

Lexia® Core5® Reading

Lexia Assignments Content Preview

Overview

Grounded in the Science of Reading, Lexia® Assignments are system-assigned practice experiences in Lexia® Core5® Reading that provide students with additional, targeted instruction and practice when a skill needs reinforcement. Assignments are automatically generated based on student performance on end-of-level Skill Checks and are aligned to specific Core5 skills. They help strengthen skill development and provide additional opportunities for application. They are designed to support—not replace—educator-led instruction.

About This Resource

This resource provides a preview of Lexia Assignments content available in Core5 and outlines how Assignments are structured, how learning progresses, and how they reinforce Core5 skills.

Assignments are presented in this resource at the Unit level, illustrating how each assignment follows a systematic, cumulative instructional sequence. Assignments begin with a brief reminder of the target skill to activate prior knowledge. Tasks are then sequenced to reinforce prerequisite skills and progress from simpler practice to more complex applications.

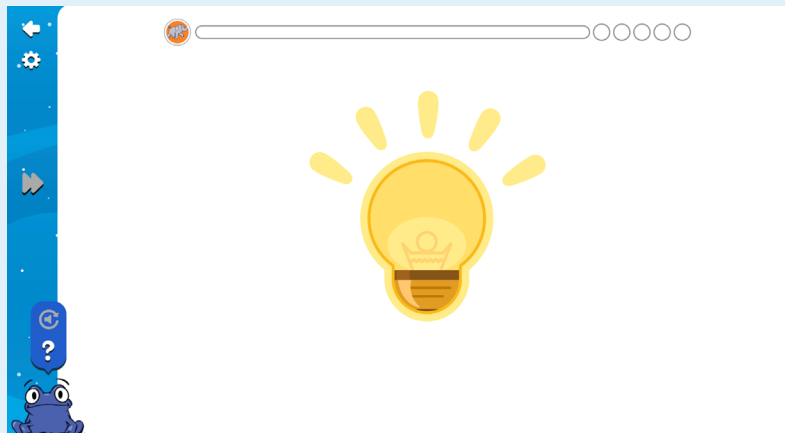
Throughout each assignment, embedded scaffolds and improvement-oriented feedback facilitate learning and guide students toward accuracy. Each assignment concludes with a wrap-up unit aligned to the corresponding Skill Check, reinforcing learning after instruction and practice.



Lexia Assignment Tasks

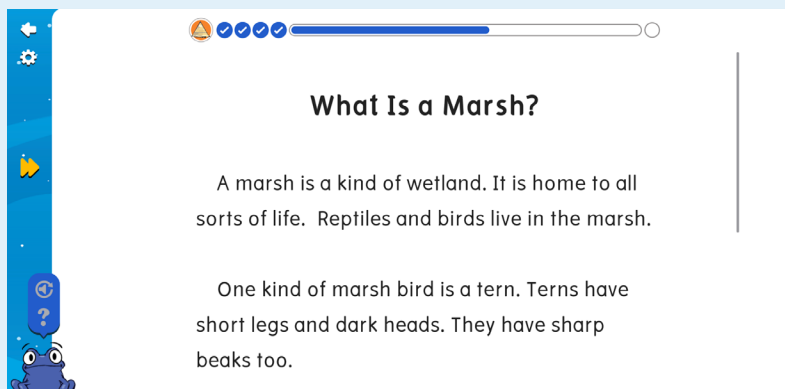
Teaching

Students listen to direct instruction that briefly reviews skills.



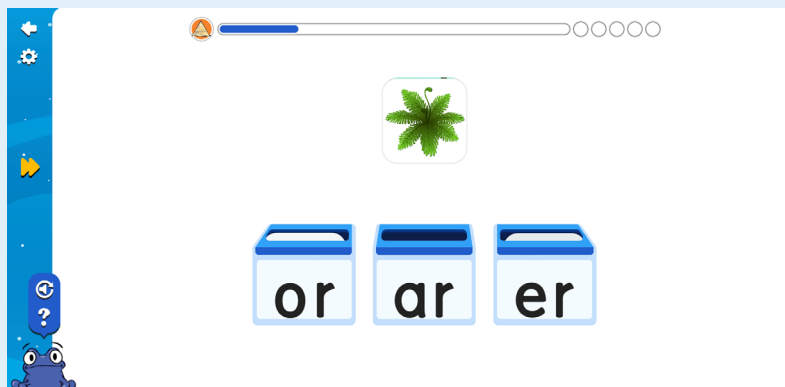
Reading

Students read a text and answer a series of questions to promote comprehension.



