then explain that some words with two vowels together divide into syllables between the vowels, and each vowel has a distinct sound. Tell students that such words have **Vowel/Vowel (V/V) Combinations**.
- Using the examples below, explain that in a V/V combination, the first vowel ends an open syllable and has a long sound, but the second vowel starts the next syllable and may have any kind of vowel sound. Read each example aloud, giving the first vowel its long sound. Discuss vowel sounds in the second syllable of each V/V combination.

ē | um

pī | o

- If students need additional practice before working independently, follow this same procedure with other examples from the page. Have students complete 38B, making sure they understand the directions. After students complete Activity 1, work with them to read the combinations aloud, focusing on the long sound of the first vowel.

**DIFFERENTIATING INSTRUCTION** For students who need practice pronouncing advanced V/V combinations, provide drill cards. Write some examples from 38B (e.g., *eum*) on the front of index cards and their pronunciations (e.g., /ē ūm/) on the back. Students can practice reading the combinations.

STEP  
2

## Work with Combined Word Parts

### Reading

**OBJECTIVE** *Students will say individual syllables and combine them to read a whole word.*

#### Practice Page 38C

- Have students complete 38C, making sure they understand the directions. As students read the whole words, remind them that the second vowel in the V/V combination may have a long, short, *r*-controlled, or schwa sound. As necessary, review the appropriate **Accent Patterns** (page 114; Student Book page 101).
- **VOCABULARY** As students work with the whole words on 38C, review selected word meanings that they may find difficult. Use the following as models.
  - A *cameo* is a semiprecious stone that usually shows a pale head against a dark background; it is also a brief appearance by a famous actor in a movie or play.
  - An *altruistic* person is unselfish and concerned for the welfare of others.

### Spelling

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

#### Practice Page 38D

- Have students complete 38D, making sure they understand the directions for each activity. For Activity 1, dictate the following words. Make sure students say each word, isolate the missing syllable(s), and say the whole word as they write it.  
**DICTATION:** 1. trial; 2. fluid; 3. diagram; 4. ideal; 5. violent; 6. iodine; 7. reaction; 8. cereal; 9. reliance; 10. zoology; 11. cooperation; 12. influential; 13. graduate; 14. reinforce; 15. poetry; 16. altruistic



#### Review:

In vowel/vowel combinations, divide the syllables between the vowels.

The first vowel ends a syllable and has a long sound.

The second vowel starts the next syllable.

#### Practice Pages 38E–38G

- Explain that many words with V/V combinations have unaccented endings. Point out that *-al*, *-ant*, *-ent*, *-ance*, *-ence*, and *-ous* have the schwa sound. Tell students that the vowel at the beginning of these endings is the second vowel in the V/V combination.

- Display the following endings, and read each one aloud. Have students repeat each syllable with you. Draw attention to the multiple spellings for /ə nt/ and /ə ns/.

-al = /ə l/	-ance = /ə ns/
-ant = /ə nt/	-ence = /ə ns/
-ent = /ə nt/	-ous = /ə s/

- Then display the words *duel* and *dual*, and tell students they are homophones, or words that sound the same but have different spellings and meanings. As needed, explain that a *duel* is a fight intended to settle a disagreement, while *dual* is an adjective that is used to describe something with two parts, functions, or aspects.
- Have students complete 38E, 38F, and 38G, making sure they understand the directions for each activity. For Activity 1 on 38E, have students read the words aloud as they write them under the correct headings. For Activity 2 on 38G, have students use a dictionary or work with a partner as necessary.

**DIFFERENTIATING INSTRUCTION** For students who need further practice spelling words with the schwa sound, have students make sets of cards for the vowels *a*, *e*, *i*, and *o*. Display a number of words from 38F with the schwa syllable missing (*an xi \_ ty*, *re al \_ ty*, *po \_ try*, *vi \_ lence*, *di \_ lect*). Read aloud a word and have students repeat it. Then have them hold up the vowel card that spells the schwa sound in that word. Students should look at each other's cards, decide on the correct spelling, and choose a volunteer to fill in the correct letter.

### STEP 3

## Work with the Whole Word

### Reading

**OBJECTIVE** Students will apply accent patterns to read list words correctly. They will read and sort words with V/V and double-vowel sounds.

#### Practice Pages 38H–38I

- As necessary, review accent patterns for two-, three-, and four-syllable words (page 114; Student Book page 101).
- Display the words *stoic*, *diagram*, *reaction*, and *geography*. Work with students to divide each word into syllables, and have volunteers identify the accented syllable in each word.



#### Review:

Accent the syllable just before these endings: *-tion*, *-ic*, *-tial*, and *-ity*.

