



Instructional Materials Sampler



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Lexia

Lexia
POWERUP
LITERACY

Instructional Materials Sampler

The Lexia® PowerUp Literacy® program provides instructional materials to ensure all students receive personalized and comprehensive instruction and practice in all skill areas. Lexia Lessons®, Lexia Skill Builders®, Anchor Charts, Writing Prompts, and Fluency Passages are designed to be used as part of Lexia’s powerful Adaptive Blended Learning Model. These materials can be incorporated into classroom routines in a variety of ways, including whole-class instruction, small-group activities, and independent work.

PowerUp’s instructional materials provide opportunities for students to:

- Reinforce foundational reading skills using multisensory manipulative materials
- Apply skills to authentic reading and writing experiences
- Respond to open-ended questions to spark higher-order thinking and build expressive language skills
- Build automaticity and fluency through oral reading activities

Quick Reference

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[Overview of Resources](#)

[Lexia Lessons Sample](#)

[Lexia Lessons: Slide Decks Sample](#)

[Lexia Skill Builders Sample](#)

[Digital Lexia Skill Builders Sample](#)

[Anchor Charts Sample](#)

[Writing Prompt Pack Sample](#)

[Fluency Prompt Pack Sample](#)

Lexia Lessons®

Targeted materials for face-to-face instruction that address specific PowerUp literacy skills

- Designed for individual, small-group, or whole-class targeted instruction
- Specific lessons automatically recommended for students based on performance in the student program
- Provide bulleted, concise prompts and directives to support seamless teacher delivery
- Include materials such as answer keys, graphic organizers, and scaffolded activities
- Available in printable and digital formats

Lexia Skill Builders®

Practice materials that reinforce and extend online learning

- Automatically recommended for students who have completed online activities
- Extend online learning to many speaking and writing activities
- Designed to be used independently, with a teacher, or with a peer partner
- Can be assigned in classroom centers, for homework, or during after-school programs
- Available in printable and digital formats

Lexia POWERUP LITERACY Lexia Lessons® Word Study LEVEL 7 Syllable Division: VC/Cle

PREPARE

CONCEPT When a word ends with a consonant-le, divide before the consonant to keep the Cle syllable together (e.g., grumble, saddle). Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

FLUENCY SUPPORT A key component of this lesson is supported fluency practice with the target word study concept. Additional oral reading fluency practice and assessment resources are available on the PowerUp Resources Hub.

TEACHER TIPS

- The Consonant-le Syllable Division steps in the Anchor Chart help students remember where to divide a word.
- Review unfamiliar vocabulary.
- Read the directions with students.
- Refer to the Anchor Chart as needed throughout.

INSTRUCT

ANCHOR CHART (Display Reproducible page 1.)

- Introduce the Concept of this lesson. (See above.)
- Refer to the Anchor Chart to review the definition of **Consonant-le Syllable Division**.
- Explain that dividing longer words into syllables makes them easier to read.
- Review that a consonant-le syllable has a single consonant followed by le and is always combined with another syllable (i.e., never stands alone).
- Review the steps for dividing words with Cle syllables. Use the example word *fumble* to demonstrate each step.
 - Prompt students: What is the consonant-le syllable in this word? (*hle*) Where do we divide? (before the *h*)
 - Have students identify the types of syllables (closed and Cle in this example).
 - Have students read each syllable and then blend the syllables together to read the word.
 - If students have difficulty reading the syllables, review that a closed syllable has a short vowel sound.
- Point to the words at the bottom. (Refer to the syllable division steps as needed.)
 - Have students explain how each Cle word is divided before they read each syllable and blend them together into the whole word.
 - Next, have students explain why some of the words don't fit the Cle pattern (i.e., they don't end with a consonant-le and have a 2C or 3C pattern instead).

★ Note: Not all Cle words begin with closed syllables (e.g., maple, table, title). This lesson only includes examples of closed + Cle syllables.

Lesson page 1

Name: _____ Word Study Level 8

E. Write the word that is close in meaning.

left	whiff	den	nap	ask	crisp
kiss	bend	fix	gong	test	ledge

1. smell: whiff 2. peck: _____ 3. beg: _____

4. went: _____ 5. shell: _____ 6. flex: _____

7. rest: _____ 8. check: _____ 9. fresh: _____

10. belt: _____ 11. nest: _____ 12. mend: _____

F. Put a "u" under each vowel. Divide each word. Write the syllable that is the same in both words.

1. <u>c</u> y / <u>m</u> ps - <u>c</u> y / <u>p</u> y ⇒ <u>dis</u>	2. problem - lenning ⇒ _____
3. atlas - attack ⇒ _____	4. mitten - tennis ⇒ _____
5. basket - brisnet ⇒ _____	6. muffin - Finland ⇒ _____
7. tennis - tenant ⇒ _____	8. frantic - hectic ⇒ _____
9. sudden - dentist ⇒ _____	10. insect - insist ⇒ _____

G. Mix the syllables below into as many words as you can.

in	con	vent
sit	struct	tend

insist	

★ Pick 2 of the words you made. Write a question using each word.