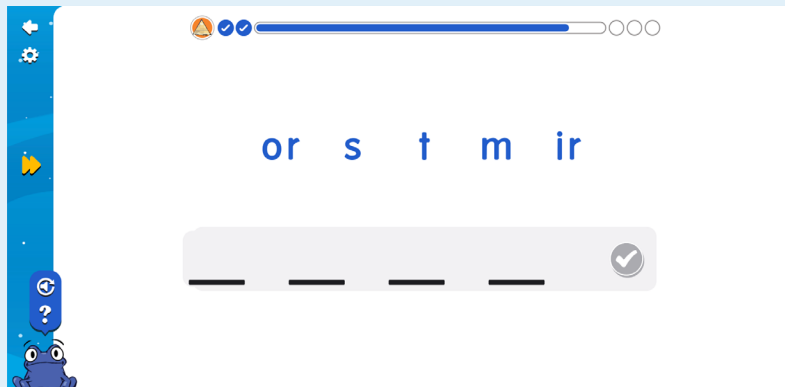
Sorting

Students sort a stack of text or image cards by selecting specific categories.



**Lexia Assignment Tasks (continued)****Combining**

Students combine letters or word parts to match letters or form words.

**Multiple Choice**

Students see a visual prompt and/or hear an audio prompt and select the single best answer from a set of options.

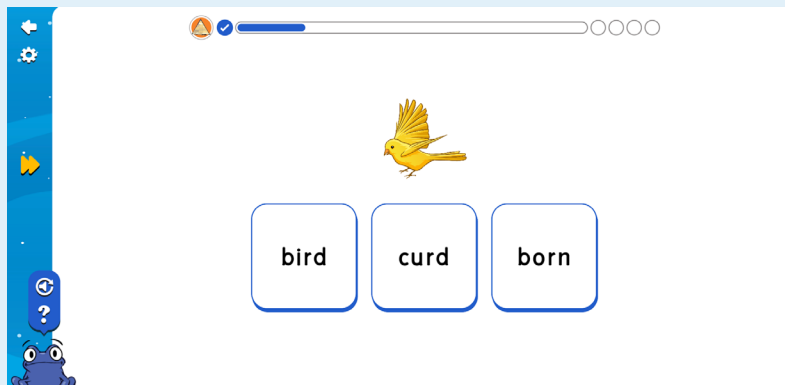




Table of Contents

Level	Assignment	Page
Level 1	Letter Matching	5
Level 2	Letter Names	6
Level 3	Consonant Sounds & Letters	7
Level 4	Short Vowel Sounds & Letters	8
Level 4	Beginning Consonants	9
Level 5	Medial Short Vowels	10
Level 5	CVC Word Chaining	11
Level 5	CVC Word Reading	12
Level 6	Consonant Digraphs	13
Level 6	Word Building (CVC, Blends)	14
Level 7	Silent E Word Reading	15
Level 7	Contractions	16
Level 7	Word Families	17
Level 7	Word Reading (Blends, Digraphs)	18
Level 7	Reversible Letters	19
Level 8	Silent E Word Building	20
Level 8	Long Vowel Teams	21
Level 8	Two-Syllable Words	22
Level 9	Vowel Teams (Long, Short, & Diphthong)	23
Level 9	R-Controlled Vowels	24
Level 10	Word Chaining (Blends, Digraphs, Silent E)	25
Level 10	Six Syllable Types	26
Level 11	Hard and Soft C & G	27
Level 11	Syllable Division	28
Level 11	Basic Spelling Rules	29
Level 12	Irregular Plurals & Verbs	30



Letter Matching

The goal of this assignment is for students to identify and match all uppercase and lowercase letters of the alphabet. Students begin by matching identical uppercase or lowercase letters and progress to pairing uppercase and lowercase letters together.

