LEXIA

CORE5

REGISTERED

READING

LEXIA CORE5 READING

TEACHER'S MANUAL

Lexia®

A Rosetta Stone® Company

Contents

Welcome to Lexia Core5 Reading

Lexia Core5 Reading is a technology-based reading program that provides explicit and in-depth instruction in six areas of reading for students in Pre-K through Grade 5. Core5 provides a truly adaptive and individualized learning experience that enables students at every tier of instruction to advance their reading skills.

Built upon Lexia's research-proven, award-winning methodology, Core5 is the most comprehensive technology-based reading program available. The program aligns to rigorous reading standards, including the Common Core State Standards.

Lexia's proprietary Assessment Without Testing® technology gathers performance data without stopping the flow of instruction to administer a test. Teachers and administrators receive real-time reports on individual student progress as well as student-specific action plans to provide intervention and improve performance on year-end assessments.

Program Structure

Core5 consists of 21 levels for students in Pre-K through Grade 5. Each level has a visual theme in which the program content is presented.

Level	# of Units	Theme	Grade Level of Material	Page #
1	52	A Picnic in the Woods	Pre-K Skills	17
2	54	A Day at the Beach	Kindergarten Skills	23
3	64	A Snow Day in the City		29
4	65	The Amazon Rainforest		35
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20	86	The Ancient Greek Countryside		131
21	76	Mesopotamia: Land Between Two Rivers		137

Activities within a Level

Each level has five activities for a total of 105 activities. For in-depth information about the activities within a level, refer to the page numbers in the table above.

Each activity is marked with a skill badge that identifies the area of reading it focuses on:

🟢 Phonological Awareness   🟣 Structural Analysis   🟡 Vocabulary

🟠 Phonics   🔴 Fluency   🔵 Comprehension

Units within an Activity

Each activity has anywhere from 6-20 units. A unit may cover a specific sub-skill of the reading skill covered in the activity. Units increase in difficulty and/or complexity as the student works through each activity.

To pace a student through a level, the first half of all activities must be completed before the second half is unlocked. In some activities, the second half of units presents a different skill and/or task. This pacing helps ensure that students spend time in all activities before completing a level.
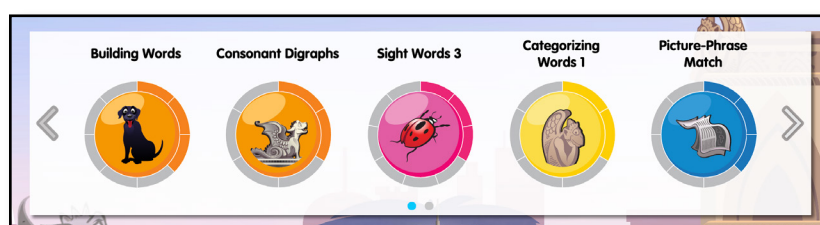
Level 6 Activity Menu

3-Step Instructional Branching

In each unit, a student must demonstrate proficiency in order to progress. When an error is made, the program provides scaffolded support and instruction on that specific skill or task. This explicit instruction is only provided when a student struggles with a particular skill. Students who demonstrate mastery can quickly move through units and onto more advanced skills. This 3-step instructional branching ensures individualized learning and instruction for every student.

1. The **Standard Step** is the independent, on-grade level task. The student must demonstrate at least 90% accuracy in this step in order to move on to the next unit.

2. The **Guided Practice Step** simplifies the task to allow the student to focus on the skill. Scaffolds or modifications in this step may include removing choices, simplifying visual components, adjusting the complexity of language, changing the presentation of the task, or providing embedded support.

3. The **Instruction Step** explicitly teaches the skill and then further scaffolds the task. When the student successfully completes this step, the student progresses to the Standard Step.

If the student branches to the Instruction Step more than once, the apple in the lower-left side of the screen turns red. The student is flagged as needing instruction in myLexia and a specific, explicit Lexia Lesson is recommended as an extension of the Instruction Step.

Using Lexia Core5 Reading

To log in, students must have an account set up on www.myLexia.com. For instructions on setting up Core5 in your lab or classroom, go to www.lexialearning.com and select **Support** to view technical guides.

Logging In

1. There are three different ways for students to access Core5:

    • Launch a browser and go to the site-specific Core5 URL for your school or district.
      To locate this URL, log in to www.myLexia.com and select the **Resources** tab.
      The link can be found by selecting **Student Program**. Bookmark this link for future use.

    • Launch the locally-installed desktop version by selecting the Core5 icon.

    • Launch the tablet version by opening the Core5 app.

2. Students log in by entering a Username and Password and then selecting the
    Log In button.
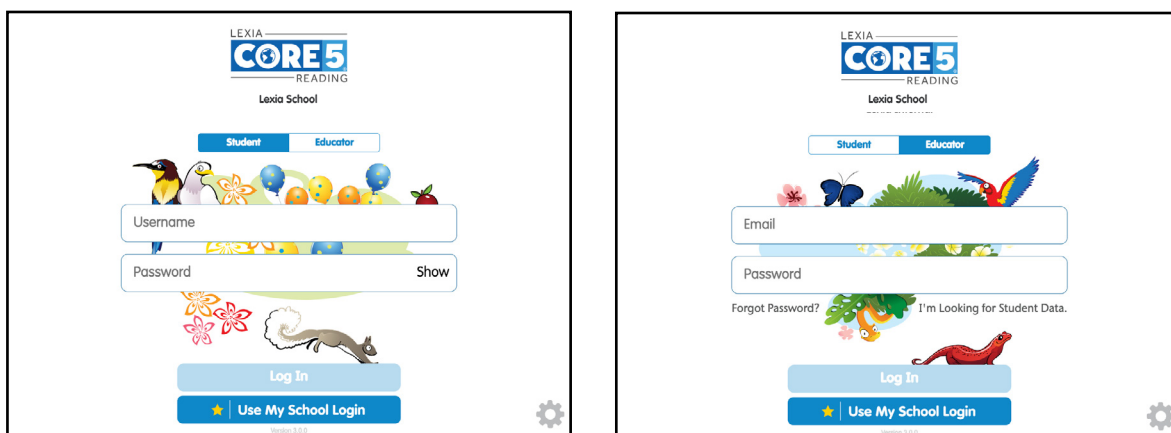
Core5 Student and Educator Login Screens
(Teachers can log in to Core5 using their myLexia username and password to view activities.)

3. A confirmation displays (*Is your name [student name]?*) to help prevent incorrect student logins. Select the **Yes** box to continue.

4. When logging in for the first time, students will complete the Auto Placement (see page 10 for more detail).

Student Dashboard

The Student Dashboard allows students to view their weekly usage and progress on Core5. Each student's dashboard displays minutes completed in comparison to the individualized goal determined by performance (Prescription of Intensity). The dashboard also allows students to monitor the number of units they have completed as they work through each level.
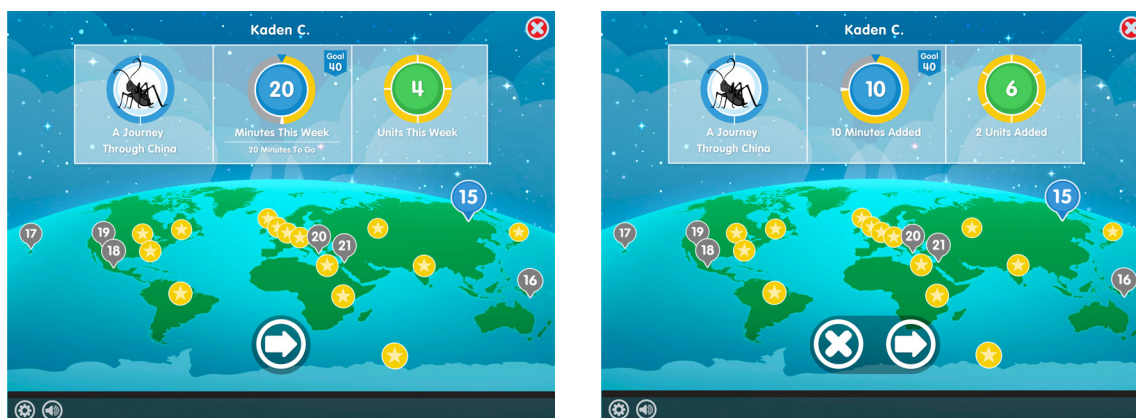
Beginning of Session and End of Session Student Dashboard Screens

Students have the opportunity to view weekly totals on their dashboard upon logging into Core5. Additionally, when students complete a session and logout, they will be taken back to the dashboard where minutes and units from that session will be displayed and added to their weekly total.

The goal of the student dashboard is to engage students directly in meeting weekly usage goals, while encouraging them to monitor and take ownership of their own performance.

Automaticity Warm-ups

Students begin each session with a one-minute automaticity warm-up. They can choose between two warm-ups at each level. Each time the warm-up is played, a score is recorded. Students will see their high score for each warm-up, and are encouraged to beat their previous score each time.

Warm-ups only display for a student once every four hours, regardless of how many times the student logs in. Warm-up scores are currently not tracked in student reports in myLexia.
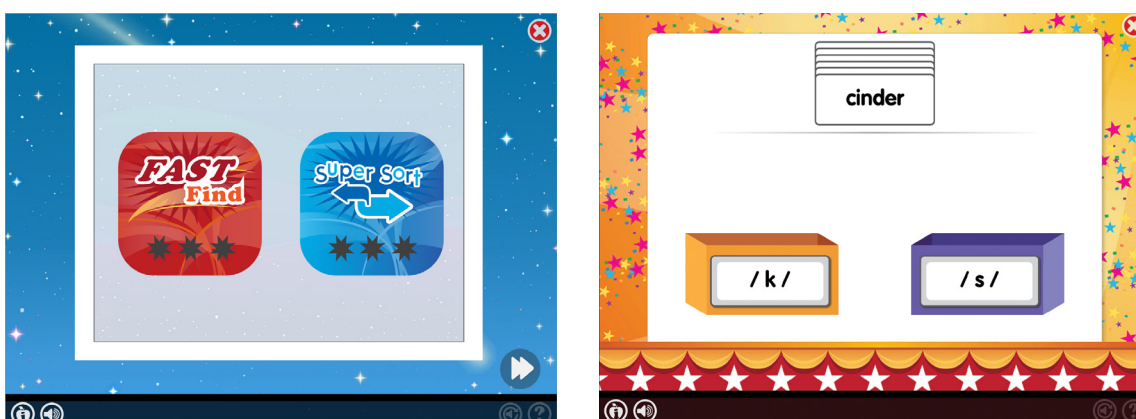
Warm-up Selection Screen and Super Sort Warm-up Screen

Activity Menu

(A) **Activity**—Students choose a picture to enter an activity focused on a specific skill.

(B) **Unit Meter**—Unit boxes fill in as students complete units in the activity.

(C) **Phase Indicator**—To pace students through a level, the first half of all activities must be completed before the second half is unlocked.

(D) **Skill Badge**—When an activity is finished, a skill badge appears in place of the completed activity.

(E) **Fun Facts**—Selectable images appear on the Activity Menu to enhance contextual knowledge and increase engagement.

All levels have five activities.

(F) **Logout**—Returns students to home screen.

Activity Screen

(A) **Progress Bar**—The progress bar fills from left to right as the student moves through a unit. The bar is green in the Standard Step, blue in the Guided Practice Step, and yellow in the Instruction Step.

(B) **Information Apple**—This indicates program status with three colors: blue, white, or red. It will be blue when completing Auto Placement, white when working through the program, and red when the student needs support. Select the apple for more details.

(C) **Volume**

(D) **Unit Meter**—This indicates completion of units in the current activity.

(E) **Language Support Feature**—This helps English learners better understand the audio narration in Core5. Language support is available in Spanish, Mandarin, Haitian Creole, Vietnamese, Portuguese, and Arabic.

(F) **Look Back Feature**—This allows students to look back at the text for support in answering questions about it.

(G) **Repeat Prompt**

(H) **Rehear Directions**

(I) **Leave Activity**
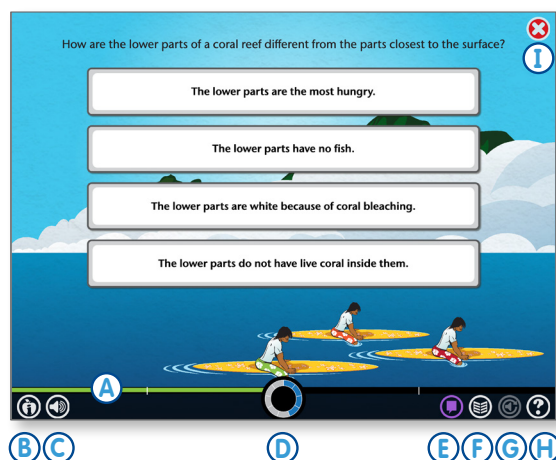
In Context Feature—This allows students to hear the target word used in a sentence. (Spelling Rules activities only)

There are three ways to monitor progress within a unit:

Progress Bar—The green progress bar must reach the end in order for students to receive full credit for the unit.

Animations—A variety of themed animations populate across the screen to indicate that students have responded correctly.

Unit Meter—This circular meter in the center of the progress bar indicates how many units the student has completed for this activity.

Core5 Auto Placement

Auto Placement is a tool used only once, when students first log into Core5. It is designed to place each student in the appropriate program level based on their performance.

How Auto Placement Works

Auto Placement begins automatically the first time a student logs into Core5 (unless the teacher manually assigns the student to a level using myLexia). Auto Placement uses content from Core5 word recognition (phonological awareness/phonics/structural analysis) and comprehension (vocabulary/comprehension) activities. Students begin Auto Placement based on their assigned grade in myLexia.

Student Grade Assignment US	UK	Starts Auto Placement at...
Pre-K	Reception	Level 1
Kindergarten	Year 1	Level 2
Grade 1	Year 2	Level 6
Grade 2	Year 3	Level 10
Grade 3	Year 4	Level 13
Grade 4	Year 5	Level 16
Grade 5	Year 6	Level 19
Other	Other	Level 10

At each level, the student completes a unit from two different activities. If the student demonstrates proficiency in both units, they advance to activities in higher levels. If the student does not demonstrate proficiency in either unit, they are dropped to material in lower levels.

For example, a student in Grade 2 (or Year 3) starts Auto Placement in Level 10 and is given two activities. The student can:

• Advance to Level 11, if accuracy in both activities is above 90%;

• Be placed in Level 10, if accuracy in one or both activities is between 66% - 89%;

• Drop to Level 9 or lower, if accuracy in one or both activities is below 65%.