Lexia POWERUP LITERACY page 2

Anchor Charts

Tools used to support instruction and promote academic success

- Provide the teacher with the precise instructional language, skill, and vocabulary students learned in the online program
- Recommended for on-the-spot instruction
- Designed to be succinct, and visually engaging
- Included in every Lexia Lesson

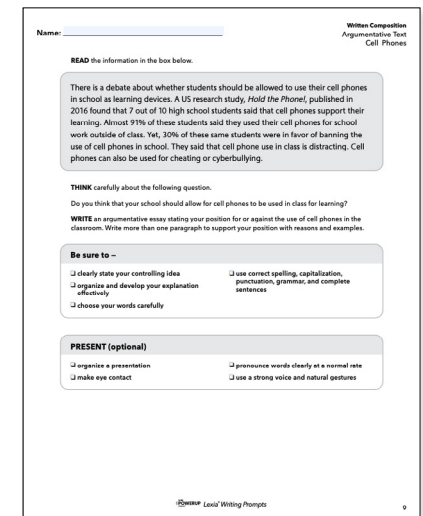
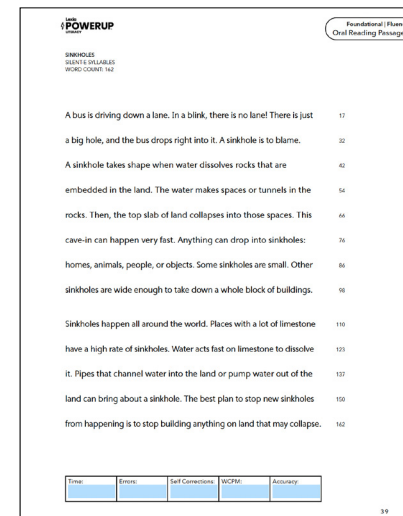
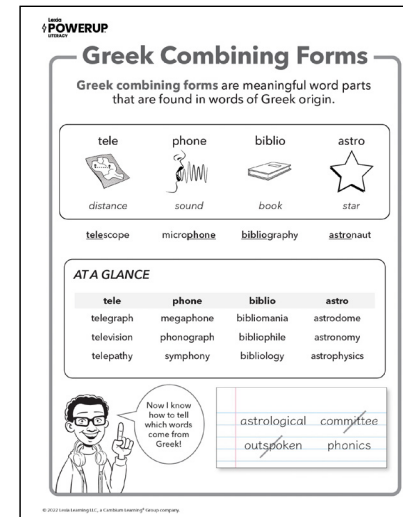
Additional Resources

Writing Prompts offer students focused composition practice.

- The **Writing Prompt Pack** promotes the ideal reading-writing connection. Structured and varied prompts enable students to practice authentic, focused writing across genres and prepare for standardized state writing assessments.

Fluency Passages help build, reinforce, and assess fluent reading skills.

- The **Fluency Passage Packs** provide over 100 controlled and grade-level passages to help build, reinforce, and assess fluent reading skills. The accompanying questions, student checklists, and teacher-facing rubrics help students gain confidence in engaging with texts while educators are empowered to easily evaluate fluent reading.



Lexia Lessons Sample

Targeted materials for face-to-face instruction that address specific PowerUp literacy skills

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Lexia Lessons®

Word Study
LEVEL 7
Syllable Division: VC/Cle

PREPARE

CONCEPT When a word ends with consonant-*le*, divide before the consonant to keep the *Cle* syllable together (e.g., *grum/ble*, *rid/dle*). Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

FLUENCY SUPPORT A key component of this lesson is supported fluency practice with the target word study concept. Additional oral reading fluency practice and assessment resources are available on the PowerUp Resources Hub.

TEACHER TIPS

- The Consonant-*le* Syllable Division steps in the Anchor Chart help students remember where to divide a word.
- Review unfamiliar words.
- Read the directions to students.
- Refer to the Anchor Chart as needed throughout the lesson.

INSTRUCT

ANCHOR CHART [Display Reproducible page 1.]

- Introduce the **Concept** of this lesson. (See above.)
- Refer to the **Anchor Chart** to review the definition of **Consonant-*le* Syllable Division**.
- **Explain** that dividing longer words into syllables makes them easier to read.
- **Review** that a consonant-*le* syllable has a single consonant followed by *le* and is combined with another syllable (i.e., never stands alone).
- **Review** the steps for dividing words with *Cle* syllables. Use the example word *fumble* to demonstrate each step.
 - **Prompt** students: *What is the consonant-le syllable in this word? (-ble) Where do we divide? (before the b)*
 - Have **students identify** the types of syllables (*closed* and *Cle* in this example).
 - Have **students read** each syllable and then **blend** the syllables together to read the word.
 - If students have difficulty reading the syllables, review that a closed syllable has a short vowel.

om. (Refer to the syllable division steps as needed.)

how each *Cle* word is divided before they read each syllable and then to the whole word.

plain why some of the words don't fit the *Cle* pattern (i.e., they don't have a consonant-*le* and have a 2C or 3C pattern instead).

with closed syllables (e.g., *maple*, *table*, *title*). This lesson only covers words with *Cle* syllables.

