

PowerUp Resources A Visual Guide



This guide outlines the Lexia® PowerUp Literacy® resources that can be used to reinforce, extend, and celebrate student learning. These resources are most effective when used as part of a blended learning model that includes the online student program and myLexia® data.

From the myLexia Resources Page

Lexia Skill Builders®

Word Study
Level 1.5

Name _____

8. Combine the word parts to make a real word. Remember that the prefixes sub-, con-, in-, and ob- sometimes change their spelling to match the first letter of the root.

sub-	port	support	con-	ment
	ply			rode
	fer			lect
	pose			mit
	fix			rect

9. Use the words above in the sentences below.

- Do you like to _____ items like comic books or trading cards?
- Please _____ me if I pronounce your name in the wrong way.
- A _____ is a word part, just like a prefix or a root.
- Do we have a big enough _____ of snacks for the party?
- Thank you for your thoughtful _____ in the group chat.

in-	mane		ob-	pose
	mortal			press
	legal			fer
	lustrate			fice
	mense			cur

- Please _____ your uncle a cupcake as well!
- It is _____ to steal from a store.
- Is your _____ on the first floor or the third floor?
- The Great Wall of China is an _____ structure; it is over 5,000 miles long.
- Do you know when the next lunar eclipse will _____?

* Choose three words that you did not use. On the back, draw a picture to illustrate each one.

POWERUP LITERACY page 4

Lexia Lessons®

POWERUP LITERACY Comprehension
LEVEL 1.5
Compare & Contrast 1

PREPARE

CONCEPT Comparing and contrasting involve looking at the similarities and differences between two things, such as objects, places, or people. Strategic readers pay attention to how authors present ideas and can identify comparisons and contrasts in sentence-level text.

VOCABULARY compare, contrast, transition words

MATERIALS Lesson reproducibles

INSTRUCT

ANCHOR CHART [Display Reproducible page 1 J]

- Introduce the Concept of this lesson. (See above.)
- Review the terms **compare**, **contrast**, and **transition words** on the Anchor Chart. Then, direct students to the visual examples.
- Explain that the purpose for comparing and contrasting is to explore the similarities and differences between two things.

PRACTICE

[Display Reproducible page 2, Part A.]

- Read the directions with students.
- Prompt students: What two activities is the author comparing? How are these activities alike?

[Display Reproducible page 2, Part B.]

- Read the directions with students.
- Prompt students: What two activities is the author contrasting? How are these activities different?

[Display Reproducible page 3, Part C.]

- Read the directions with students.
- Prompt students: Does the transition word connect a comparison of things or a contrast? Does the transition word tell you that the things are different or the same?

[Display Reproducible page 3, Part D.]

- Read the directions with students.
- Prompt students: What information can you use to best complete the statement? Which transition word best completes the statement?

* Note that an Answer Key is available for teacher reference on Lesson page 2.

Lesson page 1

- Practice materials for application and generalization of skills
- Designed to give students further practice with online skills
- Automatically recommended in the myLexia Class Table based on student progress

- Explicit instruction for targeted intervention
- Designed to support students who are struggling in online activities
- Automatically recommended in the myLexia Class Table based on student performance

The PowerUp Resources Hub includes a link to the Help Center with answers to program questions, setup and troubleshooting guides, system requirements, and ways to contact our support team.

PowerUp Resources Hub: Support for Instruction

Digital Lexia Skill Builders

Word Study
Level 4

Name _____

H. Combine the open syllable with the other syllables in each list. Then, answer the riddles.

e	ven	even	gan
	lect		yond
	go	be	came
	vil		side
	rase		have

- If you vote for someone, you help to do this: _____
- Six, ten, and one hundred are not odd but this: _____
- If you are next to something, you are this: _____
- If you act politely, you do this: _____
- Bad, to the extreme: _____

ro	bat	tile
	tund	dy
	bust	rade
	tale	ny
	demis	tan

- Rats and mice are these: _____
- Something that is very little is this: _____
- A word for "to spin" is this: _____
- If everything is where it should be, a space is: _____
- This is the name of a text: _____

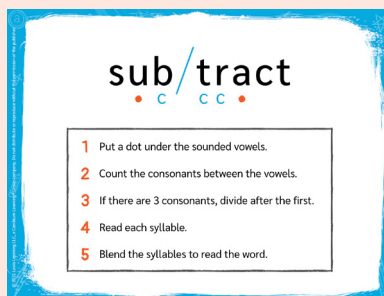
★ Pick 3 words that you did not use. On the back, write a riddle for each.