- Have students read independently or with you the boxed text on the top of 38H. Then have them complete 38H and 38I, making sure they understand the directions.
- **VOCABULARY** As students work with the whole words on 38H and 38I, review selected word meanings that they may find difficult. Use the following as models.
  - If someone is described as *stoic*, she does not show emotion or complain.
  - *Coercion* is the use of force or threats to make people do things against their will.

## Practice Page 38j

- Tell students that sometimes it can be difficult to tell whether a word has a vowel/vowel combination or a double-vowel sound. Point out that students should be systematic in deciding how to pronounce words they are unsure of. Encourage them to try the double-vowel sound first; if that doesn't make a recognizable word, they should pronounce the word with a V/V combination.
- Display the words *oil* and *stoic*. Tell students that one word has a double-vowel sound, while the other has a vowel/vowel combination. Have them read the words both ways to determine the correct pronunciation of each. As needed, encourage them to draw lines to separate the syllables in each word.
- Have students complete 38J, making sure they understand the directions for each activity. Point out to students that two of the words (*oatmeal* and *toenail*) have two double-vowel sounds per word.
- **VOCABULARY** As students work with the whole words on 38J, review selected word meanings that they may find difficult. Use the following as models.
  - An *oasis* is an area of fertile ground in a desert. A place or period of time that provides relief from difficult situations is also known as an *oasis*.
  - To *coagulate* is to thicken or become hard; blood usually *coagulates* around a wound on the body so it doesn't continue to flow.

**DIFFERENTIATING INSTRUCTION** If students need additional practice with accent patterns, go over the accent patterns described on Student Book pages 101–102. Give students a list of words, as follows: *chaos*, *client*, *react*, *fluid*, *stoic*, *creation*, *violation*, *bionic*, *annual*, *delineate*, *coagulate*, *priority*, *continuous*, *influential*, and *triumphant*. In each word, have students identify the number of syllables, the accented syllable, and any special rule of accent patterns the word may follow. For example, for the word *creation*, students should say that it is a three-syllable word with the accent on the second syllable. They should also say that in a word with a *-tion* ending, the accent always falls on the syllable before the *-tion*.

## Spelling

**OBJECTIVE** *Students will spell list words.*

## Practice Pages 38K–38M

- Tell students that they will be sorting words according to the first vowel sound of the V/V combination. Explain that the first vowel will be the long *e*, *i*, *o*, or *u* sound.
- Have students complete 38K, 38L, and 38M, making sure they understand the directions for each activity.
- For 38K, you may wish to have students divide the syllables and then mark the first vowel of each V/V combination long before writing the words under the headings.

- For 38L, dictate the following words, making sure that students repeat the words and say each syllable as they write. Remind students that if they have trouble spelling the second vowel (often a schwa sound) of the V/V combination, they should make their best guess. Point out if the word doesn't look right, they can try another vowel.

**DICTATION:** 1. poetry; 2. science; 3. cruelty; 4. ideal; 5. realize; 6. museum; 7. client; 8. variety; 9. coordinate; 10. truant; 11. fluid; 12. annual; 13. graduate; 14. going; 15. fluent; 16. cooperate; 17. trial; 18. diary; 19. hideous; 20. theater



**Review:**

In the (V/V) words in Activity 1, you divide the syllables between the vowels. The first vowel has its long sound.

**STEP**

**4**

**Work with Words in Context**

**Comprehension**

**OBJECTIVE** *Students will pair list words with definitions. They will complete sentences using list words.*

**Practice Pages 38N–38O**

- Explain that some V/V words are formed when a prefix that ends with a vowel is added to a root that begins with a vowel. Have volunteers underline the V/V combination in each of these examples:
  - pre- + occupied → preoccupied
  - re- + appear → reapppear
  - de- + activated → deactivated
  - co- + operative → cooperative
- Have students read the boxed text on 38N independently or with you. Then have them complete 38N and 38O, making sure they understand the directions for each activity. Have students use a dictionary or work with a partner as necessary. On 38N, you may choose to review the meanings of the words in Activity 1 with students before having them complete Activity 2.

**Reading, Spelling, and Writing**

**OBJECTIVE** *Students will read and spell sentences that contain List 38 words and correctly use and spell list words.*

**Practice Page 38P**

- 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 38P 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 38P, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 38P, challenge students to use ten List 38 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 38 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten words from List 38 with 90 percent accuracy and record their progress on the Accuracy Checklists.*

- The fourth activity on 38P is a reading and spelling skill check.
- For each student, make two copies of **List 38/Reading Skill Check, Form A or B** (page 109). (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 112). 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. poetry; 2. dialect; 3. geography; 4. fluid; 5. museum; 6. theory; 7. violent; 8. video; 9. reappear; 10. ruin

**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 38P is a word proficiency assessment.
- Once students have demonstrated that they can read a selection of List 38 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 38Q**

#### **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.