Lesson page 1

PREPARE

The *Prepare* section includes **main concepts, teacher tips, and key vocabulary** to ensure Lessons can be delivered by teachers or paraprofessionals with confidence and ease.

INSTRUCT

The *Instruct* section includes relevant background information and **scaffolded prompts** to provide targeted intervention.

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Lexia Lessons®

Word Study
Level 7
Syllable Division: VC/Cle

PRACTICE

[Display Reproducible page 2, *Dividing and Reading Words, Part A.*]

- **Students follow** the steps to **identify, divide, and read** the *Cle* words. (Note: Students may automatically read familiar words before dividing them. In this case, discuss how the rule applies so they can use it with an unfamiliar word.)

[Display Reproducible page 2, *Writing Words, Part B.*]

- **Students divide and read** the words in the box and read each clue to find the word that matches it. To practice seeing the syllable breaks, **students write** each word, one syllable at a time, next to the matching clue.

[Display Reproducible page 2, *Reading Sentences, Part C.*]

- **Students underline** the words with the *Cle* syllable as necessary.)

[Display and distribute Reproducible pages 3-4, *Oral Reading Fluency, Part D.*]

- **Read the text** to model appropriate accuracy, fluency, and expression. Encourage students to read challenging words or phrases.
- **Students build fluency** through oral reading practice.
 - Choral Reading - teacher and student read the text aloud together.
 - Echo Reading - teacher reads one sentence at a time, and students repeat.
 - Repeated Reading - student reads the text aloud multiple times.
 - Paired Reading - teacher circulates and offers feedback as students read to each other.
- **Listen as students read, and provide feedback and support.** Focus on intonation, stress, and phrasing, as well as rate and accuracy.

[Display and distribute Reproducible pages 3-4, *Check for Understanding, Part E.*]

- **Read and discuss** the questions with students. Provide support as necessary.

Extend

For extra reinforcement, try the following activity:

- **Create index cards with words that include the *Cle* pattern** (e.g., *bottle*, *dimple*, *tremble*, *dazzle*, *jungle*). Have students underline the consonant-*le*, divide the syllables, and then cut the cards along the dividing line. Then, have them mix up the cards and recombine them to form the words.

Lesson page 2

PRACTICE

Each Lesson includes several *Practice* sections that build in complexity to **reinforce and extend** online learning.

FLEXIBLE DELIVERY

Lessons are designed to be provided in a 1:1 or small-group setting in **15-20 minutes**, giving educators the ability to control the pace and adjust as needed.

Lexia Lessons Sample *continued*

1 PRACTICE

A. Read the sentences. If a sentence is ironic, write the letter I on the line. If the sentence is expected, write E on the line.

- _____ 1. A tow truck needs to be towed by another tow truck.
- _____ 2. People are waiting in line to purchase movie tickets.
- _____ 3. A robbery took place at a police station.
- _____ 4. A giraffe enjoys eating leaves off a tall tree.
- _____ 5. A veterinarian is afraid of dogs.

B. Complete the sentences to explain what makes the images ironic.

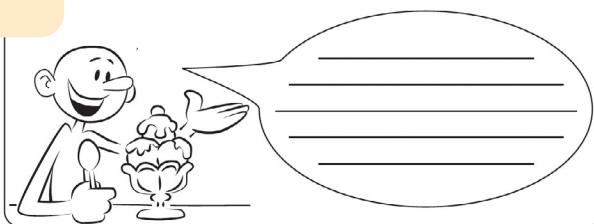


1. The image is ironic because _____



2. The image is ironic because _____

_____ the image. Then, think of what this person might say that would make this image ironic, or expected. Write your idea on the lines.



SKILL EXTENSION

Independent application activities promote **writing and expressive language**.

1 ANSWER KEY FOR TEACHER REFERENCE

[Reproducible page 2, Reading and Sorting Words, Part A]

dict	scrib/pt	pel	spect
dictator	prescribe	dispel	spectacular
additive	transcript	repellant	prospect

[Reproducible page 2, Writing Words, Part B]

Words	Meanings
contra + dict = contradict	to drive forward
pro + pel = propel	to look at something
spect + acle = spectacle	something that is
de + scribe = describe	to write what someone
in + spect = inspect	to say the opposite

EDUCATOR SUPPORT

Looking for an at-a-glance reference to evaluate student work? All Lessons include an **Answer Key**.

[Reproducible page 2, Reading Sentences, Part C]

The Plane

The **inspector** checked the old plane on the runway. First she spun the **propeller** to see if it turned without any problems. Then she checked the wings to see if she could **predict** any problems they may have. She kept checking every **aspect** of the plane. As she worked, she **dictated** a **description** of what she found to her helper. The helper **scribbled** down what she said on a pad. After she was done, the **inspector** handed in a **transcript** of what she found. The plane was ready to go!

[Reproducible pages 3-4, Check for Understanding, Part E]

1. Melampus predicts that the roof will soon collapse.
2. Melampus is able to predict events because he can hear what the animals are saying and they tell him information.
3. Based on the text, Melampus was well-known for predicting events. Because of all the times he had been correct about predictions in the past, the captures decided to believe him.

