

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 3

Name: _____

7. 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.

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

8. 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.

	mane		pose
	mortal		press
in-	legal		fer
	lustrate	ob-	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 4
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.]

- 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.

Read and discuss the **So, what's in it for me?** section with students. (Optional: Review this section when the lesson is complete to reinforce the skill.)

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

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

ven	even	gan
lect		yond
ge	be	came
vil		side
rae		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.
- Red, to the extreme.

bat	lle
tund	dy
bust	rade
tale	ny
denis	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.

Lexia Lessons: Slide Decks

sub/tract

- Put a dot under the sounded vowels.
- Count the consonants between the vowels.
- If there are 3 consonants, divide after the first.
- Read each syllable.
- Blend the syllables to read the word.

Letter Tiles

POWERUP Lexia Lessons™ Teacher Resource Kit Letter Tiles-Lowcase

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		

- 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

- 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

- 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.

Name:	Score:	Self-Corrections:	WCRP:	Accuracy:
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Fluency Student Checklist

POWERUP Fluency Oral Reading Passages

Fluency 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?

Comprehension Passages

POWERUP Level 12 (Lexia 3) Comprehension Passages

THE MAN WHO COULDN'T REMEMBER
BY ROBERTA FLORES
PROFANISIMAL

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 this 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

- 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 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

- 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
LITERACY

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**.

AT A GLANCE

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

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

potion	poshion
version	verzhion
fiction	ficahion

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Graphic Organizers

POWERUP
LITERACY

Theme _____

GRAPHIC ORGANIZER: Theme Chart

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

Writing Prompts

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. 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 friz 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

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

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

- 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



PowerUp Resources Hub: Classroom Resources

Instructional Materials Overviews

Lexia POWERUP LITERACY

What are Lexia Skill Builders?

Lexia Skill Builders are practice materials available in a paper-based or digital format. After completing a level of activity in the PowerUp Literacy online program, students are encouraged to work on a corresponding set of Lexia Skill Builders.

Why are Lexia Skill Builders Important?

Lexia Skill Builders are designed to give students the opportunity to reinforce learning and engage with the material in ways that are not possible online, such as writing, oral expression, and peer collaboration. Many questions and tasks are open-ended, requiring students to generate a written response that reinforces and extends the online learning. At the same time, students are developing writing skills, such as constructing sentences, using precise language, and supporting analysis with evidence from the text.

How can Lexia Skill Builders be used?

Students are encouraged to work on Lexia Skill Builders after they have successfully completed an online level or activity. In addition to enhanced fluency practice, shared extension activities are an opportunity for students to participate in discussions or tasks that support speaking and listening skills.

Lexia Skill Builders can be printed or completed digitally. Responses to many questions may also be written in a notebook or typed separately.

www.lexialearning.com

Designed to explain the what, why, where, when, and how of instructional materials to educators or administrators

Instructional Materials Checklists

PowerUp Lexia Lessons* Checklist: Word Study

Lexia Lessons Title	Delivered	Comments
Level 1		
Phonological Awareness Syllable Segmentation		
Phonological Awareness Blending Syllables		
Phonemic Awareness Beginning Sounds		
Sound/Symbol Confusable Components p/b		
Phonemic Awareness Ending Sounds		
Sound/Symbol Confusable Components f/v		
Sound/Symbol Confusable Components t/d		
Sound/Symbol Confusable Components k/g		
Sound/Symbol Confusable Components m/n		
Phonemic Awareness Sound Segmentation 1		
Reading Patterns Sound-Symbol Manipulation a		
Reading Patterns Sound-Symbol Manipulation i		
Reading Patterns Sound-Symbol Manipulation o		
Spelling Cursive Syllables 2 syllables		
Fluency & Comprehension Listening Comprehension 1		
Phonemic Awareness Blending Sounds		
Fluency & Comprehension Listening Comprehension 2		
Reading Comprehension Picture-Phrase Match 1		
Fluency & Comprehension Phrasing		
Sound/Symbol Confusable Components r/l		
Sound/Symbol Confusable Components t/r		
Sound/Symbol Confusable Components w/y		
Sound/Symbol Confusable Components c/g		
Sound/Symbol Confusable Components s/z		
Sound/Symbol Short Vowels a, u, o, o, o		
Sound/Symbol Consonant Digraphs: Beginning		
Sound/Symbol Consonant Digraphs: Ending		
Reading Patterns Sound-Symbol Manipulation a, u		
Sound/Symbol Consonant Blends: Beginning		
Reading Patterns Sound-Symbol Manipulation all vowels		
Sound/Symbol Consonant Blends: Ending		
Fluency & Comprehension Listening Comprehension 3		
Reading Comprehension Picture-Phrase Match 2		

Designed to help educators track delivery of Lexia Lessons and Lexia Skill Builders

PowerUp Implementation Planning Chart

Implementation Planning Chart

Once you have begun your implementation, the Implementation Planning Chart in myLexia helps you quickly identify implementation goals you need more time in the student program, more teacher-led support (on- or off-line), or on-ready to fill practice on available lessons.