POWERUP LEXIA

page 3

- Digital activities for application and generalization of skills
- Designed to give students further practice with online skills
- Type-in text boxes and movable components for sorting and sequencing tasks

Lexia Lessons: Slide Decks



- Explicit instruction for targeted intervention
- Designed to support students who are struggling in online activities
- Can be used in the classroom or in a remote learning environment

Letter Tiles

Teacher Resource Kit
Letter Tiles-Lowercase

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

page 1

- Upper- and lowercase letters
- Designed for students to cut and manipulate
- Referenced in Lexia Lessons

Fluency Passages

POWERUP
Intermediate/Fluency
Oral Reading Passages

WATER POLO
OPEN SYLLABLES
WORD COUNT: 112

Suppose that a person likes to play basketball and also likes to swim. That person can combine those basic skills in one exciting game. That game is water polo.

In water polo, swimmers focus on getting a ball into a net located in the end zone of the rival squad. There are a total of seven athletes on a squad: six people for offense and defense plus one person to protect the net.

Water polo has a fast pace because a squad has less than a minute from the moment they get the ball to try to get it in the net of their rival. The rules prevent athletes from pushing off the bottom, so strong swimmers are the best fit. Athletes must also be polite. It is not legal to grab, push, kick, or sink anyone. Water polo is an exciting game to play. It's exciting for the fans as well.

Time	Words	Self-Corrections	WCPM	Accuracy
------	-------	------------------	------	----------

30

- Short, leveled texts from online fluency activities
- Formatted with additional line spacing and a line-by-line running word count to provide opportunities for both practice and formative assessment

Fluency Student Checklist

POWERUP
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?

- Fluency checklist for students to reflect on their expression, volume, phrasing, accuracy, and pace
- Designed to have students self-monitor their progress and set goals for improvement

Comprehension Passages

POWERUP
Level 12/Activity 1
Comprehension Passages

THE MAN WHO COULDN'T REMEMBER
BY ROBERTA FLORES
PROFANATIONAL

Henry Molaison died in 2008 at the age of 82. He was famous, though few people knew his name. Until his death, Henry was known only by his initials, to protect his privacy. For decades, neuroscientists, who study the brain and nervous system, had been reporting about their research with "H.M."

When Henry was ten years old, he began suffering from epilepsy. Epilepsy is a disorder that involves sudden bursts of electrical energy in the brain that cause seizures. For Henry, these seizures grew in strength over the years. When he was in high school, they were severe. At any time, he might lose consciousness, fall to the ground, and lie with muscles jerking. Doctors prescribed powerful medications, but the seizures continued.

A neurosurgeon offered an experimental operation to treat the epilepsy. Henry was 27 when he decided to undergo the surgery. The surgeon drilled through Henry's skull. He carefully sliced away tissue from deep inside each half of the brain. The removed sections came from both temporal lobes. Each section included a structure called the hippocampus.

As a result of the operation, Henry's seizures were reduced. But something essential had been taken from him. He lost the ability to form new memories. He still had some memories of his life before the operation. But he could not remember what he ate for breakfast or where he had gone the day before. No matter how many times he met someone, each meeting was new to him. He understood what was said to him, but he could not hold onto the information for more than a few seconds. When asked how long he had trouble remembering things, he said, "I can't tell you because I don't remember."

Henry remained a gentle, friendly, intelligent person with a good sense of humor. He enjoyed doing crossword puzzles and watching movies. But without the ability to form memories, Henry could not learn new things or navigate his world. He needed care for the rest of his life.