Lesson page 3

Lexia Lessons Sample *continued*

STUDENT SUPPORT

Anchor Charts and graphic organizers provide opportunities for personalized delivery to support the varying learning needs of all students.

Lexia POWERUP LITERACY (Lexia Lessons®)

Word Study
Level 13: Morphology
Latin Roots 2 (dict, scrib, pt, pel, spect)

PRACTICE

Reading and Sorting Words

A. Before you read each word in the box, underline its Latin root. Then, write the word in the correct column.

prescribe dispel transcript dictator spectacular repellant prospect addictive

dict	scrib/pt	pel	spect
_____	prescribe	_____	_____
_____	_____	_____	_____


Writing Words

B. Combine the word parts and write the word on the line. Then, draw a line to the correct meaning of the word.

Words	Meanings
contra + dict = _____	to drive forward
pro + pel = _____	to look at something carefully
spect + acle = _____	something that you watch
de + scribe = _____	to write what something is like
in + spect = _____	to say the opposite

Reading Sentences

C. Find and underline words containing Latin roots included in this lesson (dict, scrib/pt, pel, spect). (Hint: There are nine, including the one that has been done for you.) Then, read the paragraph.



The Plane
The inspector checked the old plane on the runway. First she spun the propeller to see if it turned without any problems. Then she checked the wings to see if she could predict any problems they might have. She kept checking every aspect of the plane. As she worked, she dictated a description of what she found to her helper. The helper scribbled down what she said on a pad. After she was done, the inspector handed in a transcript of what she found. The plane was ready to go!

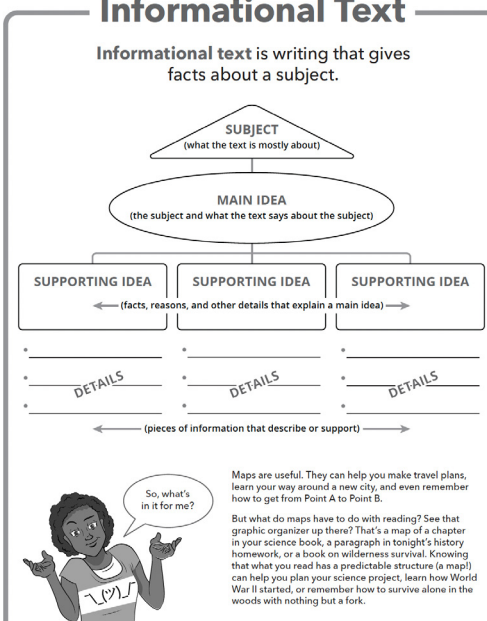
Reproducible page 2

Lexia POWERUP LITERACY (Lexia Lessons®)

ANCHOR CHART

Informational Text

Informational text is writing that gives facts about a subject.



So, what's in it for me?

Maps are useful. They can help you make travel plans, learn your way around a new city, and even remember how to get from Point A to Point B.

But what do maps have to do with reading? See that graphic organizer up there? That's a map of a chapter in your science book, a paragraph in tonight's history homework, or a book on wilderness survival. Knowing that what you read has a predictable structure (a map!) can help you plan your science project, learn how World War II started, or remember how to survive alone in the woods with nothing but a fork.

Lexia POWERUP LITERACY (Lexia Lessons®)

Comprehension

Level 13: Compare & Contrast 2

Read the passage, then, use terms in the word box to complete the graphic organizer.

Deciding whether to get a dog or a cat can be a difficult decision as both animals make great pets. It just depends on what you're looking for!

Dogs are often more friendly to people, while cats are known for being a bit pickier about who they love. Dogs tend to have lots of energy and love going on walks. Cats, however, do not need to be walked. Like dogs, cats also have soft fur that covers their cute ears, paws, and tails. Dogs and cats are also similar because both look adorable when they are curled up sleeping. Both animals make plenty of noise; however, dogs bark while cats meow.

No matter what decision you make, one of these lovable animals is sure to melt your heart and make a great pet!

need walks picky with love don't need walks friendlier to people adorable when sleeping have soft fur

Compare (alike)

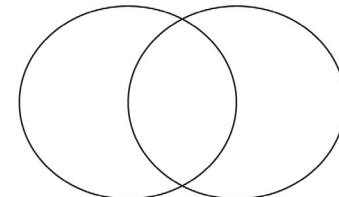
cats dogs

Contrast (different)

cats dogs

love walks

D. Sort the information in the graphic organizer above into the Venn diagram below.



DIFFERENTIATED INSTRUCTION

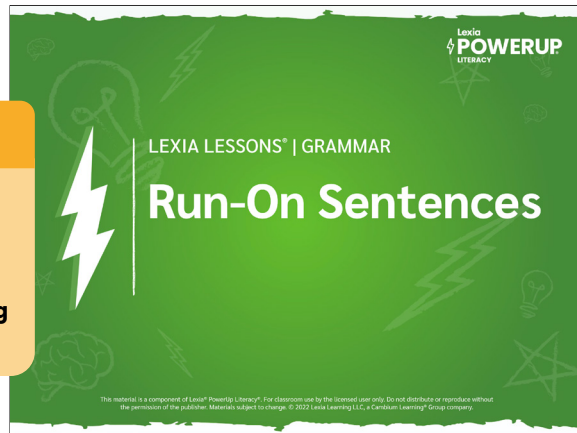
Lessons offer a wide range of low to high skills scaffolded to support student progress.