The following template can be completed to assist you in planning your implementation of PowerUp:

Component	Implementation of PowerUp Components				
	Weeks 1-3 Initial on-site visit	Weeks 4-6 Initial on-site visit	Weeks 7-9 Initial on-site visit	Weeks 10-12 Initial on-site visit	13+ Initial on-site visit
Phonological Awareness					
Phonemic Awareness					
Sound/Symbol					
Fluency & Comprehension					
Reading Comprehension					
Spelling					

Designed to support implementation of online program usage, offline lessons, and myLexia progress monitoring

Implementing PowerUp in Any Learning Environment

Implementing PowerUp in Any Learning Environment: Planning Guide

The guiding questions in this planning guide are designed to help you prepare to implement Lexia's PowerUp Literacy in an on-site, virtual, or hybrid learning environment. Addressing these questions will help you consider what you will need to ensure active engagement in each component of every online learning experience.

Implementing All Components of the PowerUp Program	On-Person		Virtual		Hybrid	
	When	Where	When	Where	When	Where
When and how will students access the student program?						
How will students know how and when to log in?						
What pre-boarding steps are necessary to resolve any IT or security environment?						
When will you visit (on- or off-site) to monitor student use?						
When will you visit (on- or off-site) to monitor student use?						

Guiding Questions:

When: When will small group instruction be delivered (or how long)?

Where: (Where will instruction be delivered?)

Which Lexia Lesson(s): Which Lexia Lesson(s) has been implemented?

Pre-Planning Needs:

Staff: How will you ensure progress monitoring and how will you further support, if a additional support is needed?

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- Guiding questions designed to support implementation in an in-person, virtual, or hybrid environment
- Prompts for teachers to consider what's needed to ensure active engagement in each component of Lexia's Adaptive Blended Learning model

Small Group Planning Worksheet

PowerUp® Small Group Planning Worksheet

Client: _____

Period/Block: _____

The 3-Minute Check-in helps you quickly identify students in need of additional time in the online program, teacher-led support or independent practice.

This Small Group Planning Worksheet can help you hold on to the 3-Minute Check-in routine and document a more detailed analysis of students' reading skills. You can separate this information to provide small group instruction and monitor student progress and program.

Student Names	Initial/Final Data Analysis Summary	Teacher Observations	Instructional Priorities

Action Plan

When: (When will small group instruction be delivered for how long?)

Where: (Where will instruction be delivered?)

Which Lexia Lesson(s): Which Lexia Lesson(s) has been implemented?

Pre-Planning Needs:

Staff: How will you ensure progress monitoring and how will you further support, if a additional support is needed?

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- Designed to help educators plan instructional next steps for a group or individual
- Support to determine which students, what skills, what resources, and how student progress will be evaluated in small group learning

Content Area Connections

CONTENT AREA CONNECTIONS OVERVIEW

CONTENT AREA CONNECTIONS: This document provides suggestions for how these PowerUp resources may be used to support content area connections. It does not include alignment to any specific content area standards.

PowerUp Resource Overview: Comprehension Passages, Writing Prompts, & Anchor Charts

Anchor Charts: Anchor Charts are a tool used to support instruction and provide academic success. They provide the teacher with a space to tap into the grade-level content, skills, and vocabulary students learned in the online program. Designed for on-the-spot instruction, Anchor Charts are visual, succinct, and engaging. They are included for every Lexia Lesson.

Comprehension Passages: The provided Comprehension Passages allow offline access to the PowerUp online program, enabling students to extend with and around the text.

Writing Prompts: The Writing Prompts tool offers focused writing practice across genres. The prompts address engaging, grade-appropriate themes and tasks from the comprehension strand of PowerUp. The prompts include teacher-friendly flexibility to fit the students' understanding and response their writing and teacher-facing rubrics for evaluating student writing performance.