Unit	Title	Task
1	Uppercase Letter Matching 1	Teaching, Multiple Choice
2	Uppercase Letter Matching 2	Multiple Choice
3	Lowercase Letter Matching	Multiple Choice
4	Letter Matching: Uppercase and Lowercase Pairs	Combining
5	Uppercase to Lowercase Letter Matching 1	Multiple Choice
6	Uppercase to Lowercase Letter Matching 2	Multiple Choice
7	Letter Matching Wrap-up	Multiple Choice



Letter Names

The goal of this assignment is for students to recognize and name all uppercase and lowercase letters of the alphabet. Students begin by identifying a letter that is named and progress to pairing a spoken letter name with both its uppercase and lowercase forms.

Unit	Title	Task
1	Uppercase Letter Name Identification 1	Teaching, Multiple Choice
2	Uppercase Letter Name Identification 2	Combining
3	Lowercase Letter Name Identification 1	Multiple Choice
4	Lowercase Letter Name Identification 2	Combining
5	Uppercase to Lowercase Letter Matching 1	Combining
6	Uppercase to Lowercase Letter Matching 2	Combining
7	Letter Names Wrap-up	Multiple Choice



Consonant Sounds & Letters

The goal of this assignment is for students to identify and apply letter-sound correspondences for the primary sound each consonant spells. Students begin by identifying individual consonants from spoken names and isolated sounds and progress to sorting and matching pictures based on their beginning consonant sounds.

Unit	Title	Task
1	Letter Recognition Review	Teaching, Multiple Choice
2	Letter-to-Sound Matching	Combining
3	Letter Identification	Multiple Choice
4	Consonant Sound Picture Sort	Sorting
5	Similar Sound Discrimination	Multiple Choice
6	Consonant Sounds & Letters Wrap-up	Multiple Choice



Short Vowel Sounds & Letters

The goal of this assignment is for students to identify and apply letter-sound correspondences for short vowels. Students begin by identifying individual vowels from spoken names and isolated sounds and progress to matching vowels to their corresponding beginning sounds in words.

Unit	Title	Task
1	Letter Recognition Review	Teaching, Multiple Choice
2	Letter-to-Sound Matching	Multiple Choice
3	Key Letter Image Sort	Sorting
4	Letter Identification: Beginning Sounds 1	Multiple Choice
5	Letter Identification: Beginning Sounds 2	Multiple Choice
6	Short Vowel Sounds & Letters Wrap-up	Multiple Choice



Beginning Consonants

The goal of this assignment is for students to identify and apply letter-sound correspondences for beginning consonants. Students begin by identifying letters from isolated sounds and progress to identifying the correct beginning consonants to complete words.

Unit	Title	Task
1	Letter-to-Sound Matching Review	Teaching, Multiple Choice
2	Letter Identification: Beginning Sounds 1	Teaching, Multiple Choice
3	Letter Identification: Beginning Sounds 2	Combining
4	CVC Word Completion 1	Multiple Choice
5	CVC Word Completion 2	Multiple Choice
6	Beginning Consonants Wrap-up	Multiple Choice



Medial Short Vowels

The goal of this assignment is for students to identify and apply spelling-sound correspondences for short vowel sounds in CVC words. Students begin by matching individual vowel letters to their corresponding sounds and progress to independently completing the spelling of words by selecting the correct medial vowel.

Unit	Title	Task
1	Letter-to-Sound Matching Review	Teaching, Multiple Choice
2	CVC Word Completion 1	Teaching, Multiple Choice
3	Medial Vowel Sound Sort	Sorting
4	CVC Word Completion 2	Multiple Choice
5	CVC Word Completion 3	Multiple Choice
6	Medial Short Vowels Wrap-up	Multiple Choice



CVC Word Chaining

The goal of this assignment is for students to manipulate individual sounds and letters to construct and transform CVC words. Students begin by substituting phonemes in spoken words to create new words and progress to reading and spelling word chains by changing a single letter in a word to form a new word.

Unit	Title	Task
1	Phoneme Substitution	Teaching, Multiple Choice
2	Word Completion	Combining
3	Word Chaining: Reading 1	Multiple Choice
4	Word Chaining: Reading 2	Multiple Choice
5	Word Chaining: Spelling	Combining
6	CVC Word Chaining Wrap-up	Combining



CVC Word Reading

The goal of this assignment is for students to independently read CVC words. Students begin by matching blended phonemes to their corresponding written words and progress to independently identifying the correct word or image from a variety of words with similar spellings or sounds. Students then apply their knowledge by reading and responding to a decodable text that targets CVC words.