Lexia Lessons: Slide Decks Sample

The same targeted instruction as paper-based Lexia Lessons, but in a flexible digital format

FLEXIBLE DELIVERY

The Google Slides™ format allows teachers to support individual students, small groups, or the whole class **in school or in a remote learning environment.**



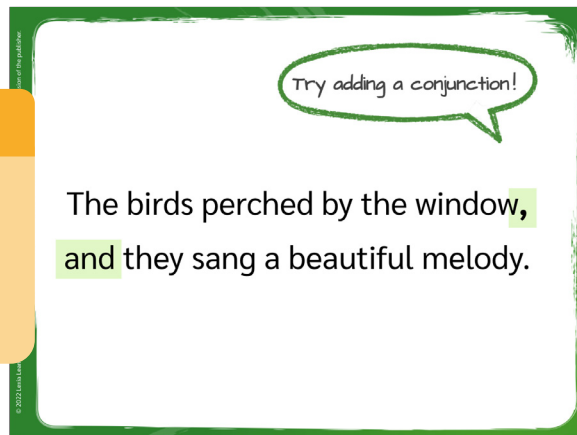
STUDENT SUPPORT

Engaging visual elements and presentation features enhance lesson delivery to **keep students motivated.**



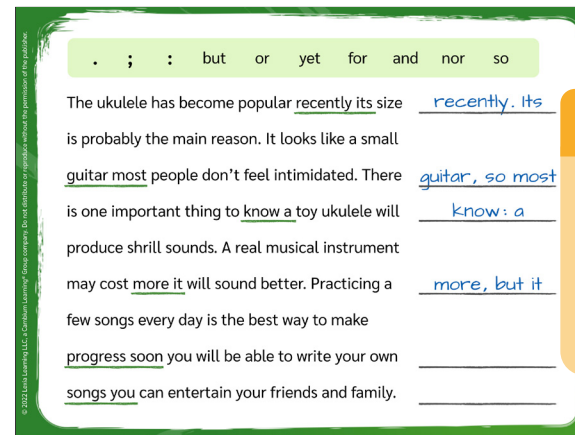
DIFFERENTIATED INSTRUCTION

Educators are integral to the delivery of each lesson—they **control the dialogue and pace.** This personalized approach supports the varying needs of all students.



EDUCATOR SUPPORT

Instructional prompts and lesson delivery tips are included as speaker notes. All lesson slide decks also include a **built-in Answer Key** to provide immediate feedback.



Lexia Skill Builders Sample

Practice materials that reinforce and extend online learning

SKILL APPLICATION

Students are encouraged to work on corresponding sets of Skill Builders, either independently or with a partner to **reinforce and extend the online concepts.**

Name: _____

Word Study
Level 5

E. Write the word that is close in meaning.

left	whiff	den	nap	ask	crisp
kiss	bend	fix	gong	test	ledge

1. smell: <u>whiff</u>	2. peck: _____	3. beg: _____
4. went: _____	5. shelf: _____	6. flex: _____
7. rest: _____	8. check: _____	9. fresh: _____
10. nest: _____	11. mend: _____	

F. Match each vowel. Divide each word. Write the syllable that is the same in both words.

dis	2. problem — lemming → _____
_____	4. mitten — tennis → _____
_____	6. muffin — Finland → _____
_____	8. frantic — hectic → _____
_____	10. insect — insist → _____

G. Mix the syllables below into as many words as you can.

in	con	vent
sist	struct	tend

insist	

★ Pick 2 of the words you made. Write a question using each word.

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Lexia Skill Builders

page 2

Name: _____

Comprehension
Level 16: Analysis & Evaluation 3

TEXT CONNECTION

B. Use the sentence starter and evidence from both texts to write a paragraph in response to the prompt below. Use the Writer's Checklist to plan your writing.

Prompt: Describe how Margot and the other children in "All Summer in a Day" may be affected by the lack of sun on their planet.

WRITER'S CHECKLIST

☐ Support your ideas with evidence from both texts
☐ Use specific facts from the infographic
☐ Consider how the mood of the two sources is different

Since Margot and the other children do not have any exposure to the sun on their planet,

EXPRESSIVE LANGUAGE

Students are given the opportunity to engage with material in support of expressive language development—long format **writing, drawing, and oral reading.**

Lexia Skill Builders Sample *continued*

Name: _____

Grammar
Level 4

G. Use words and phrases from the word box to create new sentences. Start with this sentence:

My father dances.

likes singing talented in the morning smoothly in the kitchen

1. Add an adverb that describes *how* my father dances. Write the new sentence.

2. Add an adjective that describes *my father* to the sentence you created in #1. Write the new sentence.

3. Add a prepositional phrase that tells *where* my father dances to the sentence you created in #1. Write the new sentence.