The student will continue to advance or drop levels depending on accuracy (without repeating levels) until a placement is made.

A student may place out of Core5 if the student receives 90% or higher in Level 21 during Auto Placement. That student's reading skills are advanced beyond the scope of the program (i.e., the student is reading above typical 5th and 6th grade content and is not appropriate for Core5).

Student Experience in Auto Placement

Auto Placement generally takes less than 20 minutes to complete. Older students and students whose skills are far above/below grade-level may take longer.

If a student does not complete Auto Placement in one sitting, the student's work is saved; when the student logs in again, Auto Placement will continue. Students who have started but have not finished Auto Placement can be viewed in myLexia by selecting the **Manage** tab, going to the student list, looking at the **Reading Status** column, and filtering for **In Placement**.

In Auto Placement activities, the Information Apple turns blue and students are not given feedback after a response.

Finishing Auto Placement

After a student finishes Auto Placement, the student begins Core5 at the beginning of their assigned level. Teachers can view the results of Auto Placement by logging in to myLexia, selecting the **Reading** tab to view the *Class Auto Placement Report*.

Making Manual Changes to Auto Placement

In myLexia, teachers can use the student assignments tool to do the following:

- **Skip Auto Placement.** Before the student logs in for the first time, a teacher can log in to myLexia and manually assign the student to a level.

- **Override Auto Placement.** If a student's placement level seems lower than expected, Lexia recommends allowing the student to work for 2-4 weeks in that level and then using the myLexia reports to monitor the student's progress. Using the Student Skills Report, check the student's accuracy and rate for each activity. If all five activities have high accuracy and fast rate, the teacher may consider adjusting the student's placement to a higher level based on other assessment information for that student.

- **Reset Auto Placement.** Teachers may also reset the student's placement so that the student goes through Auto Placement again. Resetting placement may be needed if it was discovered that the volume was not loud enough, or the headphones were not working correctly during the first Auto Placement.
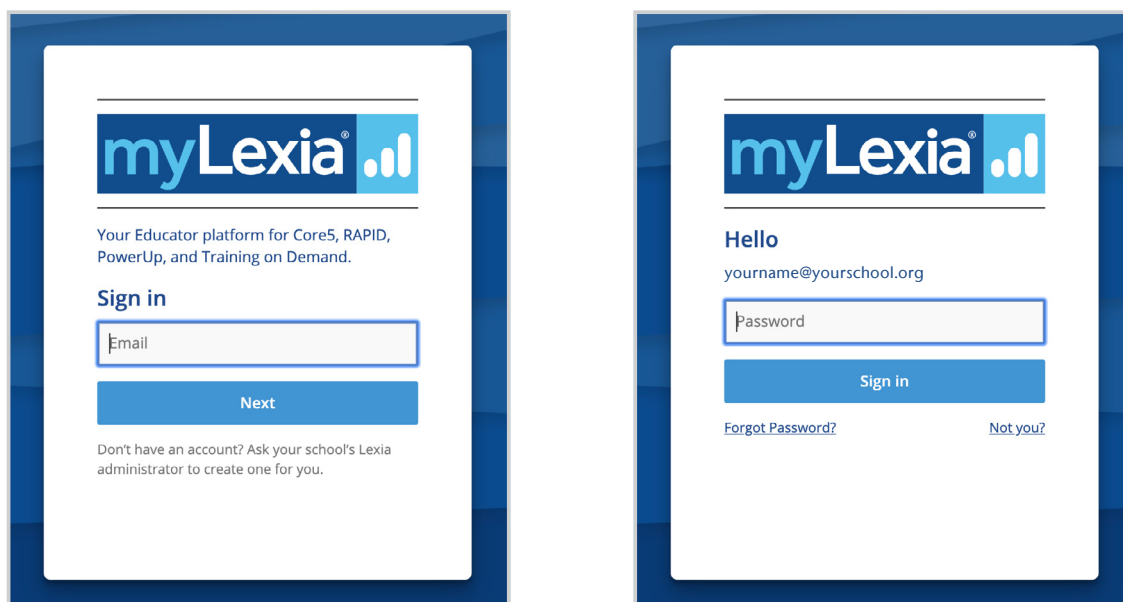
Overview of myLexia

myLexia is Lexia's reporting and administrative website for educators. Teachers should log in to myLexia regularly to monitor student progress and access instructional support materials.

This section explains how to complete common setup tasks in myLexia. For more information about myLexia's reports and resources, see the *Lexia Reading Reports Guide*.

Logging into myLexia

1. Launch a web browser (Chrome, Firefox, Safari, or Internet Explorer).

2. Go to www.myLexia.com (bookmark this page for easy access in the future).

3. Enter your email address. On the next screen, enter your password.

   • Your school or district Lexia Administrator should have created your account.
   • Select **Forgot Password?** to reset your password via a secure link that will be emailed to you.

4. Select the **Sign in** button.

myLexia Educator Login

Changing your myLexia Account Settings

Account settings include your username, password, and email notification settings.

1. After logging in to myLexia, hover your mouse over your name in the upper-right hand corner and select **My Profile**.

2. Make desired changes:

   • Under Email Notifications, you may opt in or out of Orientation emails, which are sent infrequently after students begin program use.
   • You may also change the frequency of Student Progress emails, which alert you to new student achievements or students who are struggling in your assigned classes.

3. To save your changes, select the **Save** button.

Creating New Classes

You may create as many classes as you need to group students together for easier management and reporting. A student can be in more than one class.

Note: Some schools and districts use automated tools to create and manage classes, students, and staff in myLexia. See your Lexia Administrator for more information.

1. Log in to myLexia:

    • If you are a teacher who is not assigned to a class, you will see a **Create Class** button.
    • If you already have a class and want to create a new class, select the **Manage** tab. Select the **Classes** list at the top of the screen, and select the plus button.

2. On the Create Class screen, define the class:

    a. Enter the Class Name and select the Grade (required).

    b. Select the **Add Students** button. Select the students you want to add to the class. Make sure you select the **Add to Selected Students** button so that the students display in the Selected Students list. When you are finished, select the **Done** button.

    c. If you don't see all of your students, go to the **Manage** tab > **Students** list in order to create them.

    d. Teachers are automatically added as staff to the class. To add more staff, select the **Modify Staff** button.

3. To create the class, select the **Save** button.

Printing Class Rosters and Login Cards

The class roster displays a list of students in a class with the students' usernames and passwords.

Login cards display each student's username and password; they can be cut up and distributed to students individually. Login cards are compatible with Avery® 5395 and 8395.

1. Log in to myLexia and select the **Manage** tab. Make sure you are on the **Classes** list.

2. Select the classes:

    • To print rosters, select the **Print Rosters** button.
    • To print login cards, select the **Print Login Cards** button.

3. The roster or login cards display and you can print them.

Adding New Students

You can add new students at any time. *Note: The ability to add new students may be turned off for your school or district.*

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.

2. Select the **Create** button.

3. On the **Create Student** screen, add information about the student:

    • Usernames are not case-sensitive and may only contain letters, numbers, underscores, periods, apostrophes, and dashes. Usernames must be unique across your school district.
    • Passwords must be at least four characters and should be easy for students to remember.
    • You may select the **Demographic Data** tab to add more information about the student, or the **Program** tab to specify a reading program assignment or direction language.

4. To create the student, select the **Save** button.

Note: To add the student to a class, go to the Classes list and create or edit a class to add the student.

Changing Student Information

You can change a student's information, including username, password, grade, and other demographic information.

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.

2. Find the student you want to edit and select the pencil icon in the student's row.

3. Make any modifications to the student. To edit a reading program assignment or direction language, select the **Program** tab.

4. When you are finished, select the **Save** button.

Managing Student Assignments

This section describes how to manage student program and level assignments.

Important Note! It is not necessary for teachers to actively manage student assignments. Students are automatically placed in Core5 the first time they log in after completing the Auto Placement activities. Students should be allowed to progress at their own pace. These instructions for managing student assignments are provided for exceptions only.

Warning! Changing a student's assignment can result in deleted data. Additionally, performance measures will be temporarily unavailable for a student after an assignment change.

Making Manual Assignments

You can make manual assignment changes for a student before or after the student uses Auto Placement, including changing a student's level, turning on/off activities, and changing units within an activity.

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.

2. Find the student you want to edit and select the pencil icon in the student's row.

3. Select the **Program** tab:

    • To change a student's level, select a level from the drop-down menu.

    • To turn off activities in the current level, select the level from the drop-down menu and then select the **Advanced Settings** icon. Use the checkboxes to turn an activity off or on.

    • To change units in the student's current level, select the level from the drop-down menu and then select the **Advanced Settings** icon. Use the unit drop-down menus to change the student's unit.

4. Select the **Save** button at the bottom of the screen.

Resetting Auto Placement and Switching Programs

You may reset a student's placement to make the student go through Auto Placement again. This will delete all of the student's data and progress. If the student has begun working in a program, you must reset a student's assignment in order to change the assigned program (e.g., assigning a student in Core5 to Lexia® PowerUp Literacy,™ and vice versa).

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.

2. Find the student you want to edit and select the pencil icon in the student's row.

3. Select the **Program** tab, and then select the **Reset Placement** option. Then, select the **Save** button at the bottom of the screen. If you are switching the student's program, select the other program to place the student in, and then select the **Save** button at the bottom of the screen.

Lexia Core5 Reading Instructional Materials

Core5 includes instructional materials and resources to ensure all students receive personalized and comprehensive instruction and practice in all skill areas. **Lexia Lessons**, **Lexia Skill Builders**, and **Lexia Connections** are designed to be used in conjunction with online learning activities. These materials can be incorporated into classroom routines in a variety of ways, including whole-class instruction, small group activities, and independent work.

Lexia Lessons®

Lexia Lessons are scripted materials for teacher-led instruction that target specific skills associated with Core5 online activities. There are over 250 Lexia Lessons available for grade levels Pre-K through 5. They are designed for individual, small group, or whole-class targeted instruction and are automatically recommended for struggling students based on performance in online activities. All Lexia Lessons include adaptations to further support or enhance student skill development, and many include materials such as activity pages, graphic organizers, and word lists to support instruction.

How Do I Know if Students Need a Lexia Lesson?

All students can benefit from the instructional support provided in Lexia Lessons. Lessons can be flexibly integrated into classroom routines based on instructional goals and student needs. For targeted instruction, Lexia Lessons are automatically recommended for students who are struggling in Core5 online activities. Students are identified as struggling and needing teacher-led intervention after dropping to the instructional level of the activity more than once in a unit. Timely instructional intervention is critical to prevent frustration and ensure progress in the program.

There are two ways to know if a student is struggling:

1. The **Information Apple** in the lower left-hand corner of the student activity screen will turn red if the student is struggling in the current activity. This can be noted when observing students on the program in the classroom or computer lab.

2. Struggling students are shown with a lesson icon ( ) in myLexia reports. Specific lesson recommendations are noted for students in these reports as well.

Accessing Lexia Lessons

In myLexia, there are several places to access Lexia Lessons:

1. Log in to myLexia, select the Reading tab on the left, and look at your **Class Overview**. For students who are struggling, you will see a Lexia Lesson icon in the **Actions** column of the Class Table. Select the icon to view, print, and mark a Lesson as delivered. To find a more detailed list of the Lessons targeted for specific students, select the **Struggling** tab at the top of the page.

2. Alternatively, you may browse the entire library of Lexia Lessons by selecting the **Resources** tab and then the **Lexia Lessons** link. This screen also allows you to download and print only the lesson reproducible pages if you choose to view the lesson script electronically.

A series of Lexia Lesson slide decks are available on the Core5 Resources Hub. This resource can be used as a complement to printable Lessons in the classroom or in a remote learning environment.
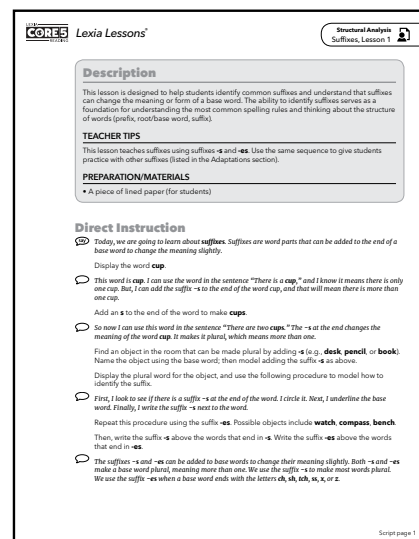
Lexia Skill Builders®

⌦ Lexia Skill Builders are student practice materials that reinforce and extend online learning. They are recommended for students after the completion of an online level. Lexia Skill Builders provide opportunities to extend learning to speaking and writing tasks, and allow for generalization and expansion of skills. There are Skill Builders available for each of the 105 online activities, for a total of over 500 pages, plus answer keys. Skill Builders are designed to be used independently, with a teacher, or with a peer partner.

Accessing Lexia Skill Builders

In myLexia, there are several places to access Skill Builders:

1. Log in to myLexia, select the **Reading** tab on the left, and look at your **Class Overview**. To find Skill Builders targeted for specific students, look in the Actions column of the Class Table for the Skill Builders icon. Select the icon to view, print, and mark Skill Builders as delivered. To find a more detailed list of the Skill Builders targeted for specific students, select the **Skill Builders** tab at the top of the page.

2. Alternatively, you may browse the entire library of Skill Builders by selecting the **Resources** tab and then the **Lexia Skill Builders** link. This screen also allows you to download answer keys for the Skill Builders.

Lexia Skill Builders are also available in a digital format that can be completed on a student device. This resource offers type-in text boxes for word, sentence, or paragraph level responses and movable visual components for sorting and sequencing tasks.

Lexia® Connections

⌦ Lexia Connections are strategies and routines to structure individual, small group, or whole-class activities that target essential components of reading skill instruction. Activity ideas allow for integration of listening, speaking, reading, and writing, and provide guidance on linking reading activities to content-area instruction. Reference tables, word lists, and graphic organizers are included.

Accessing Lexia Connections

In myLexia, Lexia Connections can be found in the **Resources** tab.

1. Log in to myLexia and select the **Resources** tab on the left.

2. Select the **Lexia Connections** link. You can filter the list of Lexia Connections by a particular skill area, Core5 level, or Grade level.

