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 1
Syllable Types and Syllabication Rules

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 3
Schwa Sound
- Unaccented endings
- Middle-syllable schwa
- Accent patterns

Megawords 4
Advanced Suffixes
- Word endings
- Suffixes
- Accent patterns

Megawords 5
Vowel Variations
  - Vowel combinations
  - Vowel sounds y

Megawords 6
Consonant Variations
  - Sounds of ch, ph, and que
  - Soft c and g
  - Vowel- r - vowel combinations
  - Accent patterns

Megawords 7
Unaccented Vowels and Advanced V/V
  - Unaccented i (schwa)
  - ti and ci endings
  - Advanced V/V combinations
  - 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.
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.

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

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

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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

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

**Megawords 1**

**Practice Page 2p**

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

**Quick Check** Now have another student test you on spelling some of these words.

*My score: __________ / __________ words correct*

**Megawords 5**

**Practice Page 27k**

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.

2. Some words with a contain the Latin root aud, meaning "hearing.”
   - audibly, auditory, auditorium, audience
   - loud enough to be heard, people gathered to see and hear a show, having to do with hearing.

**Megawords 1**

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

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

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**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 epsbooks.com/MW
**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 help any educator deliver direct instruction with ease!

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**Megawords 1 Teacher's Guide**

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**Megawords 5 Teacher's Guide**

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Suggestions for additional activities, such as word sorts, help to differentiate instruction.
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 7 Teacher’s Guide**
A Comprehensive Literacy Intervention

**MCI Comprehension**
*MCI Comprehension* contains high-interest fiction and nonfiction texts designed for struggling readers. The program provides direct, systematic, research-based instruction of comprehension skills in the context of a strategic approach to reading.

**MCI Online**
*MCI Online*’s adaptive software provides students with individualized interactive comprehension instruction and practice, with scaffolded support.

**MCI Word Study**
*MCI Word Study* is designed to give added support to students who struggle with decoding or have vocabulary deficits that affects their reading progress.

**MCI Writing**
*MCI Writing* incorporates the Six Traits as it uses modeling and the writing process to help students create a story or essay with appropriate structure.

**MCI Student Library**
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12 books per level including fiction, nonfiction, and graphic novels.

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