The general term for memory loss is amnesia. Amnesia may result from brain injury or disease. Sometimes amnesia is temporary. In Henry's case, it was permanent. And because it occurred after removal of the hippocampus in both lobes, neuroscientists gained understanding of the work these

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- Short, leveled texts from online comprehension activities
- Designed to support educators in further scaffolding comprehension instruction and activities for students

PowerUp Resources Hub: Support for Instruction

Anchor Charts

POWERUP
Lexia

Spelling Patterns: tion & sion

Words with /shun/ are spelled **-tion** as in the word **nation**.
Words with /zhun/ are spelled **-sion** as in the word **decision**.

-tion	-sion
location	vision
induction	erosion
invention	invasion
foundation	conclusion

Now I can spell words with /shun/ and /zhun/.

potion	poshion
version	verzhion
fiction	ficshion

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- Printable anchor charts to support grammar, word study, and comprehension instruction
- Designed to summarize the skills taught online and included in most Lexia Lessons

Graphic Organizers

POWERUP
Lexia

GRAPHIC ORGANIZER: Theme Chart

Theme

What is the conflict?

Who are the characters?

Why did the author choose these words?

Choose a keyword for this story:

<input type="checkbox"/> prejudice	<input type="checkbox"/> greed	<input type="checkbox"/> honesty	<input type="checkbox"/> bravery	<input type="checkbox"/> teamwork
<input type="checkbox"/> family	<input type="checkbox"/> hard work	<input type="checkbox"/> kindness	<input type="checkbox"/> mistakes	<input type="checkbox"/> happiness
<input type="checkbox"/> cheating	<input type="checkbox"/> friends	<input type="checkbox"/> persistence	<input type="checkbox"/> love	<input type="checkbox"/>

What is the author's message?

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Graphic Organizers | page 15

- Collection of 13 different graphic organizers
- Designed to support reading comprehension and analysis of informational, narrative, and persuasive texts

Writing Prompts

POWERUP
Lexia

Writing Prompt: Perseverance

Name: _____

READ the information in the boxes below.

The Crow and the Pitcher
by Aesop

A CROW, half-dead with thirst, came upon a Pitcher, but when the Crow put its beak into the Pitcher, he found that he could not reach the little water that was in it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. He kept dropping pebbles in the Pitcher. At last, he saw the water rise and after casting in a few more pebbles he was able to quench his thirst and save his life.

Still Here
by Langston Hughes

I been scarred and battered,
My hopes the wind done scattered.
Snow has froz me,
Sun has baked me,
Looks like between lem they done
Tried to make me
Stop laughin', stop lovin', stop
Havin'—
But I don't care!
I'm still here!

THINK carefully about the following statements.

Both the fable and the poem have the theme of perseverance. Having perseverance means being determined to keep doing something until a goal is achieved.

WRITE an essay explaining perseverance and how being determined and not giving up helps in achieving a goal. Use examples from the two texts.

Be sure to —

<input type="checkbox"/> clearly state your controlling idea	<input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences
<input type="checkbox"/> organize and develop your explanation effectively	
<input type="checkbox"/> choose your words carefully	

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Lexia Writing Prompts

1

- Writing prompts focused on engaging, grade-appropriate themes and topics from online comprehension activities
- Includes teacher-facing rubrics and student-friendly checklists for each writing genre



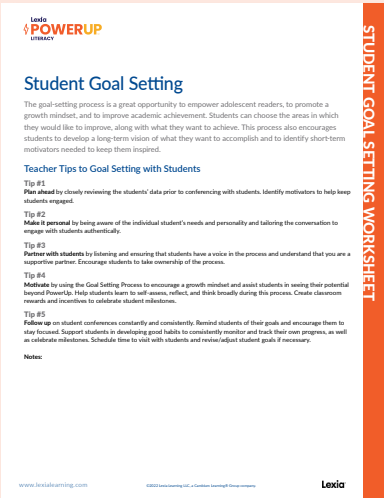
Instructional Materials Overviews

Achievement Certificates



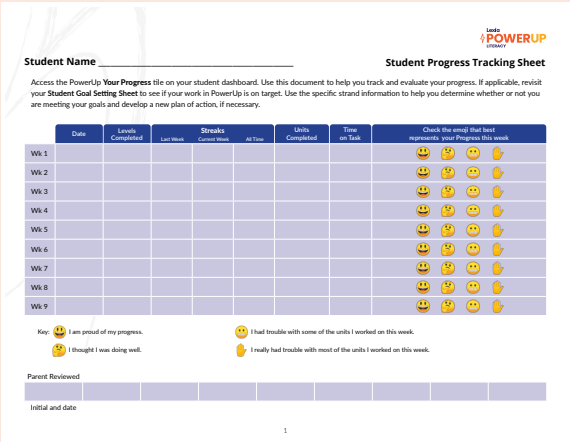
- Certificates in English and Spanish
- Available with detailed statements in full-color
- Designed to celebrate student success and enhance school to home communication