Listening, Reading, Speaking and Writing Icons

A Picnic in the Woods

Level 1 Activity Menu

Area	Activity
Automaticity Warm-up	**Picture Matching and Basic Categorizing** Increase automaticity with previously acquired skills.
Phonological Awareness	**Rhyming** Recognize rhyming words in spoken language. Units: 9
Phonics	**Letter Matching** Recognize all upper- and lowercase letters of the alphabet. Units: 9
Vocabulary	**Categorizing Pictures** Demonstrate understanding of word relationships through categorizing. Units: 14
Comprehension	**Nursery Rhymes** Demonstrate understanding of narrative story structure and focus on key words. Units: 10
Comprehension	**Print Concepts** Identify early print concepts and demonstrate comprehension of texts read aloud. Units: 10

Level 1

Rhyming

The goal of this activity is for students to recognize rhyming words in spoken language. Students build early phonemic awareness skills as they increase their awareness of rhyme patterns in spoken words.
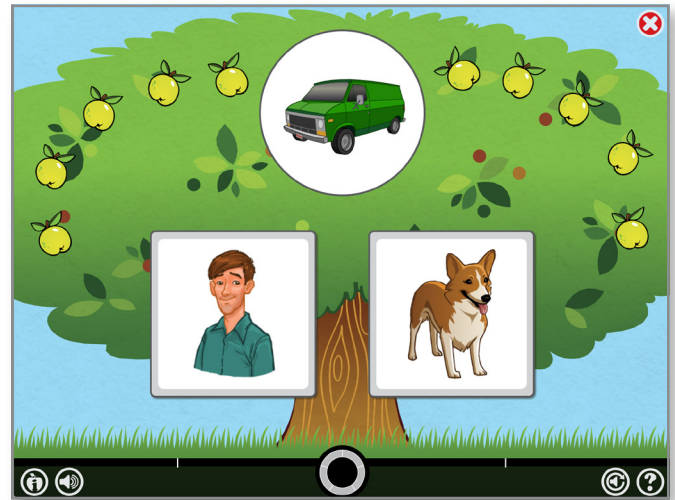
Matching Task

Two pictures display under a target picture. Each picture is highlighted and named. The student selects the picture that rhymes with the target picture.

Unit 1   One-syllable words with three sounds (e.g., tin, bag, rag)

Unit 2   One-syllable words with three sounds (e.g., lime, chair, time)

Unit 3   One-syllable words with three sounds (e.g., hen, fog, pen)

Unit 4   One-syllable words with four sounds including beginning blends (e.g., clock, grape, block)

Unit 5   One-syllable words with four sounds including beginning blends (e.g., break, green, flake)

★ **Unit 6**   One-syllable words with three or four sounds including ending blends (e.g., lamp, nest, camp)

Unit 7   One-syllable words with three or four sounds including beginning and ending blends (e.g., green, toast, clean)

Unit 8   One-syllable words with four or five sounds including beginning and ending blends (e.g., trunk, start, skunk)

Unit 9   One-syllable words with four or five sounds including beginning and ending blends (e.g., dreams, trick, screams)

★ *start of second half*

Level 1

Letter Matching

The goal of this activity is for students to recognize all upper- and lowercase letters of the alphabet. Students begin by matching letters that are the same and progress to matching uppercase letters to lowercase letters.
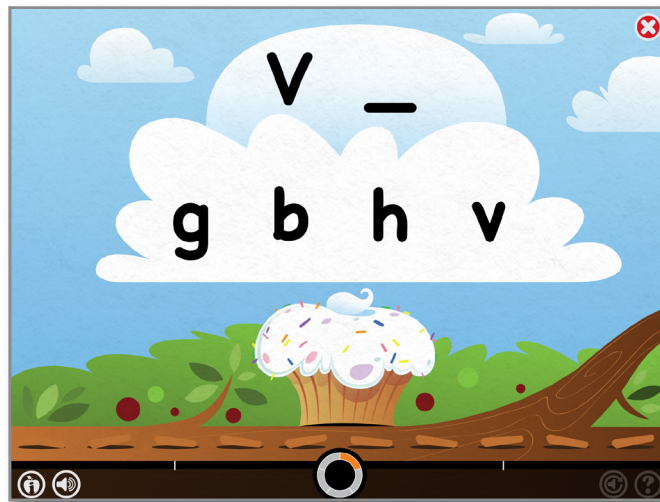
Matching Letters Task

Four letters display. The student must select the two letters that are the same.

Unit 1   High-frequency uppercase letters: A, C, D, E, I, L, N, O, P, R, S, T, U

Unit 2   Low-frequency uppercase letters: B, F, G, H, J, K, M, Q, V, W, X, Y, Z

Unit 3   High-frequency lowercase letters: a, c, d, e, i, l, n, o, p, r, s, t, u

Unit 4   Low-frequency lowercase letters: b, f, g, h, j, k, m, q, v, w, x, y, z

Matching Upper- to Lowercase Letters Task

An uppercase letter displays above four lowercase letter choices. The student must select the lowercase letter that matches the uppercase letter.

★ **Unit 5**   C/c, K/k, O/o, P/p, S/s, U/u

Unit 6   V/v, W/w, X/x, Y/y, Z/z

Unit 7   F/f, I/i, J/j, M/m, T/t

Unit 8   A/a, B/b, E/e, N/n, R/r

Unit 9   D/d, G/g, H/h, L/l, Q/q

★ *start of second half*

VOCABULARY

Level 1

Categorizing Pictures

The goal of this activity is for students to build their knowledge of word relationships through categorizing. Students sort pictures into basic categories as they start to think about common attributes among objects.

Categorizing Task

The student categorizes a set of objects into two or three categories.

Unit 1	Red, Blue	
Unit 2	Black, Yellow	
Unit 3	Green, Brown	
Unit 4	Purple, Orange	
Unit 5	Animals, Vehicles	
Unit 6	Bugs, Instruments	
★ **Unit 7**	Farm Animals, Sea Animals	
Unit 8	Furniture, Playground	
Unit 9	Stormy, Sunny	
Unit 10	Pets, Zoo Animals	
Unit 11	Sea Animals, Bugs, Birds	
Unit 12	Water, Land, Sky	
Unit 13	Building, Cooking, Drawing	
Unit 14	Sports, Arts, Music	

★ *start of second half*

Level 1

Nursery Rhymes

The goal of this activity is for students to build their understanding of narrative story structure and learn to focus on key words. Students listen to a common nursery rhyme and then choose the picture that matches the beginning, middle, or end of the nursery rhyme.
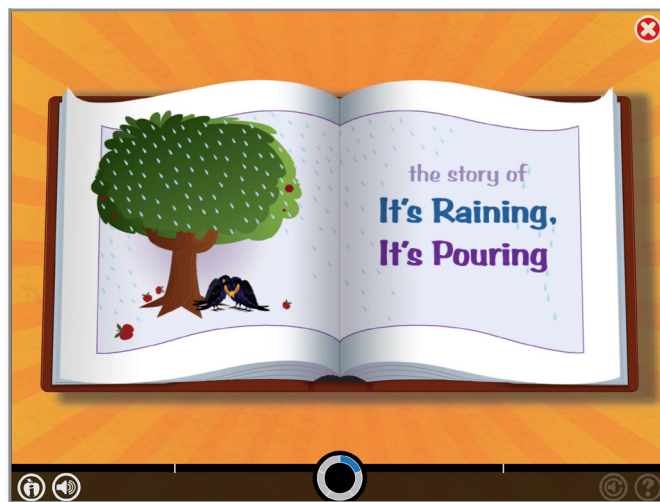
Matching Task

The nursery rhyme is read along with pictures. Then, for each part of the nursery rhyme (beginning / middle / end), three pictures are presented and the student chooses the picture that best matches that part.

Unit 1   Humpty Dumpty (Humpty Dumpty sat on a wall, / Humpty Dumpty had a great fall. / All the king's horses, and all the king's men, couldn't put Humpty together again.)

Unit 2   It's Raining, It's Pouring (It's raining, it's pouring, / the old man is snoring. / He bumped his head, and went to bed, and he couldn't get up in the morning.)

Unit 3   Mary Had a Little Lamb (Mary had a little lamb, its fleece was white as snow. / And everywhere that Mary went, the lamb was sure to go. / It followed her to school one day, which was against the rule; It made the children laugh and play, to see a lamb at school.)

Unit 4   Hickory Dickory Dock (Hickory dickory dock, the mouse ran up the clock. / The clock struck one, the mouse ran down, / hickory dickory dock.)

Unit 5   The Itsy Bitsy Spider (The itsy bitsy spider went up the water spout. / Down came the rain and washed the spider out. / Out came the sun and dried up all the rain, / Now Itsy Bitsy spider went up the spout again!)

★ **Unit 6**   Three Little Kittens (Three little kittens they lost their mittens, and they began to cry. / Oh mother dear, we sadly fear that we have lost our mittens. / What! Lost your mittens, you naughty kittens! Then you shall have no pie.)

Unit 7   Little Bo Peep (Little Bo Peep has lost her sheep, and can't tell where to find them. / Leave them alone, and they'll come home, / Wagging their tails behind them.)

Unit 8   Little Miss Muffet (Little Miss Muffet sat on a tuffet, eating her curds and whey. / Along came a spider, who sat down beside her, / and frightened Miss Muffet away.)

Unit 9   Old Mother Hubbard (Old Mother Hubbard, went to the cupboard, to get her poor dog a bone. / But when she got there, the cupboard was bare, / and so her poor dog had none.)

Unit 10   Diddle Diddle Dumpling (Diddle, diddle, dumpling, my son John, / went to bed with his trousers on, / one shoe off, and one shoe on. Diddle, diddle, dumpling, my son John!)

★ *start of second half*

Level 1

Print Concepts

The goal of this activity is for students to build their understanding of early print concepts (i.e., title, author, illustrator, front cover, picture vs. print, left-to-right orientation, page-turning) while also demonstrating comprehension of texts read aloud.
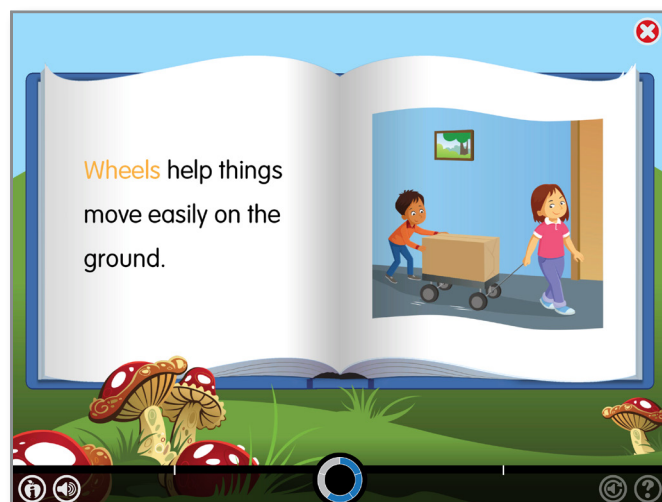
Listening Comprehension Task

An illustrated story is read aloud. Words and parts of the book highlight to teach various print concepts. Then, students choose from three pictures to demonstrate understanding of the text and print concept.

Unit 1   Our Changing Sky (I)

Unit 2   Pig Can Fly (N)

Unit 3   The Sense of Touch (I)

Unit 4   Two Little Jumps (N)

Unit 5   Ants on a Log (I)

★ **Unit 6**   Counting Together (N)

Unit 7   Signs All Around (I)

Unit 8   Big Bella (N)

Unit 9   How Many Wheels (I)

Unit 10 Seeing Things (N)

Level 2

A Day at the Beach

Level 2 Activity Menu

Area	Activity
Automaticity Warm-up	**Letter Matching and Basic Categorizing (Review)** Increase automaticity with previously acquired skills.
Phonological Awareness	**Blending & Segmenting 1** Blend 2-3 syllables to form words and segment spoken words into syllables. Units: 8
Phonological Awareness	**Beginning Sounds** Isolate beginning sounds in spoken words. Units: 8
Phonics	**Letter Names** Recognize letter names for upper- and lowercase letters and demonstrate knowledge of alphabetic sequence. Units: 12
Vocabulary	**Basic Concepts** Demonstrate understanding of words that name basic language concepts that are important to everyday life and academic learning. Units: 16
Comprehension	**Picturing Stories 1** Demonstrate understanding of narrative story structure and focus on key word imaging. Units: 10

Level 2

Blending & Segmenting 1

The goal of this activity is for students to build their awareness of syllables in words. Students blend two and three syllables to form words. They also segment two- and three-syllable words and identify the number of syllables in these words.
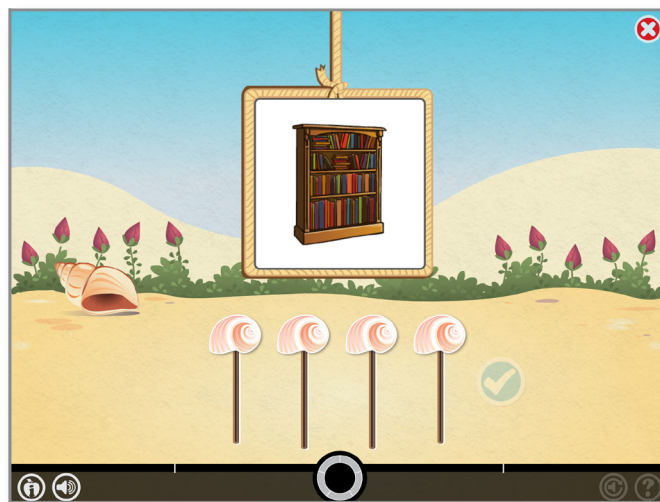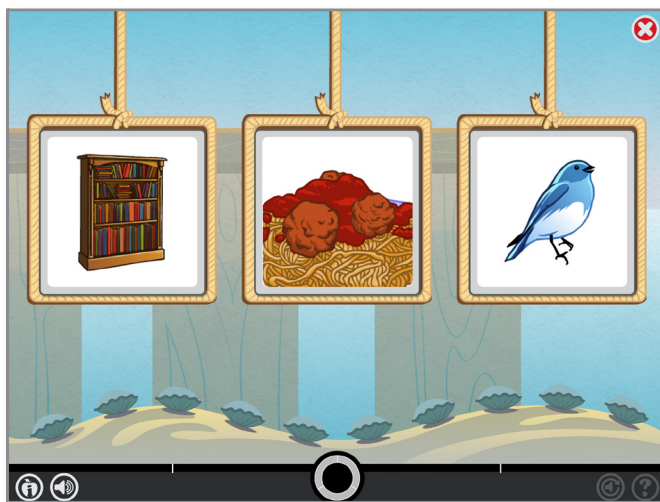
Blending Task

Three pictures display and a word is named with a one-second pause between syllables. The student selects the picture that represents that word.