Unit	Title	Task
1	Word Blending Review	Teaching, Multiple Choice
2	Word Reading 1	Multiple Choice
3	Word Reading 2	Multiple Choice
4	Word Reading 3	Multiple Choice
5	Decodable Text - A Vet	Teaching, Multiple Choice, Reading, Multiple Choice
6	CVC Word Reading Wrap-up	Multiple Choice

Decodable Text: A Vet

My dog has a cut.

My dog is sad.

I am sad. Sid is a vet. I go to Sid.

Sid said she can help! Sid will fix the cut. Yes!



Consonant Digraphs

The goal of this assignment is for students to identify and apply spelling-sound correspondences for common consonant digraphs. Students begin by categorizing words by their digraph sounds and progress to independently reading and constructing words with digraphs. Students then apply their knowledge by reading and responding to a decodable text that targets words with digraphs.

(wh, ch, th, sh, ck, tch, ng)

Unit	Title	Task
1	Digraph Picture Sort	Teaching, Sorting
2	Word Reading	Multiple Choice
3	Word Completion	Multiple Choice
4	Word Construction	Combining
5	Decodable Text - The Lunch Rush	Teaching, Multiple Choice, Reading, Multiple Choice
6	Consonant Digraphs Wrap-up	Multiple Choice

Decodable Text: The Lunch Rush

Chet has a plan to have lunch with his pals.

He must watch the clock! He has to rush.

Chet has to dash to the shop. He gets fish and chips.

When he gets back, he chops the fish. Then, he puts the chips in a dish.

Ding dong! The pals are here. They have a long lunch. What fun!



Word Building (CVC, Blends)

The goal of this assignment is for students to read and spell CVC, CCVC, and CVCC words. Students begin by reading words in isolation and progress to completing and constructing words. Students then apply their knowledge by reading and responding to a decodable text that targets words with blends.

Unit	Title	Task
1	Word Reading	Teaching, Multiple Choice
2	Word Completion	Multiple Choice
3	CVC Word Construction	Teaching, Combining
4	CCVC and CVCC Word Construction	Combining
5	Decodable Text - Frog Skills	Teaching, Multiple Choice, Reading, Multiple Choice
6	Word Building (CVC, Blends) Wrap-up	Combining

Decodable Text: Frog Skills

Some frogs live on land. They can jump on logs. They can grab bugs. Zap!

Some frogs live in ponds. They can swim. They go fast. Zip!

Some frogs have dots. They can hide well.

Frogs are not big, but they can do a lot. They have skills!



Silent E Word Reading

The goal of this assignment is for students to identify and apply spelling-sound correspondences for words containing the silent-e pattern. Students begin by categorizing words by short or long vowel sounds and progress to independently reading words in isolation and in sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with the silent-e pattern.

Unit	Title	Task
1	Long and Short Vowel Review	Teaching, Sorting
2	Word Reading 1 (VC, VCe)	Multiple Choice
3	Word Reading 2 (VCe)	Multiple Choice
4	Sentence Completion	Multiple Choice
5	Decodable Text - The Bike Ride	Teaching, Multiple Choice, Reading, Multiple Choice
6	Silent E Word Reading Wrap-up	Multiple Choice

Decodable Text: The Bike Ride

Jade woke up with a smile. It was almost time to bike with her pal Pete. She ate and sped off to the lake.

Pete was there, but he was sad. "My bike broke," said Pete. "I can't use it."

"It's fine! We can hike up the hills," said Jade.

"I like to hike," said Pete. Off they went!



Contractions

The goal of this assignment is for students to recognize and construct common contractions by identifying the relationship between two words and their shortened form. Students begin by identifying spoken contractions and progress to constructing and applying them correctly to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with contractions. (am, are, is, will, would, not)

Unit	Title	Task
1	Word Reading	Teaching, Multiple Choice
2	Word Completion	Combining
3	Matching Contractions	Multiple Choice
4	Sentence Completion	Multiple Choice
5	Decodable Text - Cold Max	Teaching, Multiple Choice, Reading, Multiple Choice
6	Contractions Wrap-up	Multiple Choice

Decodable Text: Cold Max

Max wasn't warm.