Student Goal Setting Worksheet



Interactive worksheet for students to participate in tracking progress, reflecting on successes, and choosing areas in which they'd like to improve

Student Progress Tracking Chart



- Interactive chart for students to track and evaluate their progress based on information from the Your Progress tile on their student dashboard
- Designed to be used in conjunction with the Student Goal Setting Worksheet



Home Use Letters	Lexia Read@Home Activities	Lexia Student Choice Boards
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Lexia Student Choice Boards


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- Literacy-building activity suggestions in an engaging format that promotes student agency
- Available in English and Spanish



PowerUp Resources Hub: Guides and Manuals

Professional Learning Guide



Lexia® PowerUp Literacy® Professional Learning Guide

Goals

Understand:

- Instructional Pedagogy and Skill Areas
- Online Student Program
- Data and targeted Instructional Resources
- Implementation Best Practices

Lexia® POWERUP literacy

School Year Guides

FOR EDUCATORS

Lexia® Beginning the Year with Success

Lexia is committed to working with you to ensure the success of every student, and these tips can help you get the school year off to a great start with Lexia® Core® Reading and Lexia® PowerUp Literacy®. Begin by logging in to [PowerUp Literacy](#) to access all of the resources described here, and more!

- Prepare Student Login Cards**
View and download your class roster and student login cards with usernames and passwords from the myLexia storage page.
- Bookmark myLexia.com**
Your myLexia reports provide actionable data based on student performance and progress – make sure you can easily access this valuable information!
Regularly review the Class Overview dashboard to identify students who:
 - Need more online usage
 - Need targeted support
 - Are ready for independent practice
 - Are ready to collaborate on achievement
- Explore the Resources page**
Visit the myLexia Resource page to explore the Library of Lexia lessons and Lexia Skill Builders. These resources provide opportunities to reinforce and extend the literacy skills students learn online.
The Resource page also provides access to the Resources Hub with additional instructional support materials, such as flashcards, fluency passages, close reading sets, and writing prompts. Check out the homepage throughout the school year to discover new and enhanced featured resources.
Consider creating a system to keep track of these downloadable materials: digital folders, student binders, or a binder or set for shared use.
- View Program Overview Videos**
When you're visiting the Resource Hub, take a few minutes to watch one (or all) of the descriptive program overview videos from the Core® Read Practice orientation to the PowerUp Student Experience and Onboarding videos.
- Communicate with Families**
The Resource Hub offers a variety of materials to strengthen school-to-home connections. Use the Lexia home use letters to communicate the benefits of Lexia's programs and show how high information with families.
The Read Together Activities offer suggestions to promote literacy development at home. These fun games and hands-on projects can be shared as part of your classroom Open House or Back-to-School night.
- Plan to celebrate student success**
The Resource Hub offers a variety of materials to strengthen school-to-home connections. Use the Lexia home use letters to communicate the benefits of Lexia's programs and show how high information with families.
The Read Together Activities offer suggestions to promote literacy development at home. These fun games and hands-on projects can be shared as part of your classroom Open House or Back-to-School night.
- Follow Lexia Learning on social media**
Join Lexia Learning on social media to receive updates on new resources and suggestions for literacy building activities on [Twitter](#), [Facebook](#), and [LinkedIn](#).

Lexia® POWERUP literacy

Summer Guides

FOR EDUCATORS

Lexia® POWERUP literacy Summer Reading Tips Supporting Literacy At Home

Looking for ways to help families support their readers at home this summer? Follow these tips to reinforce school-year learning.

Encourage use of PowerUp at home
If your students did not use Lexia® PowerUp Literacy® at home during the school year but you think they'd benefit from continuing to work online this summer, the PowerUp [Lexia Literacy](#) explains to families how to log in and support their reader at home. Available in English, Arabic, Chinese, Haitian Creole, Korean, Portuguese, Spanish, and Vietnamese.