Unit 1 Two-syllable compound words (e.g., tea-pot)

Unit 2 Two-syllable words (e.g., tur-tle)

Unit 3 Three-syllable words (e.g., kan-ga-roo)

Segmenting Task

One picture displays and a word is named with no pause between syllables. The student drags down a token for each syllable in the word.

★ **Unit 4** Two-syllable compound words (e.g., bird-cage)

Unit 5 Two-syllable words with –ing and –er (e.g., play-er)

Unit 6 Two- and three-syllable words (e.g., tu-lip, ba-na-na)

Unit 7 Two- and three-syllable words (e.g., pi-ckle, ra-di-o)

Unit 8 Two-syllable words with –ing and –er (e.g., jump-ing) and three-syllable words (e.g., go-rill-a)

★ *start of second half*

Level 2

Beginning Sounds

The goal of this activity is for students to isolate the beginning sound in spoken words. Students match pictures that begin with the same beginning sound and choose pictures that match a presented sound.
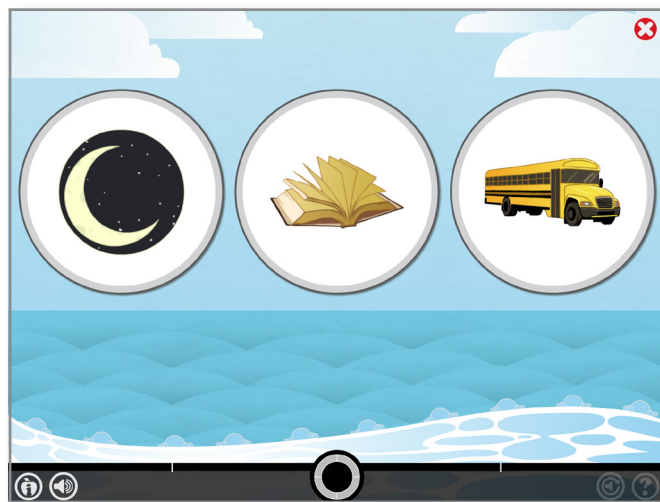
Matching Task

Three pictures are highlighted and named. The student selects the two pictures with the same beginning sound.

Unit 1 One-syllable words containing 3 sounds. Target pictures are next to each other (e.g., mice, moon, sail). Target sounds: b, k, d, f, g, h, j, l, m, n

Unit 2 One-syllable words containing 3 sounds. Target pictures are placed randomly (e.g., sail, bun, sock). Target sounds: p, r, s, t, w, b, k, d, m, n

Unit 3 One-syllable words containing 4 sounds and beginning blends. Target pictures are next to each other (e.g., flag, fruit, plate). Target sounds: b, k, d, f, g

Unit 4 One-syllable words containing 4 sounds and beginning blends. Target pictures are placed randomly (e.g., bread, skin, block). Target sounds: p, s, t, b, k, d

Identifying Task

Three pictures are highlighted and named, and a target sound is named. The student selects the picture that begins with the target sound.

★ **Unit 5** One-syllable words containing 3 sounds. Target sounds: b, k, d, f, g, h, j, l, m, n

Unit 6 One-syllable words containing 3 sounds. Target sounds: p, r, s, t, w, b, k, d, m, n

Unit 7 One-syllable words containing 3 to 4 sounds. The named pictures have no similarities (e.g., web, cup, mouse). Target sounds: b, k, d, f, g, h, j, l, m, n

Unit 8 One-syllable words containing 3 to 4 sounds and ending blends. The named pictures have no similarities, (e.g., camp, bank, tent). Target sounds: p, r, s, t, w, b, k, d, m, n

★ *start of second half*

Level 2

Letter Names

The goal of this activity is for students to recognize the letter names for upper- and lowercase letters and to recognize the alphabetic sequence of letters. Students begin by choosing a letter that is named and progress to sequencing letters alphabetically.
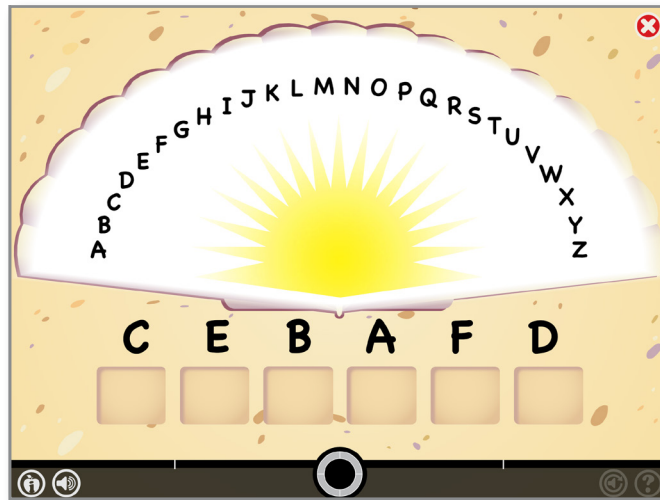
Letter Recognition Task

Six or seven letters display and a target letter is named. The student selects the target letter from the alphabet arc.

Unit 1	A, E, I, O, R, T
Unit 2	C, D, L, N, P, S, U
Unit 3	B, F, G, H, M, W, Y
Unit 4	J, K, Q, V, X, Z
Unit 5	a, e, i, o, r, t
Unit 6	c, d, l, n, p, s, u
Unit 7	b, f, g, h, m, w, y
Unit 8	j, k, q, v, x, z

Alphabetizing Task

Six letters display in random order at the bottom of the screen. The student puts the letters in alphabetical order. The alphabet arc displays and then disappears after the student's first response.

★ **Unit 9**	A, B, C, D, E, F
Unit 10	G, H, I, J, K, L, M
Unit 11	N, O, P, Q, R, S
Unit 12	T, U, V, W, X, Y, Z

★ *start of second half*

Level 2

Basic Concepts

The goal of this activity is for students to build an awareness of basic language concepts that are important to everyday life and academic learning. Students develop an understanding of basic concepts (i.e., shape, emotion, characteristics, and function) as they choose or categorize pictures that match a given concept.
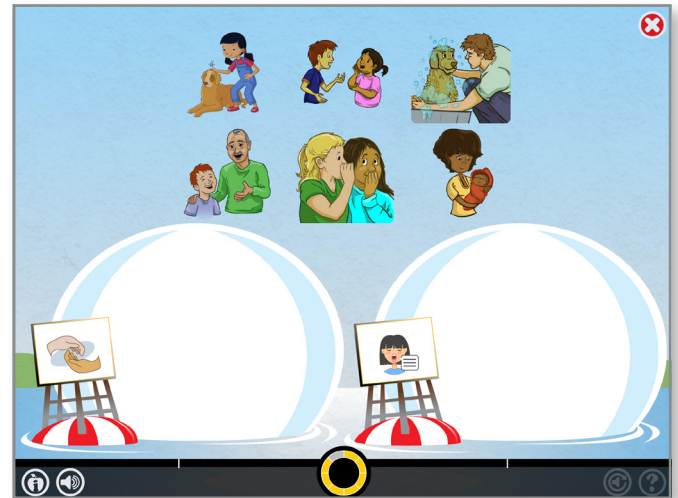
Identifying Task

Three pictures display and a target concept is named. The student selects the picture that matches the concept.

Categorizing Task

The student categorizes a set of pictures into three or four categories.

Unit 1 square, circle, triangle (Identifying)	★**Unit 9** tall, fast, hot, cold (Identifying)
Unit 2 oval, rectangle, diamond (Identifying)	**Unit 10** wet, thin, shining, soft (Identifying)
Unit 3 square, circle, triangle (Categorizing)	**Unit 11** tall, fast, hot, cold (Categorizing)
Unit 4 oval, rectangle, diamond (Categorizing)	**Unit 12** wet, thin, shining, soft (Categorizing)
Unit 5 angry, sad, happy (Identifying)	**Unit 13** fixing, cleaning, writing, measuring (Identifying)
Unit 6 scared, proud, tired (Identifying)	**Unit 14** caring, speaking, riding, pulling (Identifying)
Unit 7 angry, sad, happy (Categorizing)	**Unit 15** fixing, cleaning, writing, measuring (Categorizing)
Unit 8 scared, proud, tired (Categorizing)	**Unit 16** caring, speaking, riding, pulling (Categorizing)

★ *start of second half*

Level 2

Picturing Stories 1

The goal of this activity is for students to build their understanding of narrative story structure as they learn to focus on key word imaging. Students listen for key details in alliterative stories and choose pictures that match the beginning, middle, or end of the story.
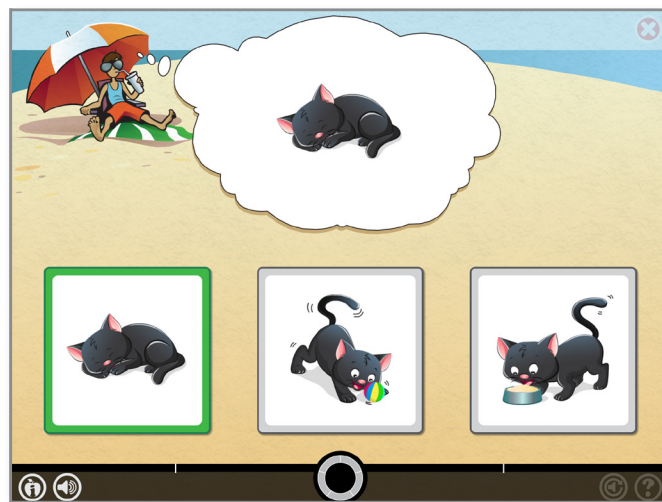
Listening Comprehension Task

The story is read in three parts (beginning/middle/end). After each part is read aloud, the student selects an arrow to view three pictures. The student chooses the picture that best matches the sentence that they heard.

Unit 1   Pia the Piglet (Pia the Piglet jumped out of the plane. / Pia's pink parachute opened up. / Pia the Piglet landed safely on the grass.)

Unit 2   Bobby Bunny (Bobby Bunny pulled a carrot from the garden. / Bobby Bunny brought the carrot to his home. / Bobby Bunny shared the carrot with the other bunnies.)

Unit 3   Carlos the Cat (Carlos the Cat baked a cake. / Carlos put the cake in a big box. / Carlos the Cat gave the cake to his friend.)

Unit 4   Tina Tiger (Tina Tiger went on a train ride. / Tina Tiger handed the conductor her ticket. / Tina Tiger looked out the window and enjoyed the ride.)

Unit 5   Daisy Dragon (Daisy Dragon fell asleep. / Daisy had a dream that she was dancing. / When Daisy Dragon woke up, she danced with her doll.)

★ **Unit 6**   Franco the Fish (Franco the Fish swam near a big whale. / Franco was very frightened and quickly swam home. / Franco learned he should swim near his mom.)

Unit 7   Nina the Newt (Nina the Newt goes to the jewelry store. / Nina is looking for a necklace. / Nina buys nine necklaces.)

Unit 8   Sanjay the Sea Turtle (Sanjay the Sea Turtle walked to the store. / Sanjay ordered a small soda. / Sanjay then offered to share his drink with another sea turtle.)

Unit 9   Manny the Mouse (Manny the Mouse opened the tub of ice cream. / Manny mixed the ice cream with a cup of milk. / Manny the Mouse enjoyed the yummy milkshake he made.)

Unit 10 Loretta the Ladybug (Loretta the Ladybug lays down a picnic blanket. / Loretta's friends bring food to the picnic. / Loretta hands out slices of watermelon to all her friends.)

★ *start of second half*

Level 3

A Snow Day in the City

Level 3 Activity Menu

Area	Activity
Automaticity Warm-up	**Letter Names and Alphabetizing (Review)** Increase automaticity with previously acquired skills.
Phonological Awareness	**Blending & Segmenting 2** Blend onset/rime and single phonemes to form words and segment spoken words into 2-4 phonemes. Units: 8
Phonics	**Consonant Sounds** Demonstrate basic knowledge of letter-sound correspondences for beginning consonants and discriminate between similar-sounding consonants at the beginning of words. Units: 20
Fluency	**Sight Words 1** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 18
Vocabulary	**Advanced Descriptors** Increase vocabulary knowledge for unfamiliar, high-level words through deductive reasoning. Units: 8
Comprehension	**Picturing Stories 2** Demonstrate understanding of story details by focusing on key word imaging. Units: 10

Level 3

Blending & Segmenting 2

The goal of this activity is for students to blend phonemes to form words, and to segment spoken words into phonemes. Students blend onsets/rimes and phonemes in words and choose a picture that matches the blended word. Students also segment spoken words as they identify the number of phonemes in a word.
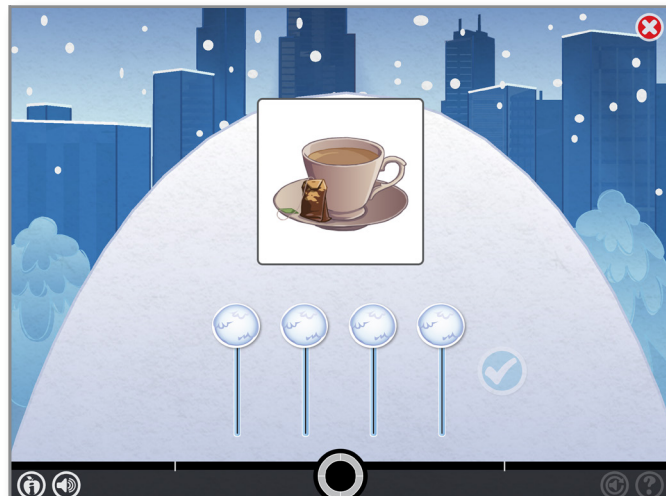
Blending Task

Three pictures display and a word is named with a one-second pause between sounds. The student selects the picture that represents that word.

Unit 1 One-syllable words with a pause between initial and remaining sounds (e.g., n-ose, p-in)

Unit 2 One-syllable words with a pause between initial and remaining sounds (e.g., p-ool, k-ite)

Unit 3 One-syllable words with pauses between three sounds (e.g., m-u-g, m-o-th)

Unit 4 One-syllable words with pauses between three sounds (e.g., d-i-sh, f-ar-m)

Segmenting Task

One picture displays and a word is named with no pause between sounds. The student drags down a token for each sound in the word.