"It's so cold in here," he said. "I'll freeze!" His pals said they'd help.

One pal said, "I'll get you thick socks and a hat." Max put them on.

The next pal said, "Drink this! It's hot milk." He did.

"You're the best," Max said. "I didn't think I'd be this warm. I'm hot!"



Word Families

The goal of this assignment is for students to recognize and apply spelling patterns for common word families. Students begin by categorizing words by their endings and progress to independently reading words, constructing words, and applying these patterns to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with various word family endings. (ing, ang, ank, ump, unk, ull, ick, ild, ind, old, ost, all)

Unit	Title	Task
1	Word Sort	Teaching, Sorting
2	Word Reading	Multiple Choice
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - Things to Do with String	Teaching, Multiple Choice, Reading, Multiple Choice
6	Word Families Wrap-up	Combining

Decodable Text: Things to Do with String

Do you have a ball of string? Use it for all kinds of things!

Hang up the string. Then, stretch it from wall to wall to make a maze.

Cut bits of string into small parts. Fold the parts to spell your name.

Or, swing the string as a jump rope.

It is wild that a simple thing can be so fun!



Word Reading (Blends, Digraphs)

The goal of this assignment is for students to independently read one-syllable words with consonant digraphs and blends. Students begin by blending spoken sounds and connecting them to words and progress to matching words with corresponding pictures. Students then apply their knowledge by reading and responding to a decodable text that targets words with blends.

Unit	Title	Task
1	Word Blending Review	Teaching, Multiple Choice
2	Word Reading 1	Multiple Choice
3	Word Reading 2	Multiple Choice
4	Word Reading 3	Multiple Choice
5	Decodable Text - A Mess on the Desk	Teaching, Multiple Choice, Reading, Multiple Choice
6	Word Reading (Blends, Digraphs) Wrap-up	Multiple Choice

Decodable Text: A Mess on the Desk

Brett had the best desk. It held lots of stuff. But the desk was a mess. Brett had lost his to-do list.

Gran said, "You can fix this. Just split up the job."

Brett put clips in the spot for clips. He put pens in the spot for pens.

Brett did not stop. At last, there was no mess.

"And there is my list!" said Brett.



Reversible Letters

The goal of this assignment is for students to discriminate between the visually and auditorily similar letters b, d, and p. Students begin by categorizing isolated letters and words by their initial or final sounds and progress to constructing words and applying target letters to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with b, d, and p.

Unit	Title	Task
1	Word Sort	Teaching, Sorting
2	CVC Word Completion	Combining
3	CVCC and CCVC Word Completion	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - Hot Dog Buns	Teaching, Multiple Choice, Reading, Multiple Choice
6	Reversible Letters Wrap-up	Multiple Choice

Decodable Text: Hot Dog Buns

Deb and Pat had a hot dog shop.

"Can you put the old buns in the bin?" said Deb.

Pat said, "Yes! I can get rid of the bad buns in a snap."

Pat bent down to drop the box of old buns in the bin. Plop! It fell.

The buns did not go in the bin.

Deb said, "I can help pick them up!"



Silent E Word Building

The goal of this assignment is for students to recognize and apply the spelling rules for words containing the silent-e pattern. Students begin by recognizing the distinction between short and long vowel sounds in isolated words and progress to completing and constructing words in isolation and in sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with the silent-e pattern.

Unit	Title	Task
1	Word Reading	Teaching, Multiple Choice
2	Word Completion	Combining
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - A Globe Game	Teaching, Multiple Choice, Reading, Multiple Choice
6	Silent E Word Building Wrap-up	Combining

Decodable Text: A Globe Game

Do you know what a globe is?

A globe is like a map, but a map is flat. A globe is in the shape of a ball. It sits on a base. It can spin!

You can use a globe in a fun game. Spin it, and then stop it. Make a note of the spot.

Did you land on a lake or a state? Would you drive there or take a plane?

A globe could pick your next trip!