Suggest practicing learned skills
Lexia's instructional support resources can be used to reinforce and build literacy skills from home. Share these resources based on your student's current performance in PowerUp.

- **Lexia Skill Builders** allow students to apply and generalize online learning with engaging tasks that promote written expression. This student resource is available in digital and printable formats. Consider sharing Skill Builders from previously completed levels as a way to review skills that were covered during the school year.
- Students may benefit from reviewing the visually engaging [Lexia Charts](#) to reinforce key literacy skills. They will recognize the precise instructional passages, skills, and vocabulary they experienced in the online program.
- Downloadable [PowerUp Literacy Progress Packs](#) and [Comprehension Passages](#) are available across all program levels: Foundational, Intermediate, and Advanced. Consider using these passages as a way to review previously introduced material.

Promote literacy building activities
Lexia now offers [Read at Home](#) activities with hands-on activity ideas to promote literacy development at home. These fun games and projects can be completed with items that families already have at home.
You can also encourage your students to try the [Lexia Summer Reading Bingo Challenge](#). These fun activities for adolescent readers can help boost literacy skills all summer long.

Celebrate student success
Your students make progress toward their reading goals every day they log in to PowerUp. As you wrap up the school year, be sure to acknowledge these efforts and share the celebration with families. [Achievement certificates](#) are available to mark summer reading accomplishments. Encourage families to ask their readers about newly developed skills.

Follow Lexia Learning on social media
Lexia Learning posts tips for educators and suggestions for at-home literacy building activities on [Twitter](#), [Facebook](#), [Instagram](#), and [LinkedIn](#). Follow us and encourage your students' families to check out our recommended activities.

Lexia

Designed to help educators understand the student online experience, learn how to access student data, and enhance student learning with instructional resources

- Checklist for beginning the year with success
- Guide to supporting families with remote learning


- Tips for summer reading success and using PowerUp in summer programs
- Designed to support planning and implementation

PowerUp Teacher's Manual

Word Study

Level 1 Foundational

Closed Syllables 1



Activity

Syllables, Letter Patterns & Sounds 1
Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.
Units: 1

Spelling 1
Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.
Units: 4

Fluency & Comprehension 1
Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.
Units: 4

Syllables, Letter Patterns & Sounds 2
Discriminate between similar sounding consonants; associate short vowel sounds with letters; demonstrate letter-sound knowledge for consonant digraphs.
Units: 3

Spelling 2
Manipulate phonemes in word chains; map sounds to letters (consonant blends and medial vowels); spell closed syllables.
Units: 4

Fluency & Comprehension 2
Demonstrate understanding of written phrases and spoken sentences.
Units: 3

Skill Check
Demonstrate understanding of key concepts from this level.
Units: 4

PowerUp Scope & Sequence

PowerUp Scope and Sequence											
Word Study											
Unit	Syllables, Letter Patterns & Sounds 1	Spelling 1	Fluency & Comprehension 1	Syllables, Letter Patterns & Sounds 2	Spelling 2	Fluency & Comprehension 2	Syllables, Letter Patterns & Sounds 3	Spelling 3	Fluency & Comprehension 3	Syllables, Letter Patterns & Sounds 4	Spelling 4
1	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.
2	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.
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4	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.	Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.	Segment and blend syllables; discriminate between similar sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.	Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.

Detailed Scope & Sequence

Detailed Scope & Sequence

Level 1: Closed Syllables 1

Activity 1: Syllables, Letter Patterns & Sounds 1
The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are asked to:

- Segment and blend syllables
- Discriminate consonant sounds
- Segment and blend words and sounds (a, i, o)
- Complete multi-syllable words with missing initial vowels
- Segment words into sounds

Activity 2: Spelling 1
The goal of this activity is for students to strengthen their sound manipulation skills while mastering the letter-sound knowledge. Students are asked to:

- Complete multi-syllable words with missing medial vowels in the first syllable

Activity 3: Fluency & Comprehension 1
The goal of this activity is for students to build their awareness of the oral and written word. Students are asked to:

- Blend phonemes into words
- Blend phonemes into phrases (CVC words)
- Blend phonemes into oral phrases

Lexia

- Detailed view of activities and units in the online program
- Includes information on accessing and using student data

- Basic outline of PowerUp skill areas and levels
- Shows the PowerUp systematic and structured approach to word study, grammar, and comprehension instruction
- Designed for educators and administrators

- Detailed overview of the skills and concepts addressed throughout the 16 levels of the program
- Designed for educators and administrators

PowerUp 5-Minute Check-In	myLexia Reports Guides	PowerUp System Requirements
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PowerUp System Requirements

Lexia® PowerUp Literacy® System Requirements

[Web: www.lexiapowerup.com](http://www.lexiapowerup.com)

Operating Systems and Browsers

Mac: <ul style="list-style-type: none"> • macOS 10.9 or higher • Chrome 64 or higher, Safari 11.1 or higher, Edge 96 or higher, Firefox 51 or higher PC: <ul style="list-style-type: none"> • Windows 10 or higher • Chrome 64 or higher, Edge 96 or higher, Firefox 51 or higher Chromebook™ (optional touchscreen) <ul style="list-style-type: none"> • Chrome OS 	For all browsers and platforms <ul style="list-style-type: none"> • JavaScript (recommended) • 1024x608 screen resolution (recommended) • 2 GB RAM (recommended) • JavaScript must be enabled • Initial Download 4.7 MB • Persistent Internal Connection (required) • Bandwidth: A typical student consumes 1MB of bandwidth per 5-min lesson. A classroom of 25 students will consume 100MB of bandwidth per 30-min session.
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iPad

- iOS 12 or Higher
- iPad (3rd generation) or newer, iPad mini 3 or newer, iPad Air (all models), iPad Pro (all models)
- 15 GB free app

myLexia App for iOS

- iPhone, iPad and Touch with iOS 14.0 or higher
- iPad with iPads 14.0 or higher

myLexia.com (the educator website)

- Chrome 64 or higher, Edge 96 or higher, Firefox 51 or higher, Safari 11.1 or higher, or PaaSOS 11 or higher

List of Trusted Sites—Allow Access

- <https://www.lexia.com>
- <http://www.lexiapowerup.com>
- assessment.vanguard.com

[See additional sites you might request access to!](#)

Note: Android mobile operating systems, thin clients, Citrix, Terminal Services/Remote Desktop, virtual machines, and other remote access or PC-sharing systems are not supported.


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- Designed to help educators and administrators understand and use myLexia reports
- Includes information on class, school, and district-level reports

Explains the technical requirements to access PowerUp and myLexia

PowerUp Guide to Error and Alert Messages

QUICK GUIDE






Guide to Error and Alert Messages


This guide is for school technology staff and other educators who want to understand the messages and errors they may see in Leap[®] Frontview[®] software.

When contacting [Leap Support](#) about messages and errors, customers will be asked to provide the following information:

- What messages are you seeing? (It's easy to identify by name, error code, or image)
- When do you see the message? (Before or after class? Consistently or randomly? For the same student or random students? On the same place or in different places?)
- Have any students seen message? (Borrower or tablet? What kind of computer? Wired or wireless connection? Lab, classroom, or home use?)

Message	Troubleshooting
 <p>Leaving Frontview. Please wait.</p> <p>Frontview will return to the previous screen.</p>  <p>Error Code 9999</p>	<p>Try leaving in again. Confirm that your computer's system filters allow the file(s) referenced in the Frontview System Requirements. If you continue to receive the error, please contact us.</p> <p>This error can occur</p> <ul style="list-style-type: none"> • During a lesson, if a network delay occurs or if the student pauses for a long time on the confusion screen • During an activity, if communication between the application and the server is disrupted due to a poor internet connection • During an activity, if the student encounters a software bug, such as a missing data or content
	<p>This appears will show on the screen when we are trying to connect to the Internet.</p> <ul style="list-style-type: none"> • If the spinner appears for an extended period of time • If you have a poor internet connection • If you have a strong connection, with Frontview and log back in • If you have a strong connection and continue to receive the error, please contact us.

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Guide to troubleshoot common errors and alert messages