★ **Unit 5** Words with 2 or 3 sounds (e.g., w-e, l-i-p)

Unit 6 Words with 2 or 3 sounds (e.g., oa-k, p-u-p)

Unit 7 Words with 3 or 4 sounds (e.g., s-u-n, s-k-a-te)

Unit 8 Words with 3 or 4 sounds (e.g., r-e-d, kn-o-ck)

★ *start of second half*

PHONICS

Level 3

Consonant Sounds

The goal of this activity is for students to build their knowledge of basic letter-sound correspondences for beginning consonants (except x) and to discriminate similar-sounding consonants at the beginning of words. Students choose pictures that begin with a presented letter as well as choose letters that match the beginning sound of a picture. They also sort pictures based on beginning sounds and match these pictures to the appropriate letter.
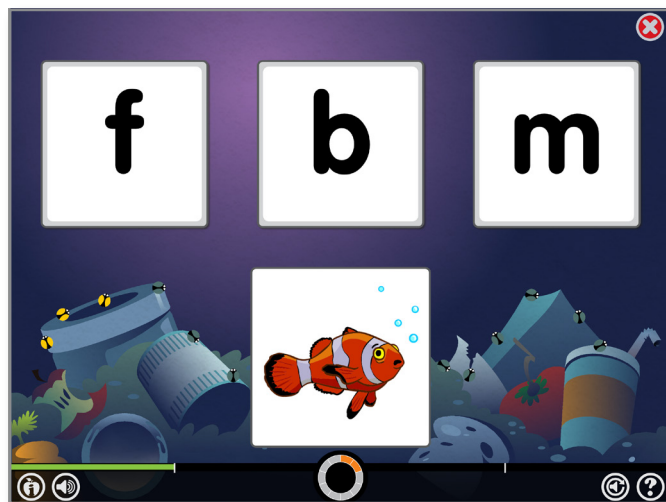
Letter Recognition Task (Review)

Three letters display and the student hears a target letter. The student selects the target letter that matches what they heard.

Unit 1   b, c, d, f, g, h, j, k, l, m, n, p

Unit 2   b, c, d, q, r, s, t, v, w, x, y, z

Letter to Picture Matching Task

Three letters display above a picture. The student hears the name of the picture, and then selects the letter that matches the beginning sound of the picture.

Unit 3   b, f, k, m, s, t

Unit 4   d, g, l, n, p, r, z

Unit 5   c, h, j, qu, v, w, y

Unit 6   Review Units 1-3

Picture to Letter Matching Task

Three pictures display above a letter. The student hears the names of the pictures and the letter, and then selects the picture that matches the letter.

Unit 7   b, f, k, m, s, t

Unit 8   d, g, l, n, p, r, z

Unit 9   c, h, j, qu, v, w, y

Unit 10 Review Units 5-7

Consonant Discrimination Task

Paired letters with similar sounds (e.g., b/p) display with five pictures. The student selects a picture, hears the name of the picture, and then sorts the picture according to the first sound of the word.

★ **Unit 11** b/p

 Unit 12 d/t

 Unit 13 f/v

 Unit 14 g/k

 Unit 15 s/z

 Unit 16 m/n

 Unit 17 l/r

 Unit 18 y/w

 Unit 19 c/g

 Unit 20 h/w

★ *start of second half*

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Level 3

Sight Words 1

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words.

Recognition Task

The student selects the target word. Foils include two close spellings of the target word plus another sight word.

Construction Task

The letters for a sight word display out of order. The student hears the word and must drag the letters into the correct order.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student hears the phrase or sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 the, my, here, is (Recognition)	★ **Unit 10** no, go, so, she (Recognition)
Unit 2 the, my, here, is (Construction)	**Unit 11** no, go, so, she (Construction)
Unit 3 the, my, here, is (Phrases)	**Unit 12** no, go, so, she (Phrases)
Unit 4 the, my, here, is (Automaticity)	**Unit 13** no, go, so, she (Automaticity)
Unit 5 one, two, are, you (Recognition)	**Unit 14** he, we, be, me (Recognition)
Unit 6 one, two, are, you (Construction)	**Unit 15** he, we, be, me (Construction)
Unit 7 one, two, are, you (Phrases)	**Unit 16** he, we, be, me (Phrases)
Unit 8 one, two, are, you (Automaticity)	**Unit 17** he, we, be, me (Automaticity)
Unit 9 Review Units 1-8 (Automaticity)	**Unit 18** Review Units 10-17 (Automaticity)

★ *start of second half*

Level 3

Advanced Descriptors

The goal of this activity is to increase vocabulary knowledge for unfamiliar, high-level words through deductive reasoning. Students determine the meaning of a word by analyzing pictures and choosing the picture that does not belong.

Identifying Task

Four pictures display. The student hears a challenging word that describes three of the pictures and must select the picture that the word does not describe.

Unit 1	freezing, cracked, cheerful, filthy
Unit 2	terrifying, enormous, damp, bright
Unit 3	crowded, furious, soaring, formal
Unit 4	exhausted, ancient, coiled, sturdy
★ **Unit 5**	tidy, repaired, swift, fragile
Unit 6	crouched, squishy, young, blustery
Unit 7	upset, energetic, scorching, alike
Unit 8	professional, wobbly, athletic, nutritious

★ *start of second half*

Level 3

Picturing Stories 2

The goal of this activity is for students to build their understanding of narrative story structure as they learn to focus on key word imaging. Students listen for key details in stories and choose pictures that match the beginning, middle, or end of the story.

Listening Comprehension Task

The story is read in three parts (beginning/middle/end). After each part is read aloud, the student selects a "Go" arrow to view three pictures. The student chooses the picture that best matches the sentence that they heard.

Unit 1 The Ballet Dancer (The ballet dancer wears a red tutu and a silver crown on stage to perform. / The dancer starts her routine balancing on one foot. / The crowd stands and claps for the dancer at the end of the performance.)

Unit 2 A Scuba Diver (A scuba diver plunges into the sea from a boat. Her wetsuit keeps her warm in the deep, cold water. / The scuba diver takes out her small, black camera. Good thing it is waterproof! / She takes a photo of a speckled sea turtle chasing a fish.)

Unit 3 A Pilot (A pilot pulls on her round helmet and goggles. The airport tower tells her it is safe to go. / The jet speeds down the runway. The noise is deafening. / The jet leaves behind a trail of white smoke.)

Unit 4 The Elephants (Three gray elephants stop to drink water from the river on a hot sunny day. / The smallest elephant snorts up some water and blows it on his own back. He is giving himself a shower. / The other two elephants go for a swim in the clear, blue water.)

Unit 5 A Skateboarder (A boy wearing a black t-shirt and jeans jumps on his skateboard. / He skates down the busy sidewalk through the crowd of people. / He arrives at the park and sees his friend skating on the ramp doing tricks and turns.)

★ **Unit 6** The Artist (An artist paints orange stars on the side of a building. / Then she paints a brown and white spotted owl sitting in a big tree. / Finally, the artist paints a picture of cat sitting under the tree.)

Unit 7 A Pirate (A pirate wearing a long red coat and black boots is holding an old map. / A large bird swoops down and snatches the map. / The pirate follows the large black bird to the nest and grabs the map back.)

Unit 8 The Farmer (A farmer with purple overalls and a straw hat fills a bucket with water. / The farmer's brown horse drinks the water from the bucket. / The farmer brushes the horse while the horse is drinking.)

Unit 9 A Black Puppy (A black puppy with big, floppy ears chases a ball across the living room floor. / The puppy knocks the ball into a green lamp beside the purple couch. / The lamp topples over and crashes into a million pieces on the floor.)

Unit 10 The Tennis Player (A tennis player with long, curly hair and black shorts steps onto the tennis court. / He throws the yellow ball high into the air and lunges at it with his green racquet. / After the ball lands, he throws his hands in the air to celebrate his win.)

★ *start of second half*

Level 4

The Amazon Rainforest
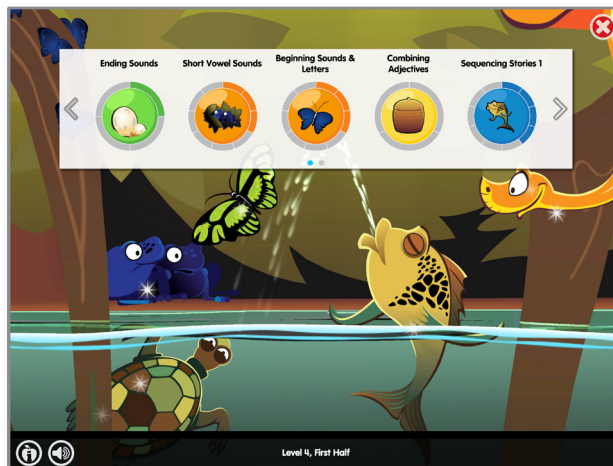
Level 4 Activity Menu

Area	Activity
Automaticity Warm-up	**Consonant Sounds and Sight Words (Review)** Increase automaticity with previously acquired skills.
Phonological Awareness	**Ending Sounds** Isolate ending consonant sounds in spoken words and match letter-sound correspondences for ending sounds. Units: 8
Phonics	**Short Vowel Sounds** Associate the short vowel sounds with letters for the five major vowels. Units: 15
Phonics	**Beginning Sounds & Letters** Demonstrate knowledge of letter-sound correspondences for beginning consonant sounds in words. Units: 16
Vocabulary	**Combining Adjectives** Demonstrate understanding of two descriptors as they relate to a noun. Units: 6
Comprehension	**Sequencing 1** Demonstrate understanding of the sequence of events in a story as shown through pictures. Units: 20

Level 4
Ending Sounds

The goal of this activity is for students to isolate ending consonant sounds in spoken words and to match letters to the ending sounds. Students choose pictures that match the ending sound presented and choose ending consonant letters to complete words.
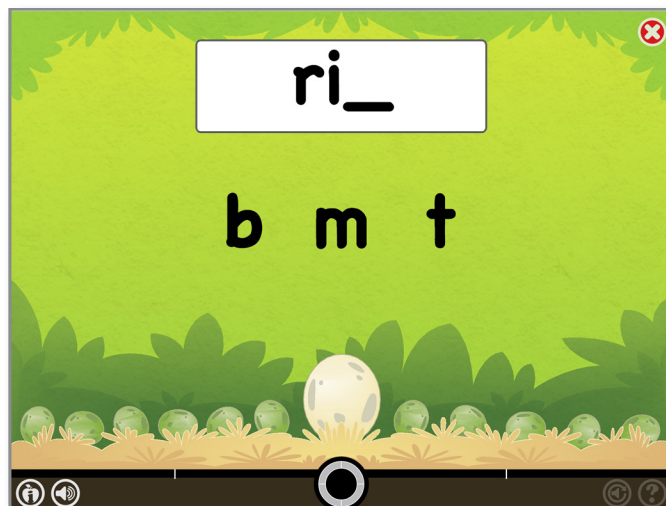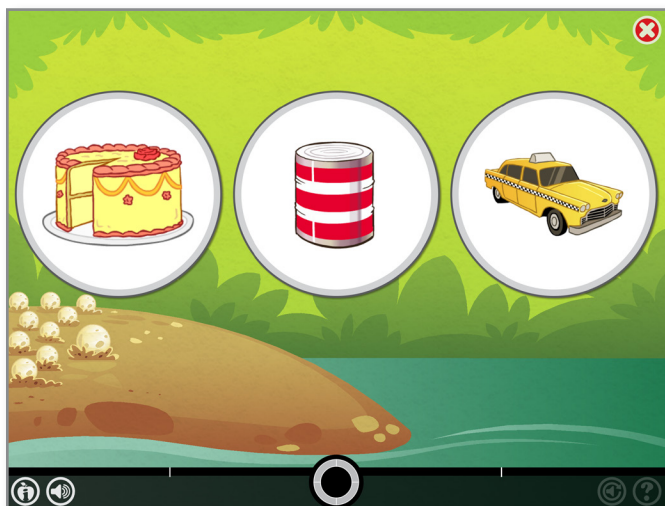
Recognition Task

Three pictures display. The student hears the target ending sound and the names of the pictures. The student selects the picture that ends in the target sound.

Unit 1 Three phonemes and same initial phoneme (e.g., web, win, wet)

Unit 2 Three phonemes and no similarities (e.g., lake, fuzz, pan)

Unit 3 Four phonemes with beginning blends and no similarities (e.g., plane, cloud, scale)

Unit 4 Four or five phonemes with ending blends and no similarities (e.g., sank, toast, pond)

Word Completion Task

A partial CVC word displays with three letters underneath. The student hears the word and then selects the letter that completes the word.

★ **Unit 5** Complete the word with b, m, t

Unit 6 Complete the word with x, d, n

Unit 7 Complete the word with s, p, g

Unit 8 Complete the word with ss, ll, ff, zz

★ *start of second half*

Level 4

Short Vowel Sounds

The goal of this activity is for students to build their knowledge of letter-sound correspondences for the five major vowels. Through this activity, students choose the picture that begins with a presented vowel letter, and choose the vowel letter that matches the beginning sound of the picture.

Categorizing Task (Review)

Six letters display. The student categorizes each letter into vowels and consonants.

Letter to Picture Matching Task

The short vowel is introduced in a letter morph with the key word. Two pictures display above a vowel. The student hears the names of the pictures and selects the picture that begins with the target short vowel sound.

Picture to Letter Matching Task

Two vowels display above a picture. The student hears the name of the picture and then selects the vowel that matches the beginning sound of the picture.