Long Vowel Teams

The goal of this assignment is for students to identify and apply spelling-sound correspondences for common long vowel teams. Students begin by categorizing words by their vowel team spellings and progress to independently reading words, constructing words, and completing sentences with words containing vowel teams. Students then apply their knowledge by reading and responding to a decodable text that targets words with vowel teams. (ai, ay, ea, ee, ie, oa, ow)

Unit	Title	Task
1	Word Sort	Teaching, Sorting
2	Word Reading	Multiple Choice
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - The Goat's Dream	Teaching, Multiple Choice, Reading, Multiple Choice
6	Long Vowel Teams Wrap-up	Multiple Choice

Decodable Text: The Goat's Dream

Three goats were in a deep sleep by a tree.

One goat had a dream. In the dream, rain fell. The goat ran from the rain, but he still got all wet. What a pain!

Then, the goat woke up. He wasn't wet, but he felt some drops on his tail.

A blue jay was up in the tree. The bird ate seeds. Some fell on the goat.

He did not feel rain in his sleep! He felt seeds!



Two-Syllable Words

The goal of this assignment is for students to recognize and combine open, closed, and silent-e syllables to construct multisyllabic words. Students begin by reading isolated syllables and progress to constructing and applying multisyllabic words to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with various syllable types.

Unit	Title	Task
1	Syllable Review	Teaching, Multiple Choice
2	Word Completion	Teaching, Combining
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - Magnet Fun	Teaching, Multiple Choice, Reading, Multiple Choice
6	Two-Syllable Words Wrap-up	Combining

Decodable Text: Magnet Fun

A magnet is an object that can pull, or attract, some metals. Magnets can pull metals like steel. A magnet will stick to steel. Magnets cannot pull plastic or fabric. A magnet will not stick.

Try a test.

Will a magnet stick to a muffin pan? If the pan is made of steel, the magnet will stick.

Will a magnet stick to a cotton napkin? No. A napkin is not metal, so the magnet will not stick.

What objects can you find that will stick to a magnet?



Vowel Teams (Long, Short, & Diphthong)

The goal of this assignment is for students to identify and apply spelling-sound correspondences for vowel teams that spell long, short, and diphthong sounds. Students begin by categorizing words by their specific vowel team spellings and progress to constructing and completing sentences with words containing vowel teams. Students then apply their knowledge by reading and responding to a decodable text that targets words with various vowel teams. (ai, ay, ea, ee, ie, oa, oe, ew, ou, oo, ow, ue, oy, oi, igh, eigh, aw, au)

Unit	Title	Task
1	Word Sort	Teaching, Sorting
2	Word Reading	Multiple Choice
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - Look in the Soil	Teaching, Multiple Choice, Reading, Multiple Choice
6	Vowel Teams (Long, Short, & Diphthong) Wrap-up	Multiple Choice

Decodable Text: Look in the Soil

When you go out, look at the ground. What is the brown stuff that plants grow in? It is soil.

Soil can be found in fields, lawns, or woods. It is full of life. You might see a few ants crawl by. A slug or snail could show up.

Did you know a lot of food grows in soil? Bread is made from wheat that grew in soil. Vines and trees were once greensprouts in the soil.

What have you seen in soil?



R-Controlled Vowels

The goal of this assignment is for students to identify and apply spelling-sound correspondences for r-controlled vowels. Students begin by categorizing words and progress to independently reading words, spelling words, and completing sentences with words containing r-controlled vowels. Students then apply their knowledge by reading and responding to a decodable text that targets words with r-controlled vowels.

Unit	Title	Task
1	Picture Sort	Teaching, Sorting
2	Word Reading	Multiple Choice
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - What Is a Marsh?	Teaching, Multiple Choice, Reading, Multiple Choice
6	R-Controlled Vowels Wrap-up	Multiple Choice

Decodable Text: What Is a Marsh?

A marsh is a kind of wetland. It is home to all sorts of life. Reptiles and birds live in the marsh.

One kind of marsh bird is a tern. Terns have short legs and dark heads. They have sharp beaks too.

Some cranes and rails are also marsh birds.

Many marsh birds make nests with grass and reeds. The grass and reeds have other uses too. They can slow down storms. That way, the storms do less harm.