4. Replace the complete predicate you created in #3. Write the new sentence.

5. Add a dependent clause that answers *when* my father sings to the sentence you created in #3. Write the new sentence.

★ On the back, revise sentence 4. Add a dependent clause to make it a complex sentence, replacing *my father* with a subject pronoun.

Name: _____

Grammar
Level 2

E. A preposition shows the relationship between one noun or pronoun to another noun or pronoun in the sentence. Sort the following nouns, pronouns, and prepositions.

yours around it pond before ours
bodega mice across mine snake into
over we pencil below nurse his

Nouns	Pronouns	Prepositions
bodega	yours	over
mice	we	around
pencil	it	across
pond	mine	below
snake	ours	before
nurse	his	into

Circle all of the prepositional phrases you find in the paragraph below. Hint: There are more than one.

Arjun will take trumpet lessons after tennis today. He will go behind the campus across the path to get to his teacher's studio. Arjun hopes that he can into the trumpet. Arjun jumps over the gate and can hear sticks tapping. "I bet Ximena will jam today, too!" thinks Arjun as he grins and jogs.

1. When will Arjun take lessons? after tennis

2. Where will Arjun go? behind the campus, across the path, to his teacher's studio

3. Where will he blast tunes? into the trumpet

4. Where does Arjun jump? over the gate

★ On the back, write three questions and answers about Jim's day using other prepositional phrases from the paragraph above. *Student answers will vary.*

WRITING SUPPORT

Many Skill Builders also support the **development of writing skills**, such as constructing sentences, using precise language, and supporting analysis with evidence from the text.

SKILL EXTENSION

Skill Builders include starred (★) extension activities that give students opportunities for **higher-order thinking or peer-to-peer collaboration**.

EDUCATOR SUPPORT

An **Answer Key** is provided for every set of Skill Builders to support evaluation and timely feedback.

Digital Lexia Skill Builders Sample

Expand student access while providing the same opportunities to apply key literacy skills and strategies as paper-based Skill Builders

FLEXIBLE ASSIGNMENT

Digital Skill Builders **expand student access** and eliminate the need for printing to better support literacy development wherever learning happens.

ENGAGING ACTIVITIES

Type-in text boxes enable word, sentence, or paragraph responses, while movable visual components facilitate sorting and sequencing tasks.

Name: _____

Word Study
Level 6

N. Write the Dropping Rule.

When a base word ends in e, drop the e before adding a vowel suffix.

O. Read the sentences and circle the words that follow the Dropping Rule. Then, underline each base word and add a small "e". Write the base word and the suffix.

Sentence	Base Word	Suffix
He <u>riding</u> with me to the shop?	ride	-ing
My dress <u>was voted</u> the most beautiful.	vote	-ed
You are <u>not biting</u> into that scone!	bite	-ing
She <u>is making</u> a craft in this class?	make	-ing
He <u>tried</u> to change the rules.		
He <u>threw</u> the blocks were on the side of the bed.		
7. The brand new bikes were shining in the sun.		
8. At ten o'clock, I will be driving to the ocean.		
9. Are you piping frosting on the cupcake? Yum!		
He <u>collided</u> with the fast dog.		
She <u>traded</u> her milk for a shake.		

Write the new words.

Word	-ed	-s	-ing
skated	skates	skating	

★ On the back, use 4 of the words with suffixes in sentences.

Lexia POWERUP LITERACY Lexia Skill Builders

page 5

Name: _____

Comprehension
Level 14: Argument

SKILL FOCUS

F. Read the argumentative text *No Gum in Class*, and complete the following activities.

- Use the labels *claim*, *reason*, *evidence*, *counterclaim*, and *conclusion* to annotate the text. Some have been filled in for you.
- Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.

No Gum in Class

Gum chewing should not be allowed in classrooms. First of all, gum would cause unnecessary mess. If students have gum in class, the undersides of desks would be littered with sticky, leftover gum. The cleanup would fall unfairly onto the already overworked and under-appreciated cleaning staff. Furthermore, gum chewing is distracting. If students are permitted to chew during class, there will be more loud chomping, gum smacking, and bubble blowing. Time on learning will also be wasted because teachers will need to stop teaching to enforce rules related to gum use or reprimand students who are distracting to others with their gum chewing. Many claim that gum chewing helps students pay attention and concentrate. However, recent research shows that the benefits of gum chewing wear off after only 15 minutes. Chewing gum throughout a test could actually be more distracting than beneficial. Students should save gum chewing for time with friends or the sports fields and keep gum out of the classroom!

reason

conclusion

Text annotation features, such as highlighting and margin notes, **support comprehension activities**.

Lexia POWERUP LITERACY Lexia Skill Builders

page 5

Anchor Charts Sample

Support instruction and promote academic success

VISUAL REPRESENTATION

Anchor Charts benefit all students by providing **visual representations** of core skills and strategies.




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Greek Combining Forms

Greek combining forms are meaningful word parts that are found in words of Greek origin.