Unit 1   a, b, c, d, e, f, h, i, o, x, y (Categorizing)

Unit 2   a, b, c, d, e, f, g, h, i, j, k, q, r, s, t, u, v (Categorizing)

Unit 3   Short a (Letter to Picture Matching)

Unit 4   Short i (Letter to Picture Matching)

Unit 5   Short a, i (Picture to Letter Matching)

Unit 6   Short a, i (Letter to Picture Matching)

Unit 7   Short o (Letter to Picture Matching)

Unit 8   Short a, i, o (Picture to Letter Matching)

Unit 9   Short a, i, o (Picture to Letter Matching)

★ **Unit 10** Short u (Letter to Picture Matching)

Unit 11 Short a, i, o, u (Picture to Letter Matching)

Unit 12 Short a, i, o, u (Letter to Picture Matching)

Unit 13 Short e (Letter to Picture Matching)

Unit 14 Short a, i, e, o, u (Picture to Letter Matching)

Unit 15 Short a, i, e, o, u (Letter to Picture Matching)

★ *start of second half*

Level 4

Beginning Sounds & Letters

The goal of this activity is for students to build their knowledge of letter-sound correspondences for beginning consonant sounds in words. Students choose the letter that completes the spoken word.
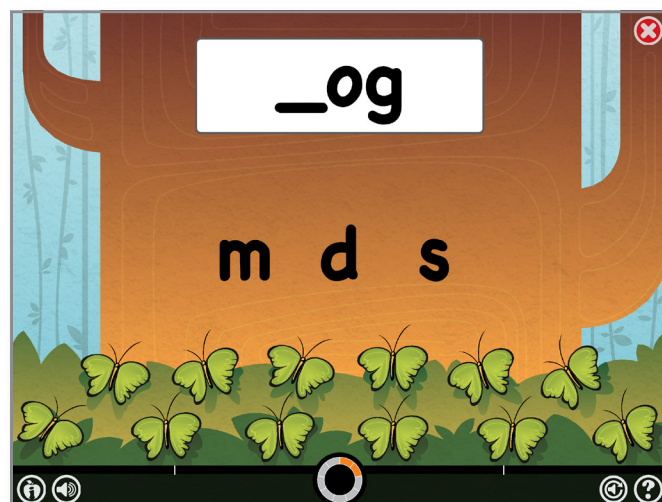
Letter Recognition Task (Review)

Three letters display and the student hears a target letter. The student selects the target letter that matches what they heard.

Unit 1   b, d, f, g, k, l, m, n, s, v, w, z

Unit 2   b, c, d, f, g, h, j, m, p, r, t, y

Word Completion Task

A partial word displays above three or four letters. The student hears the word and selects the letter that completes the word.

Unit 3   d, m, s

Unit 4   b, m, s, t

Unit 5   c, d, f, y

Unit 6   k, l, p, r

Unit 7   b, g, h, w

Unit 8   j, qu, v, z

Unit 9   d, f, n, s

★ **Unit 10**   f, g, p, s

Unit 11   g, k, m, n

Unit 12   d, f, t, v

Unit 13   b, p, s, z

Unit 14   c, d, p, qu

Unit 15   d, g, n, z (Standard and Practice Steps use nonsense words, e.g., duf, gam, nog, zil)

Unit 16   b, m, s, t (Standard and Practice Steps use nonsense words, e.g., biv, mip, sec, taz)

★ *start of second half*

Level 4
Combining Adjectives

The goal of this activity is for students to build their understanding of descriptors as they relate to nouns. Students choose a picture that matches a dictated description that contains two adjectives.

Identifying Task

An object inside the basket is described with two adjectives. Three pictures display and the student selects the picture that is best described by the descriptors.

Unit 1   heavy/gray, juicy/round, soft/white, colorful/living, muddy/big

Unit 2   enormous/blue, squishy/rectangular, prickly/green, sticky/brown, bright/red

Unit 3   cracked/flat, bouncy/round, sleepy/young, shiny/black, curly/brown

★ **Unit 4**   fragile/clean, slimy/slow, noisy/huge, new/fancy, soaked/sad

Unit 5   crowded/noisy, young/dirty, sparkling/round, slippery/cold, plain/purple

Unit 6   circular/tiny, striped/soft, healthy/smooth, dusty/brown, slim/tall

★ *start of second half*

Level 4

Sequencing 1

The goal of this activity is for students to build their understanding of narrative structure and story sequence as shown through pictures. Students listen to spoken stories and sequence pictures to match the events of the story.
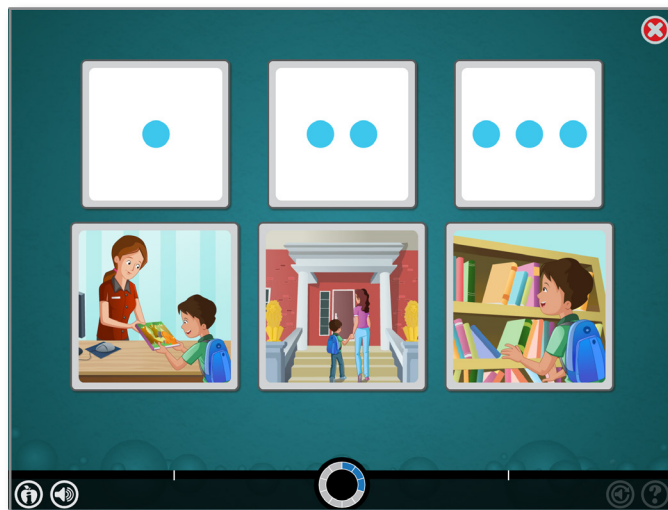
Sequencing Task

The student hears an entire story and then must put images of the story in sequential order.

Unit 1   Maya and Her Dad

Unit 2   Chan and the Snow Day

Unit 3   Kelly's Chores on the Farm

Unit 4   Diego and His Cat

Unit 5   Sara and Jose at the Beach

Unit 6   Ali and Becky at the Circus

Unit 7   Abdul and Tim

Unit 8   Abe and His Parrot

Unit 9   Gia and the Honeybee

Unit 10   Rosa Goes Camping

★ **Unit 11**   Steve and His Bike

Unit 12   Justin and Sam

Unit 13   Manny and His Dog

Unit 14   The Family Garden

Unit 15   Bo and Missy at the Fair

Unit 16   Bella's Birthday

Unit 17   Three Brothers at Home

Unit 18   The Petting Zoo

Unit 19   Amil and His Dog

Unit 20   Fishing with Grandpa

★ *start of second half*

Level 5

The Scottish Cliffs
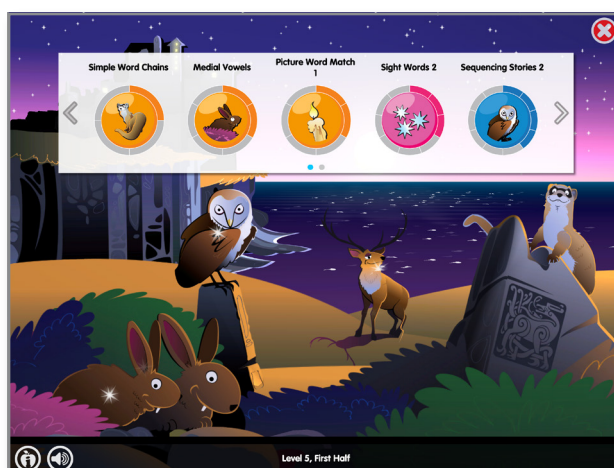
Level 5 Activity Menu

Area	Activity
Automaticity Warm-up	**Short Vowel Sounds (Review)** Increase automaticity with previously acquired skills.
Phonics	**Simple Word Chains** Substitute phonemes in single-syllable CVC words to make new words. Units: 8
Phonics	**Medial Vowels** Identify medial short vowel sounds and corresponding letters in CVC words. Units: 11
Phonics	**Picture-Word Match 1** Demonstrate automatic recognition of CVC words. Units: 10
Fluency	**Sight Words 2** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Comprehension	**Sequencing 2** Demonstrate understanding of a narrative or informational text sequence based on details and identify what the text is mainly about or its main idea. Units: 20

Level 5

Simple Word Chains

The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students change one letter in a single-syllable CVC word to make a new word.
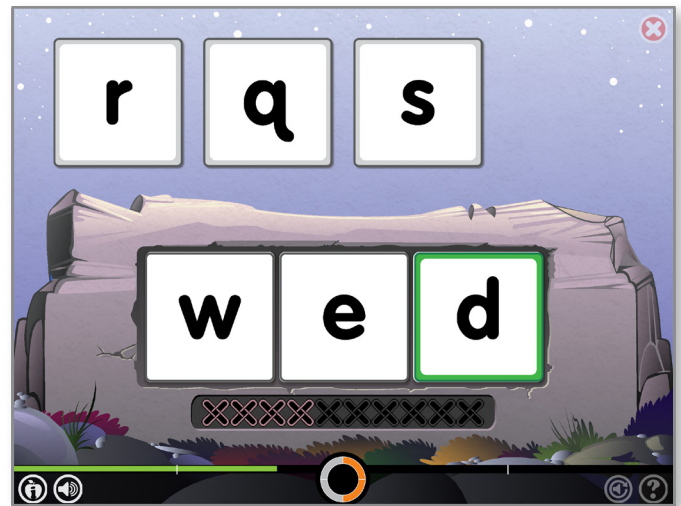
Word Manipulation Task

A CVC word displays in a box below four letter choices. The student must replace the word they see with the word they hear by dragging a letter over the correct part of the word.

Unit 1   Switch first letter (e.g., change lug to bug, bug to dug, dug to hug)

Unit 2   Switch last letter (e.g., change cab to cat, cat to cap, cap to can)

Unit 3   Switch first or last letter (e.g., change pat to cat, cat to sat, sat to sag)

Unit 4   Switch first or last letter (e.g., change cub to cup, cup to pup, pup to pug)

★ **Unit 5**   Switch medial vowel or last letter (e.g., change pen to pet, pet to pat, pat to pit)

Unit 6   Switch medial vowel, first or last letter (e.g., change cab to cob, cob to cop, cop to top)

Unit 7   Switch medial vowel, first or last letter, nonsense words (e.g. change zot to vot, vot to vit, vit to vip)

Unit 8   Switch medial vowel, first or last letter, nonsense words (e.g., change dib to dob, dob to vob, vob to vot)

★ *start of second half*

PHONICS

Level 5
Medial Vowels

The goal of this activity is for students to identify medial short vowel sounds and corresponding letters in CVC words. Students choose the letter associated with the medial short vowel sound of a dictated word.

Letter Recognition Task (Review)

Three letters display and the student hears a target letter. The student selects the target letter that matches what they heard.

Unit 1   a, e, i, o, u

Identifying Task

A CVC word is dictated and the student selects the vowel that they hear from two, three, four, or five choices.

Unit 2   Short medial a, i

Unit 3   Short medial a, i, o

Unit 4   Short medial a, i, u

Unit 5   Short medial a, i, o, u

Unit 6   Short medial o, e

★ **Unit 7**   Short medial a, o, e

Unit 8   Short medial a, e, o, u

Unit 9   Short medial e, i

Unit 10 Short medial e, i, o, u

Unit 11 Short medial a, e, i, o, u

★ *start of second half*

Level 5

Picture-Word Match 1

The goal of this activity is to increase automatic recognition of CVC words while promoting word-level comprehension skills. In this activity, students read CVC words and match words with pictures.

Picture to Word Matching Task

Five pictures display with one CVC word. The student must read the word and select the picture that matches the word.

Word to Picture Matching Task

One picture displays with three CVC words. The student must select the CVC word that matches the picture.

Unit 1	CVC words with medial a, i (Picture to Word Matching)	
Unit 2	CVC words with medial a, i (Word to Picture Matching)	
Unit 3	CVC words with medial e, o, u (Picture to Word Matching)	
Unit 4	CVC words with medial e, o, u (Word to Picture Matching)	
Unit 5	CVC words with medial a, i, e, o, u (Picture to Word Matching)	
Unit 6	CVC words with medial a, i, e, o, u (Word to Picture Matching)	
★ **Unit 7**	CVC words with same initial sound (Picture to Word Matching)	
Unit 8	CVC words with same initial sound (Word to Picture Matching)	
Unit 9	CVC words with same initial sound (Picture to Word Matching)	
Unit 10	CVC words with same initial or final sound (Word to Picture Matching)	

★ start of second half

Level 5

Sight Words 2

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words.

_____ is a cat.

| There | What | They |

Recognition Task

The student selects the target word. Foils include two close spellings of the target word plus another sight word.

Construction Task

The letters for a sight word display out of order. The student hears the word and must drag the letters into the correct order.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student hears the phrase or sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 to, all, there, what, they (Recognition)	★ **Unit 10** yellow, where, three, brown, who (Recognition)
Unit 2 to, all, there, what, they (Construction)	**Unit 11** yellow, where, three, brown, who (Construction)
Unit 3 to, all, there, what, they (Phrases)	**Unit 12** yellow, where, three, brown, who (Phrases)
Unit 4 to, all, there, what, they (Automaticity)	**Unit 13** yellow, where, three, brown, who (Automaticity)
Unit 5 blue, do, was, black, said (Recognition)	**Unit 14** four, has, green, come, down (Recognition)
Unit 6 blue, do, was, black, said (Construction)	**Unit 15** four, has, green, come, down (Construction)
Unit 7 blue, do, was, black, said (Phrases)	**Unit 16** four, has, green, come, down (Phrases)
Unit 8 blue, do, was, black, said (Automaticity)	**Unit 17** four, has, green, come, down (Automaticity)
Unit 9 Review (Automaticity)	**Unit 18** Review (Automaticity)
	Unit 19 Review (Automaticity)

★ _start of second half_

Level 5

Sequencing 2

The goal of this activity is for students to build their understanding of the sequence of events based on key details in narrative and informational texts. Students listen to a passage and sequence pictures to match the text. Students then choose a picture that represents what the passage is mainly about or the main idea.
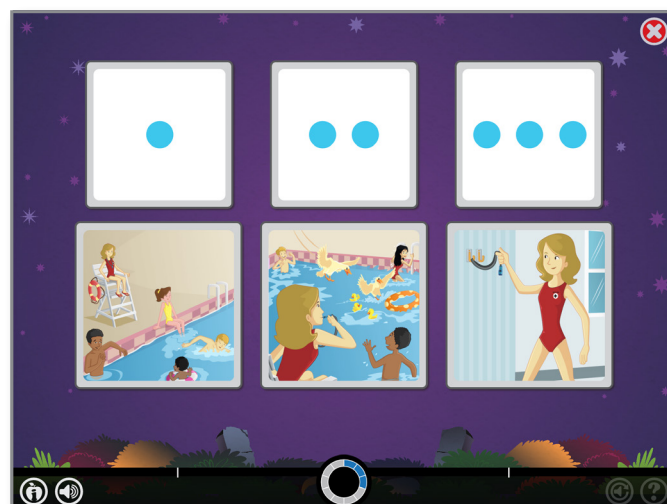
Sequencing Task

A story or informational text is read to the student. The student puts images from the text in sequential order. After listening to the text with the images, the student must then choose from four scenes to identify what the story is mainly about or the main idea of the informational text.