Word Chaining (Blends, Digraphs, Silent E)

The goal of this assignment is for students to manipulate individual sounds and letters to construct and transform words. Students begin by substituting and deleting phonemes in spoken words to create new words and progress to reading and spelling word chains that incorporate blends, digraphs, and silent-e patterns. Students then apply their knowledge by reading and responding to a decodable text that targets word manipulation skills.

Unit	Title	Task
1	Phoneme Manipulation	Teaching, Multiple Choice
2	Word Chaining: Reading 1	Multiple Choice
3	Word Chaining: Reading 2	Multiple Choice
4	Word Chaining: Spelling	Combining
5	Decodable Text - How We Read	Teaching, Multiple Choice, Reading, Multiple Choice
6	Word Chaining (Blends, Digraphs, Silent E) Wrap-up	Combining

Decodable Text: How We Read

Hello!

Do you know what is so cool? You just read the word Hello. How did you do that?

First, you saw some marks. Was each mark just a line? Or just a round object? No! Each mark you saw was sent to your brain.

Your brain looked at the shape of each mark in Hello: H, e, l, l, o.

Then, part of your brain said, "I know what sounds those marks make. And I know what that word means."

If you read the word Hello out loud, you had to use your mouth and throat. You had to see, think, and speak to read this text.

That is a skill to be proud of!



Six Syllable Types

The goal of this assignment is for students to recognize and combine various syllable types to construct multisyllabic words. Students begin by reading isolated syllables and progress to constructing words and applying multisyllabic words to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with various syllable types.

Unit	Title	Task
1	Syllable Review	Teaching, Multiple Choice
2	Word Completion	Teaching, Combining
3	Word Construction	Combining
4	Sentence Completion	Multiple Choice
5	Decodable Text - Sea Turtle Birthday	Teaching, Multiple Choice, Reading, Multiple Choice
6	Six Syllable Types Wrap-up	Combining

Decodable Text: Sea Turtle Birthday

"Wake up, Arlo!" shouted Clover. "It is our birthday!"

Every year, the two sea turtles told each other about the day they were born on the beach.

"First, we were hidden in our nest under the sand," Clover said.

"Then at midnight, we broke open our eggs. We dug out of the sand."

Arlo told the next part. "We dashed to the sea with the other turtles. We used our flippers to swim for a long time."

Clover added, "We saw some plastic too. Good thing we didn't eat it. Plastic doesn't belong in the sea!"

"At last we found a safe home here by the reef," said Arlo.

Just then, their friends came in with seaweed cupcakes and gifts. It was the best day of the year.



Hard and Soft C & G

The goal of this assignment is for students to identify and apply spelling-sound correspondences for the hard and soft sounds of the letters C and G. Students begin by categorizing words based on the different sounds of C and G and progress to accurately reading words, constructing words, and completing sentences with words containing the hard and soft sounds of C and G. Students then apply their knowledge by reading and responding to a decodable text that targets words with hard and soft C and G.

Unit	Title	Task
1	Word Sort, Hard and Soft C	Teaching, Sorting
2	Word Sort, Hard and Soft G	Teaching, Sorting
3	Word Reading	Multiple Choice
4	Word Construction	Combining
5	Sentence Completion	Multiple Choice
6	Decodable Text - The Ice Cream Contest	Teaching, Multiple Choice, Reading, Multiple Choice
7	Hard and Soft C & G Wrap-up	Multiple Choice

Decodable Text: The Ice Cream Contest

There once was an ice cream shop in the small town of Garden Grove. The owners held a fun contest. They asked kids to come up with new flavors of ice cream. The winner would get a golden cone!

Calvin, Cho, and Gus joined the contest. Calvin mixed cake and hot sauce into his ice cream. Cho mixed bacon and grape jam into hers. Gus mixed garlic ice cream with ginger.

A local judge came to pick a winner. The crowd watched as she tried a scoop of each flavor.

"Wow!" she said. "I like the spice. I like the crunch."

Then, she said, "I like the fact that each of you took a big risk and made new flavors. The grand prize goes to... all of you for being brave!"



Syllable Division

The goal of this assignment is for students to recognize and apply syllable division rules to decode multisyllabic words. Students begin by constructing words from isolated syllables and progress to identifying correct division patterns, such as VC/CV, V/CV, and VC/V, within individual words and sentences. Students then apply their knowledge by reading and responding to a decodable text that targets syllable division skills.