SKILL SUMMARY

Each Anchor Chart offers a concise, **explicit summary of skills taught** in the student program and in Lexia Lessons.

phone  sound	biblio  book	astro  st
microphone	bibliography	astro

CONTENT AREA CONNECTIONS

Studying Greek combining forms? Share the Anchor Chart with science teachers to **promote learning that spans across content areas.**

ATA GLANCE

tele	phone	biblio	astro
telegraph	megaphone	bibliomania	astrodome
television	phonograph	bibliophile	astronomy
telepathy	symphony	bibliology	astrophysics



Now I know how to tell which words come from Greek!

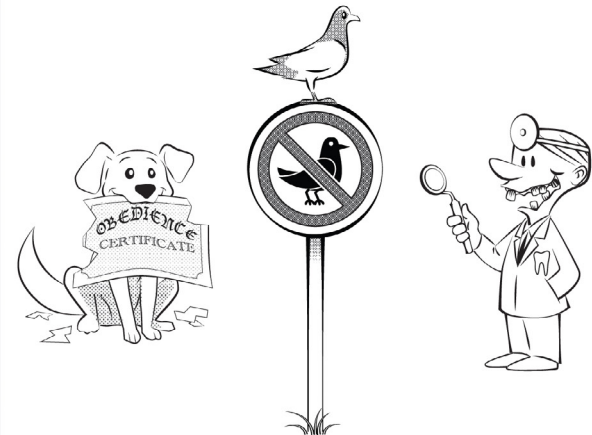
astrological	committee
outspoken	phonics

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Irony

Irony is something that is the opposite of what is expected.



If the world always worked the way it was supposed to, life would be pretty boring. You'd expect an obedience school diploma to belong to a well-trained dog. You'd expect a "No birds allowed" sign to result in a bird-free area. And you'd expect your dentist's teeth to be... wait, what?! Yep, just when you least expect it, **IRONY!** (That's what irony is, the opposite of what you expect.)

There are lots of examples of irony in real life. There are even more examples in stories, plays, and poems. Authors know that nothing gets a reader's attention like the unexpected. Irony can be used to entertain, create suspense, or make a point about life. So, now you know to expect the unexpected!

SO, WHAT'S IN IT FOR ME?

Educators can give students the meaning and value of each skill or strategy by discussing the **So, what's in it for me?** section together.

Writing Prompt Pack Sample

Help build, reinforce, and assess fluent reading skills

Name: _____

Written Composition
Argumentative Text
Cell Phones

READ the information in the box below.

There is a debate about whether students should be allowed to use their cell phones in school as learning devices. A US research study, *Hold the Phone!*, published in 2016 found that 7 out of 10 high school students said that cell phones support their learning. Almost 91% of these students said they used their cell phones for school work outside of class. Yet, 30% of these same students were in favor of banning the use of cell phones in school. They said that cell phone use in class is distracting. Cell phones can also be used for cheating or cyberbullying.

THINK carefully about the following question.
Do you think that your school should allow for cell phones to be used in class for learning?

WRITE an argumentative essay stating your position for or against the use of cell phones in the classroom. Write more than one paragraph to support your position with reasons and examples.

Be sure to –

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

PRESENT (optional)

- ☐ organize a presentation
- ☐ pronounce words clearly at a normal rate
- ☐ make eye contact
- ☐ use a strong voice and natural gestures

20 engaging prompts presented in a format similar to standardized writing assessments to familiarize students with common formats and requirements.

Name: _____ Title: _____

STUDENT WRITING CHECKLIST: INFORMATIONAL TEXT

ORGANIZATION/ PROGRESSION	<input type="checkbox"/> I reread the "WRITE" prompt. <input type="checkbox"/> I understood the purpose for writing. <input type="checkbox"/> I organized my ideas before writing. <input type="checkbox"/> I clearly stated my central idea. <input type="checkbox"/> Every supporting idea relates to my central idea. <input type="checkbox"/> I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	<input type="checkbox"/> I included enough information to explain my ideas. <input type="checkbox"/> I used specific details and examples to support my ideas. <input type="checkbox"/> I made my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	<input type="checkbox"/> I used specific, descriptive words to support my ideas. <input type="checkbox"/> I reread my sentences to be sure they are complete and make sense. <input type="checkbox"/> I checked my spelling, capitalization, punctuation, and grammar.
NOTES	<p>What did I do well?</p> <p>What can I improve?</p>

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Lexia® Writing Prompts

STUDENT CHECKLISTS

Student-friendly **checklists** help students understand and improve their writing performance.