Unit 1	The Chef (I)	★ **Unit 11**	An Artist's Silly Pictures (N)
Unit 2	A Creative Carpenter (I)	**Unit 12**	A Helpful Librarian (I)
Unit 3	Sliding Practice (N)	**Unit 13**	The Custodian (N)
Unit 4	A Delivery Man (N)	**Unit 14**	The Doctor (I)
Unit 5	Ice Fishing (N)	**Unit 15**	A Bellhop's Job (N)
Unit 6	The Singing Barber (N)	**Unit 16**	Yoga Class (I)
Unit 7	Becoming An Actress (N)	**Unit 17**	A Farmer's Party (N)
Unit 8	A Careful Mechanic (N)	**Unit 18**	The Busy Vet (N)
Unit 9	The Butterfly Field Trip (I)	**Unit 19**	A Singing Waiter (N)
Unit 10	The Firefighter (N)	**Unit 20**	The Police Officer (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 6

A Day in Paris

Level 6 Activity Menu

Area	Activity
Automaticity Warm-up	**Picture Word Match and Sight Words (Review)** Increase automaticity with previously acquired skills.
Phonics	**Building Words** Map sounds to letters in single-syllable words as well as distinguish long from short vowel sounds in spoken single-syllable words. Units: 13
Phonics	**Consonant Digraphs** Demonstrate basic letter-sound knowledge for common consonant digraphs. Units: 13
Fluency	**Sight Words 3** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Vocabulary	**Categorizing Words 1** Demonstrate understanding of word relationships by categorizing words. Units: 12
Comprehension	**Picture-Phrase Match** Read and comprehend grade-appropriate text with regular and irregular words. Units: 15

Level 6
Building Words

The first goal of this activity is to build segmenting skills and letter-sound knowledge. Students segment single-syllable words into isolated phonemes and map letters onto the phonemes. The second goal of this activity is for students to distinguish long and short vowel sounds in spoken single-syllable words. Students sort pictures based on their vowel sound.

Word Construction Task

The student hears a word and drags down the correct letters to spell the word. The student must then submit their answer after checking their work.

Unit 1   CVC words

Unit 2   CVC, CCVC words

Unit 3   CVC, CCVC words

Unit 4   CVC, CVCC words

Unit 5   CVC, CVCC words

Unit 6   CVC, CCVC, CVCC words

Unit 7   CVC, CCVC, CVCC words

Unit 8   CVC, CCVC, CVCC words

Long and Short Vowel Task

Six pictures display. The student selects a picture and drags it into the short vowel sound or long vowel sound column.

★ **Unit 9**   Short and long a

   Unit 10   Short and long i

   Unit 11   Short and long o

   Unit 12   Short and long u

   Unit 13   Short and long e

★ *start of second half*

Level 6

Consonant Digraphs

The goal of this activity is for students to build their basic letter-sound knowledge for common consonant digraphs. Students choose pictures that begin or end with a given digraph and also choose digraphs to complete words.

Digraph to Picture Matching Task

The student selects the picture that begins or ends with the given digraph.

Word Completion Task

Three digraphs display above a word completion. The student hears the word and then selects the digraph that completes the word.

Unit 1	Beginning digraph sh– (Digraph to Picture Matching)	
Unit 2	Beginning digraph wh– (Digraph to Picture Matching)	
Unit 3	Beginning digraph ch– (Digraph to Picture Matching)	
Unit 4	Beginning digraphs wh–, sh–, ch– (Word Completion)	
Unit 5	Beginning digraph th– (Digraph to Picture Matching)	
Unit 6	Beginning digraphs wh–, sh–, ch–, th– (Word Completion)	
★ **Unit 7**	Ending digraphs –sh, –ch, –th (Word Completion)	
Unit 8	Ending digraph –ck (Digraph to Picture Matching)	
Unit 9	Ending trigraph –tch (Digraph to Picture Matching)	
Unit 10	Ending digraphs –ck, –tch, –sh (Word Completion)	
Unit 11	Ending digraphs –ck, –sh, –ch, –th (Word Completion)	
Unit 12	Ending digraph –ng (Digraph to Picture Matching)	
Unit 13	Ending digraphs –tch, –ck, –ng, –sh, –th (Word Completion)	

★ *start of second half*

Level 6

Sight Words 3

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words.

Recognition Task

The student selects the target word. Foils include two close spellings of the target word plus another sight word.

Construction Task

The student hears the word and then spells it.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student hears the phrase or sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 some, were, by, from, of (Recognition)	★ **Unit 10** any, old, just, again, put (Recognition)
Unit 2 some, were, by, from, of (Construction)	**Unit 11** any, old, just, again, put (Construction)
Unit 3 some, were, by, from, of (Phrases)	**Unit 12** any, old, just, again, put (Phrases)
Unit 4 some, were, by, from, of (Automaticity)	**Unit 13** any, old, just, again, put (Automaticity)
Unit 5 every, once, have, out, how (Recognition)	**Unit 14** could, know, give, live, round (Recognition)
Unit 6 every, once, have, out, how (Construction)	**Unit 15** could, know, give, live, round (Construction)
Unit 7 every, once, have, out, how (Phrases)	**Unit 16** could, know, give, live, round (Phrases)
Unit 8 every, once, have, out, how (Automaticity)	**Unit 17** could, know, give, live, round (Automaticity)
Unit 9 Review (Automaticity)	**Unit 18** Review (Automaticity)
	Unit 19 Review (Automaticity)

★ *start of second half*

Level 6

Categorizing Words 1

The goal of this activity is for students to explore word relationships (categorization and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and identify associated words.
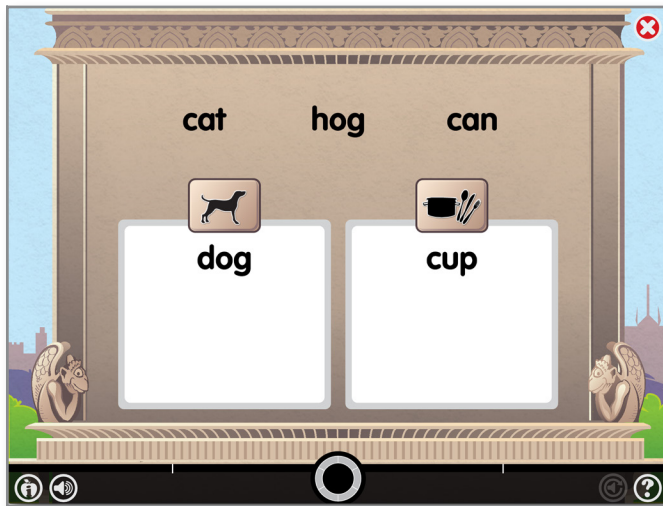
Categorizing Task

Six CVC words display. The student categorizes each word into one of two categories.

Associations Task

Three CVC word choices display below a target word. The student must select the word that best goes with the target word while considering the named category.

Unit 1	Animals, Kitchen Objects (Categorizing)
Unit 2	Animals (Associations)
Unit 3	Kitchen Objects (Associations)
Unit 4	Actions, Outside (Categorizing)
Unit 5	Actions (Associations)
Unit 6	Outside (Associations)
★ **Unit 7**	Inside, Animals (Categorizing)
Unit 8	Inside (Associations)
Unit 9	Animals (Associations)
Unit 10	Food, Actions (Categorizing)
Unit 11	Food (Associations)
Unit 12	Actions (Associations)

★ *start of second half*

Level 6

Picture-Phrase Match

The goal of this activity is for students to read and comprehend grade-appropriate text with CVC and irregular words. Students read phrases and match these phrases to pictures. They also read and answer yes/no questions about pictures.
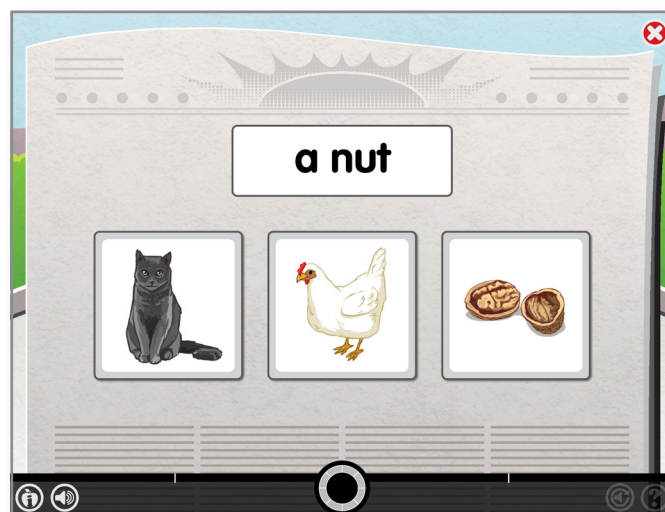
One Phrase Task

The student sees three pictures above a phrase. The student must select the picture that matches the phrase.

Three Phrases Task

The student sees one picture next to three phrases. The student must select the phrase that matches the picture.

Questions Task

The student sees one picture and a "yes" or "no" question about the picture. The question is read and the student must select if the answer is "yes" or "no."

Unit 1	Article and noun, e.g., "the pig" (One Phrase)
Unit 2	Article and noun (Three Phrases)
Unit 3	Article and noun (One Phrase)
Unit 4	Article and noun (Three Phrases)
Unit 5	Adjective phrase, e.g., "the red cat" (One Phrase)
Unit 6	Adjective phrase (Three Phrases)
Unit 7	Adjective phrase (One Phrase)
Unit 8	Adjective phrase (Three Phrases)
★ **Unit 9**	Questions (Questions)
Unit 10	Prepositional phrase with in, e.g., "a pig in a tub" (One Phrase)
Unit 11	Prepositional phrase with in (Three Phrases)
Unit 12	Prepositional phrase with on (One Phrase)
Unit 13	Prepositional phrase with on (Three Phrases)
Unit 14	Questions with prepositional phrases e.g., "Is the cat in a cup?" (Questions)
Unit 15	Questions with prepositional phrases and adjectives (Questions)

★ *start of second half*

Level 7

The African Serengeti
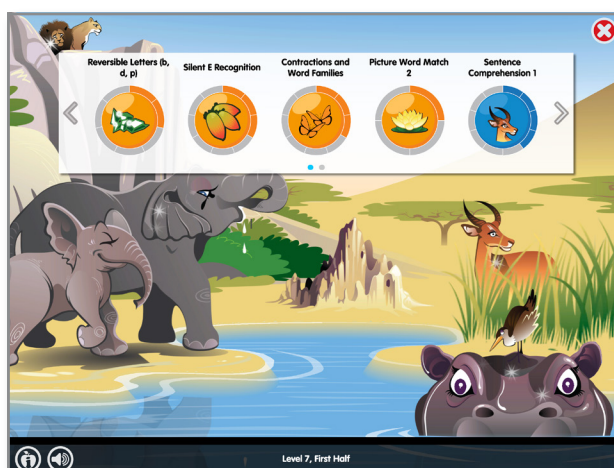
Level 7 Activity Menu

Area	Activity
Automaticity Warm-up	**Consonant Digraphs and Sight Words (Review)** Increase automaticity with previously acquired skills.
Phonics	**Reversible Letters (b, d, p)** Demonstrate knowledge of letter-sound correspondence for easily reversible letters. Units: 13
Phonics	**Silent E Recognition** Demonstrate knowledge of the Silent e pattern to indicate long vowel sounds. Units: 18
Phonics	**Contractions & Word Families** Demonstrate knowledge of contractions; identify and construct regular and irregular words containing word family patterns. Units: 15
Phonics	**Picture-Word Match 2** Demonstrate automatic recognition of regular words with blends and digraphs. Units: 8
Comprehension	**Sentence Comprehension 1** Read and comprehend grade-appropriate, short narrative and informational text with regular and irregular words. Units: 20

Level 7

Reversible Letters (b, d, p)

The goal of this activity is to strengthen automatic recall of letter-sound correspondences for easily reversible letters. Students sort letters and CVC/CVCC/CCVC words with b, d, and p and complete CVC/CVCC/CCVC words using these letters.
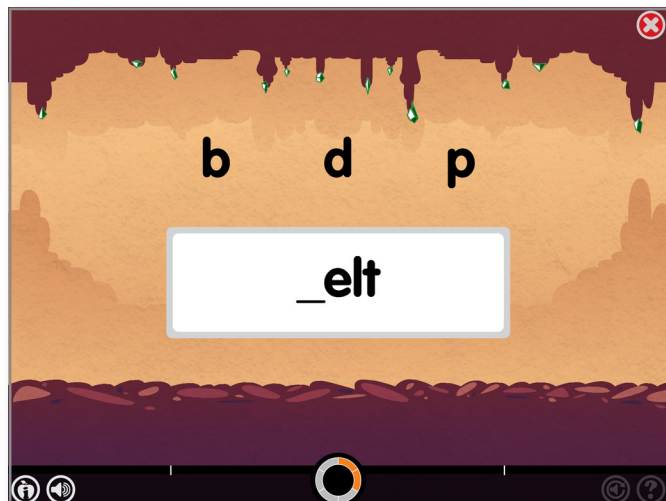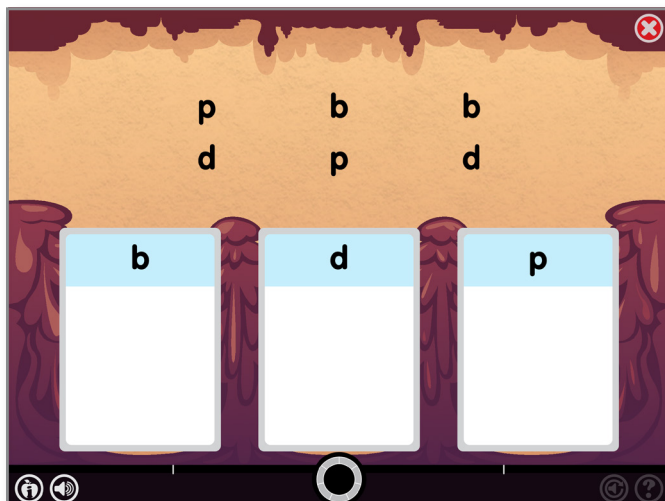
Visual Sort Task

The student sorts letters or words in three boxes (b, d, p).

Auditory Sort Task

The student hears a word with b, d, or p and then selects which of the three boxes it belongs in.

Construction Task

An incomplete word displays. The student selects the letter b, d, or p to complete the named word.