Unit	Title	Task
1	Word Construction	Teaching, Multiple Choice
2	Syllable Division, VCCV	Multiple Choice
3	Syllable Division, VCV	Multiple Choice
4	Sentence Completion	Multiple Choice
5	Decodable Text - Dogs, Dogs, Dogs!	Teaching, Multiple Choice, Reading, Multiple Choice
6	Syllable Division Wrap-up	Multiple Choice

Decodable Text: Dogs, Dogs, Dogs!

When you go outside, what kinds of dogs do you see?

Basset Hounds have long ears, short legs, and a loud bark. They use their noses to find hidden objects.

Great Danes are huge and friendly. When they stand on their back legs, they are taller than most humans!

German Shepherds are fearless and smart. They often work as rescue dogs. That means they help save people from danger.

Poodles are known for being good athletes because they are strong and fast. Some poodles have very fancy haircuts.

Saint Bernards are gigantic but gentle. They drool a lot and can make a major mess!

If you could have a dog, what kind of dog would you bring home and why?



Basic Spelling Rules

The goal of this assignment is for students to recognize and apply the spelling rules for one-syllable words ending in /f/, /l/, /s/, /z/, /k/, /ch/, and /j/. Students begin by determining when to use double letters, digraphs, or trigraphs at the end of a word based on the preceding vowel sound and progress to constructing and applying these spellings to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with these specific ending patterns.

Unit	Title	Task
1	Word Completion (FLSZ)	Teaching, Multiple Choice
2	Word Construction (FLSZ)	Combining
3	Word Completion (ck, tch, dge)	Teaching, Multiple Choice
4	Word Construction (ck, tch, dge)	Combining
5	Sentence Completion	Multiple Choice
6	Decodable Text - Fixing a Mistake	Teaching, Multiple Choice, Reading, Multiple Choice
7	Basic Spelling Rules Wrap-up	Combining

Decodable Text: Fixing a Mistake

Jazz was late. She had to run to class and dodge other students.

"Hello, Jazz," said Mr. Hatch. "Class will start soon. Hang up your pack and take a seat." Jazz reached down, but her pack was missing!

"I left my pack on the bus, Mr. Hatch," Jazz cried. Mr. Hatch could see that she was upset. Jazz could feel tears well up in her eyes, and her legs shook. There was a loud buzz in her head.

"You can fix this, Jazz," he said, as he gave her a nudge. "Go check if the bus is still here."

"I wish I hadn't been in such a rush. What a mess!" Jazz told him.

"A mistake can be a good thing," Mr. Hatch said. "From now on, you will keep track of your stuff. This is how we learn."



Irregular Plurals & Verbs

The goal of this assignment is for students to recognize and apply the spelling rules for irregular plural nouns and irregular past-tense verbs. Students begin by categorizing words and progress to matching and applying correct irregular forms to complete sentences. Students then apply their knowledge by reading and responding to a decodable text that targets words with irregular plural and past-tense forms.

Unit	Title	Task
1	Word Sort, Singular & Irregular Plurals	Teaching, Sorting
2	Singular to Irregular Plural Matching	Multiple Choice
3	Word Sort, Present & Irregular Past Tense Verbs	Teaching, Sorting
4	Present to Past Irregular Verb Matching	Multiple Choice
5	Sentence Completion	Multiple Choice
6	Decodable Text – They Once Roamed the Earth	Teaching, Multiple Choice, Reading, Multiple Choice
7	Irregular Plurals & Verbs Wrap-up	Multiple Choice

Decodable Text: They Once Roamed the Earth

Today, men, women, and children live on Earth. In the past, there were no people, but there were dinosaurs. Some of them swam in the sea. Some flew. Some shook the ground as they walked. They stood on huge legs and reached for leaves in tall trees.

Some ran quickly and fed on plants. Some dug for insects. Some ate meat. Those ones had sharp teeth and claws. One day, a gigantic rock left space and hit Earth. It made a hole that led to a big dust cloud. The dust hid the sun for so long that few plants grew. There was not much to eat. The dinosaurs could not find food, and they did not live.

We know about dinosaurs today because people have found their bones, teeth, and footprints.