SCORING RUBRIC: PROCEDURAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organization doesn't fit purpose and prompt. Central idea is missing, unclear, or illogical. Extraneous information doesn't relate to topic. Progression of ideas is weak. Repetition, wordiness, and lack of transitions disrupt flow of essay. 	<ul style="list-style-type: none"> Organization somewhat fits purpose and prompt. Central idea is weak or unclear. Some irrelevant information included. Progression of ideas not always controlled and logical. Repetition, wordiness, and lack of transitions somewhat disrupt flow of essay. 	<ul style="list-style-type: none"> Organization mostly fits purpose and prompt. Central idea is clear. Mostly relevant information is included. Progression of ideas is generally controlled and logical. Transitions link ideas to support flow of essay. 	<ul style="list-style-type: none"> Organization fully addresses purpose and prompt. Central idea is clear and precise. Relevant, focused ideas support coherence and unity. Progression of ideas is well-controlled and logical. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Details and examples are inappropriate or missing. Writing is weak and not linked to prompt. Essay demonstrates a lack of understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Some details and examples are provided. Writing is not thoughtful and is somewhat formulaic. Essay demonstrates a limited understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Details and examples are specific and appropriate. Writing reflects some thoughtfulness and originality. Essay demonstrates a sound understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are fully developed. Details and examples are specific and well-chosen. Writing is thoughtful and engaging. Essay demonstrates a thorough understanding of informational/procedural writing.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is limited or vague. Sentences are simple, awkward, or uncontrolled. Essay demonstrates poor use of correct spelling, capitalization, punctuation, and grammar conventions. Numerous errors disrupt fluency and interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Essay demonstrates limited use of correct spelling, capitalization, punctuation, and grammar conventions. Some errors disrupt fluency or meaning. 	<ul style="list-style-type: none"> Word choice is mostly clear and specific. Sentences are varied and adequately controlled. Essay demonstrates adequate use of correct spelling, capitalization, punctuation, and grammar conventions. A few errors do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Essay demonstrates correct use of spelling, capitalization, punctuation, and grammar conventions. Minor errors do not disrupt fluency or affect clarity.

SCORING RUBRICS

Teacher-facing rubrics support the evaluation of **student writing performance** based on:

- organization/progression
- development of ideas
- use of language and conventions

Fluency Passage Pack Sample

Help build automaticity and fluency

FLUENCY PASSAGES

The sets of **controlled and grade-level passages** with text-based questions ensure that students are able to construct meaning.

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SINKHOLES
SILENT-E SYLLABLES
WORD COUNT: 162

A bus is driving down a lane. In a blink, there is no lane! There is just a big hole, and the bus drops right into it. A sinkhole is to blame. A sinkhole takes shape when water dissolves rocks that are embedded in the land. The water makes spaces or tunnels in the rocks. Then, the top slab of land collapses into those spaces. This cave-in can happen very fast. Anything can drop into sinkholes: homes, animals, people, or objects. Some sinkholes are small. Other sinkholes are wide enough to take down a whole block of buildings. Sinkholes happen all around the world. Places with a lot of limestone have a high rate of sinkholes. Water acts fast on limestone to dissolve it. Pipes that channel water into the land or pump water out of the land can bring about a sinkhole. The best plan to stop new sinkholes from happening is to stop building anything on land that may collapse.

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:

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Fluency
Oral Reading Passages

Fluent Reading Student Checklist

Name: _____

Date: _____

Passage Title: _____

- ☐ My expression is natural. I sound like I am talking to a friend.
- ☐ The volume of my voice is loud enough for someone sitting next to me to hear every word.
- ☐ I group words into phrases that show I understand the meaning of what I am reading.
- ☐ I pay attention to punctuation. I pause when I see commas and periods and change my voice when I see question marks and exclamation points.
- ☐ My reading is smooth and accurate. If I make a mistake, I correct it and continue reading.
- ☐ My pace is conversational. I am not reading as quickly as I can, and I am not reading so slowly that the text loses meaning.

What did I do well?

What can I improve?

STUDENT CHECKLIST

The **student checklist** helps increase agency and engagement.

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Fluency
Oral Reading Passages

Dimensions of Fluent Reading

Scores range from 4 to 16. Scores below 8 generally indicate that fluency may be an area of need. Regularly assess these dimensions of fluent reading to determine if scores indicate that the student is making progress.

Are expression and volume natural?

- ☐ Reads in a quiet voice with little or no expression; does not sound like natural language. (1)
- ☐ Reads in a quiet voice with some expression that occasionally sounds like natural language. (2)
- ☐ Reads with expression at an appropriate volume that sounds like natural language with some lapses into flat reading. (3)
- ☐ Reads with expression at an appropriate volume that consistently sounds like natural language. (4)

Are words grouped into meaningful phrases?

- ☐ Reads word-by-word. (1)
- ☐ Reads with frequent two-word or three-word phrasing. Stress and intonation do not match ends of sentences and clauses. (2)
- ☐ Reads with some appropriate phrasing combined with run-ons and erratic pauses. Adequate stress and intonation. (3)
- ☐ Reads with appropriate phrasing and attention to punctuation within and between sentences. (4)

Is reading smooth and effortless?

- ☐ Reads with frequent hesitation, repetition, or sounding out of words. (1)
- ☐ Reads with some areas of hesitation or sounding out of words. (2)
- ☐ Reads smoothly with occasional breaks or phrases. (3)
- ☐ Reads smoothly with some breaks or phrases that are self-corrected. (4)

Is the pace conversational?

- ☐ Reads slowly with difficulty. (1)
- ☐ Reads moderately slowly. (2)
- ☐ Reads at an uneven pace (slowly in some areas, fast in others). (3)
- ☐ Reads at an appropriately conversational pace. (4)

Adapted from Zutell & Rasinski, 1991.

TOTAL

FLUENT READING RUBRIC

A **teacher-facing rubric** guides educators in evaluating the dimensions of fluent reading: expression, volume, phrasing, and pace.