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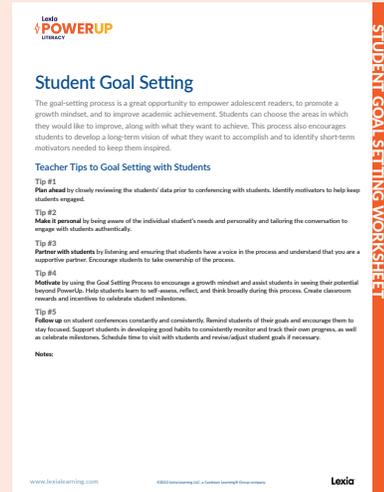
- Provide suggestions on how to share PowerUp Anchor Charts, Comprehension Passages, and Writing Prompts with teachers of Science and Social Studies

PowerUp Resources Hub: Student Achievement

Achievement Certificates



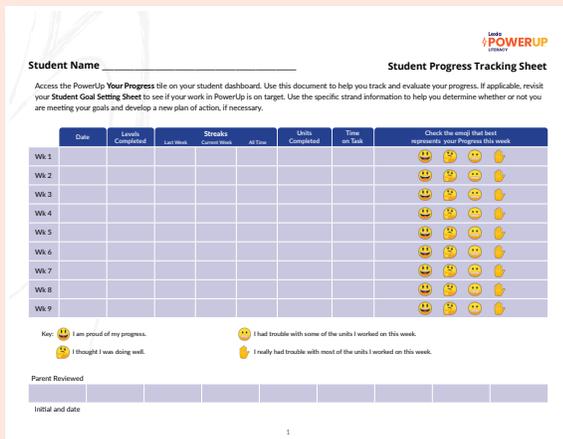
Student Goal Setting Worksheet



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

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



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



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® Core5® Reading and Lexia® PowerUp Literacy®. Begin by logging in to [myLexia](#) to access all 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 homepage page.
- Bookmark myLexia.com**
Your myLexia reports provide individual 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 on-line usage
• Need targeted support
• Are ready for independent practice
• Are ready to celebrate on achievement
- Explore the Resources page**
Visit the myLexia Resources 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 Resources page also provides access to the Resources Hub with additional instructional support materials, such as factbooks, 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 master list for shared use.
- View Program Overview Videos**
While visiting the Resources Hub, take a few minutes to watch one (or all) of the descriptive program overview videos from the Core5 Best Practices orientation to the PowerUp Student Experience and accompanying videos.
- Communicate with Families**
The Resources Hub offers a variety of materials to strengthen school-to-home connections. Use the Lexia Home Use Letter to communicate the benefits of Lexia programs and show how you can help.
- Plan to celebrate student success**
Your students will be making progress toward their reading goals every time they log in. Create a plan to highlight those efforts and share the celebration with families. Lexia achievement certificates are available on the Student Achievement page of the Resources Hub.
- Follow Lexia Learning on social media**
Lexia Learning posts tips for educators and suggestions for literacy building activities on [Twitter](#), [Facebook](#), and [LinkedIn](#).

Lexia
Lexia Learning®

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 Learning](#) explains for 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 covered levels as a way to review skills that were covered during the school year.
- Students may benefit from reviewing the visually engaging [Lexia Learning](#) to reinforce key literacy skills. They will recognize the precise instructional language, skills, and vocabulary they experienced in the online program.
- Downloadable [PowerUp Progress Reports](#) 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 [Lexia Learning](#) 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 time 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](#), and [LinkedIn](#). Follow us and encourage your students' families to check out our recommended activities.

Lexia
Lexia Learning®

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: 11

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: 2

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
1	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency
2	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency
3	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency
4	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency
5	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency
6	Closed Syllables 1	Word Chains (CVC) Spelling 1	Blending Comprehension Reading Fluency	Closed Syllables 2	Word Chains (CVC) Spelling 2	Blending Comprehension Reading Fluency

Detailed Scope & Sequence

Detailed Scope & Sequence Lexia PowerUp Literacy

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 expected to:
• Segment and blend syllables
• Discriminate consonant sounds
• Identify and differentiate vowel sounds and consonants (a, i, o)
• Complete multi-syllable words with missing initial vowels
• Segment words into syllables

ACTIVITY 2: Spelling 1
The goal of this activity is for students to strengthen their sound manipulation skills while mastering the letter-sound knowledge, phonics, and skills.
• Manipulate letters to spell CVC words
• 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 individual sounds (phonemes) in words and the words and phrases used to construct sentences. Students are expected to:
• Identify parts of an object and respond to a question that requires comprehension questions
• Blend and stretch hearing to phrases with CVC words
• Read and stretch hearing to phrases (CVC words)
• Create sentences based on auditory cues

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