Unit 1   Letters b, d, p (Visual Sort)

Unit 2   CVC words with initial consonant (e.g., big, dot, pen) (Visual Sort)

Unit 3   CVC words with initial consonant (Auditory Sort)

Unit 4   CVC words with initial consonant (Construction)

Unit 5   CVC words with ending consonant (e.g., job, kid, tap) (Visual Sort)

Unit 6   CVC words with ending consonant (Auditory Sort)

Unit 7   CVC words with ending consonant (Construction)

★ **Unit 8**   CVCC/CCVC words with initial consonant (e.g., bunk, desk, plan) (Visual Sort)

Unit 9   CVCC/CCVC words with initial consonant (Auditory Sort)

Unit 10 CVCC/CCVC words with initial consonant (Construction)

Unit 11 CVCC/CCVC words with ending consonant (e.g., club, glad, flop) (Visual Sort)

Unit 12 CVCC/CCVC words with ending consonant (Auditory Sort)

Unit 13 CVCC/CCVC words with ending consonant (Construction)

★ *start of second half*

Level 7

Silent E Recognition

The goal of this activity is for students to build their knowledge of the Silent e pattern to indicate long vowel sounds. Students identify and sort spoken and written CVC and CVCe words.
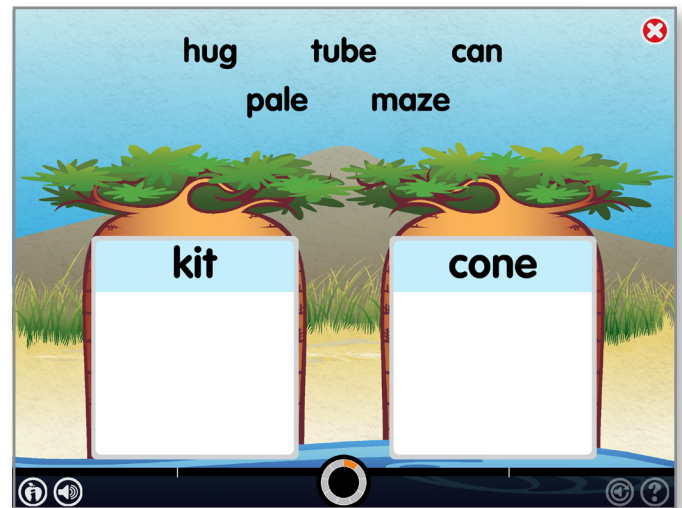
Long and Short Vowel Task (Review)

Six pictures display. The student selects a picture and drags it into the short vowel sound or long vowel sound category.

Visual Sort Task

The student sorts CVC and CVCe words.

Long and Short Recognition Task

A word is named and the student chooses the word from two choices (a CVC or CVCe word).

Auditory Sort Task

A word is named and the student categorizes it as a CVC or CVCe word.

Word Recognition Task

Six words display (CVC/CVCe mix). The student selects the word that is named.

Unit 1 a, e, i, o, u (Long and Short Vowel)	★ **Unit 10** Long and short a, e, i, o, u (Visual Sort)
Unit 2 Long and short a, e, i, o, u (Visual Sort)	**Unit 11** Long and short a, i (Long and Short Recognition)
Unit 3 Long and short a, i (Long and Short Recognition)	**Unit 12** Long and short a (Auditory Sort)
Unit 4 Long and short a (Auditory Sort)	**Unit 13** Long and short i (Auditory Sort)
Unit 5 Long and short i (Auditory Sort)	**Unit 14** Long and short e, o, u (Long and Short Recognition)
Unit 6 Long and short e, o, u (Long and Short Recognition)	**Unit 15** Long and short o (Auditory Sort)
Unit 7 Long and short o (Auditory Sort)	**Unit 16** Long and short u (Auditory Sort)
Unit 8 Long and short u (Auditory Sort)	**Unit 17** Long and short e (Auditory Sort)
Unit 9 a, e, i, o, u (Word Recognition)	**Unit 18** a, e, i, o, u (Word Recognition)

★ *start of second half*

Level 7

Contractions & Word Families

The first goal of this activity is for students to demonstrate knowledge of commonly used contractions. Students read and match words with contracted forms. The second goal is for students to identify and construct irregular words containing common word family patterns. Students find words in a word scramble and spell dictated words containing word family patterns.
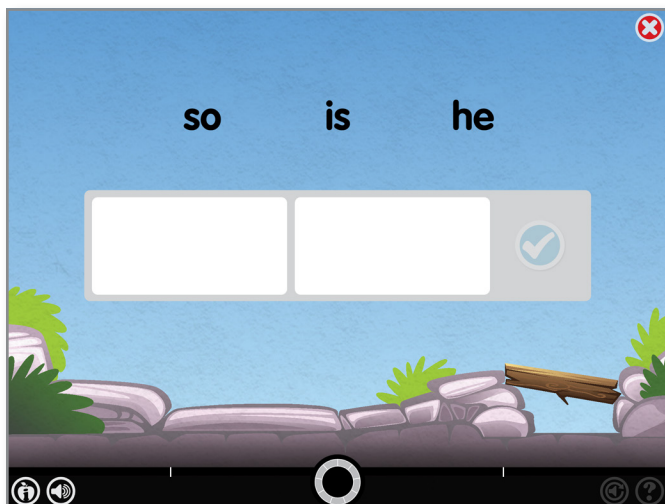
Contractions Task

The student chooses the words that make the named contraction.

Visual Recognition Task

Six contractions display. The student chooses the named contraction.

Unit 1	"is" (he, she, it, that) (Contractions)
Unit 2	"is" (who, what, when, where, how) (Contractions)
Unit 3	"am/are" (I, you, we, they) (Contractions)
Unit 4	"will" (he, she, they, you, we, I) (Contractions)
Unit 5	"would" (he, she, they, you, we, I) (Contractions)
Unit 6	"not" (have, could, should, would, is) (Contractions)
Unit 7	"not" (do, will, can) (Contractions)
Unit 8	Mixed Contractions (Visual Recognition)
Unit 9	Mixed Contractions (Visual Recognition)

Word Scramble Task

The student finds the named word in a word scramble.

Construction Task

Four or five letters display. The student arranges the letters to spell the named word.

★	**Unit 10**	Word Families (ing, ump, unk, ick) (Word Scramble)
	Unit 11	Word Families (ing, ump, unk, ick) (Construction)
	Unit 12	Word Families (all, ild, old, ank) (Word Scramble)
	Unit 13	Word Families (all, ild, old, ank) (Construction)
	Unit 14	Word Families (ull, ang, ind, ost) (Word Scramble)
	Unit 15	Word Families (ull, ang, ind, ost) (Construction)

★ *start of second half*

Level 7

Picture-Word Match 2

The goal of this activity is to increase automatic recognition of regular words with blends and digraphs while promoting word-level comprehension skills. Students read CCVC or CVCC words and match words with pictures.
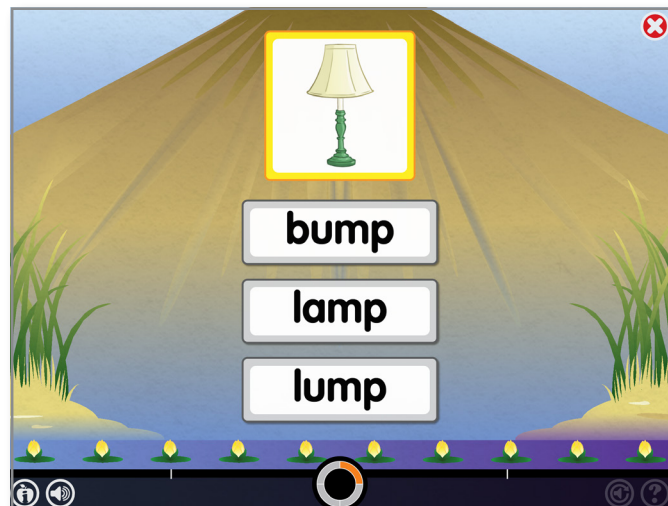
Word to Picture Matching Task

Five pictures display with one word. The student must read the word and select the picture that matches the word.

Picture to Word Matching Task

One picture displays with three words. The student must select the word that matches the picture.

Unit 1	Beginning and ending digraphs (Word to Picture Matching)
Unit 2	Beginning and ending digraphs (Picture to Word Matching)
Unit 3	Beginning blends (Word to Picture Matching)
Unit 4	Beginning blends (Picture to Word Matching)
★ **Unit 5**	Ending blends (Word to Picture Matching)
Unit 6	Ending blends (Picture to Word Matching)
Unit 7	Mixed digraphs and blends (Word to Picture Matching)
Unit 8	Mixed digraphs and blends (Picture to Word Matching)

★ *start of second half*

Level 7
Sentence Comprehension 1

The goal of this activity is for students to read and comprehend grade-appropriate, short narrative and informational texts with regular and irregular words. Students choose the missing CVC word to complete sentences within a passage.

sit   mad   bug

Dan sees a big _____ .

He hit the bug with his _____ .

The bug got _____ .
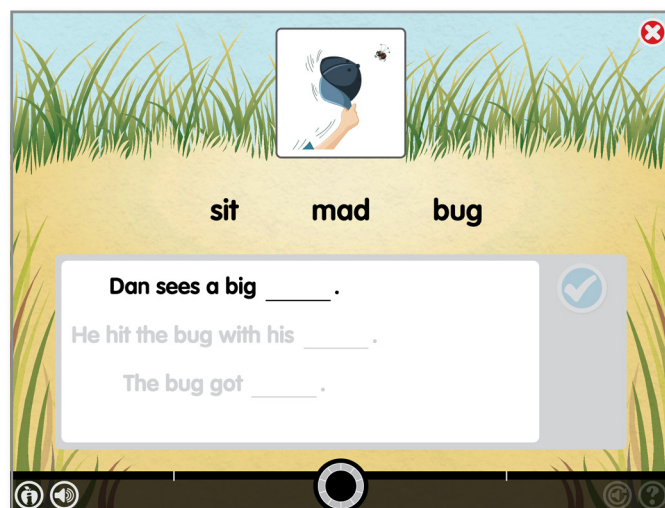
Sentence Completion Task

Three words display. The student drags the correct word to complete the sentence.

Unit 1	Sam and the Cat (N)	★	**Unit 11**	Mud (I)
Unit 2	Ben and the Ham (N)		**Unit 12**	Bug (I)
Unit 3	Tim and the Bug (N)		**Unit 13**	Pets (I)
Unit 4	Mac and the Sub (N)		**Unit 14**	The Wig (I)
Unit 5	Bob and His Dad (N)		**Unit 15**	Dogs (I)
Unit 6	Cam and the Pit (N)		**Unit 16**	Rats (I)
Unit 7	Peg and the Dog (N)		**Unit 17**	Hugs (I)
Unit 8	Kip on a Log (N)		**Unit 18**	The Sun (I)
Unit 9	Tim in the Sun (N)		**Unit 19**	The Bag (I)
Unit 10	Bob Gets a Hug (N)		**Unit 20**	The Fox (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 8

The South Pole

Level 8 Activity Menu

Area	Activity
Automaticity Warm-up	**Silent E Recognition and Picture-Word Match (Review)** Increase automaticity with previously acquired skills.
Phonics	**Silent E Construction** Apply Silent e pattern to words with long vowel sounds. Units: 14
Phonics	**Long Vowel Teams** Demonstrate letter-sound knowledge for long vowel team patterns. Units: 11
Phonics	**Two-Syllable Words** Identify open, closed, and Silent e syllables; combine syllables to construct and read two-syllable words. Units: 16
Vocabulary	**Multiple Meaning Words 1** Demonstrate understanding that words can have multiple meanings. Units: 8
Comprehension	**Sentence Comprehension 2** Read and comprehend grade-appropriate, short narrative and informational text and answer detail questions. Units: 12

Level 8

Silent E Construction

The goal of this activity is for students to apply the Silent e pattern to words with long vowel sounds. Students construct both CVC/CVCe and CCVC/CCVCe words by choosing the vowel and Silent e, if needed.

Visual Sort Task (Review)

The student sorts CVC and CVCe words.

Auditory Sort Task (Review)

A word is named and the student categorizes it as a CVC or CVCe word.

Word Completion Task

The student must spell the named word by choosing a vowel sound and then determining if the word needs a Silent e.

Unit 1	Short and long a, e, i, o, u (Visual Sort)
Unit 2	Short and long a, i (Auditory Sort)
Unit 3	Short and long a, i (Word Completion)
Unit 4	Short and long a, i, o (Word Completion)
Unit 5	Short and long i, o, u (Word Completion)
Unit 6	Short and long a, e, o (Word Completion)
Unit 7	Short and long e, i, o, u (Word Completion)
Unit 8	Short and long a, e, i, o, u (Word Completion)
★ **Unit 9**	Short and long a, i (Word Completion)
Unit 10	Short and long a, i, o (Word Completion)
Unit 11	Short and long i, o (Word Completion)
Unit 12	Short and long a, e, o (Word Completion)
Unit 13	Short and long e, i, o (Word Completion)
Unit 14	Short and long a, e, i, o (Word Completion)

★ *start of second half*

Level 8

Long Vowel Teams

The goal of this activity is for students to demonstrate letter-sound knowledge for patterns in long vowel teams. Students recognize and construct words with long vowel team patterns in isolation and in sentences.
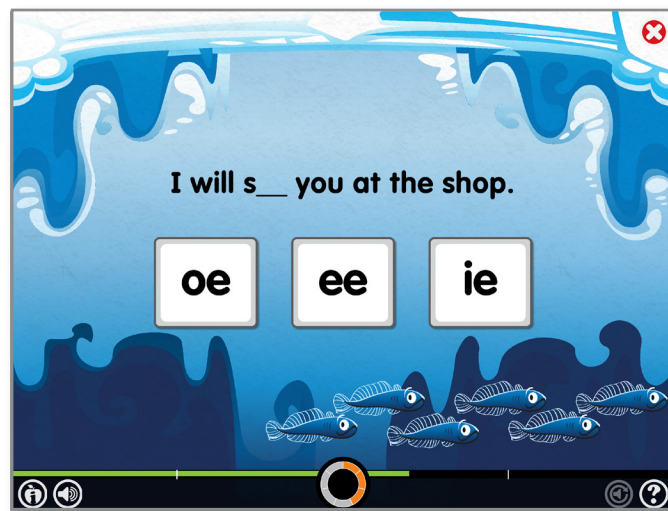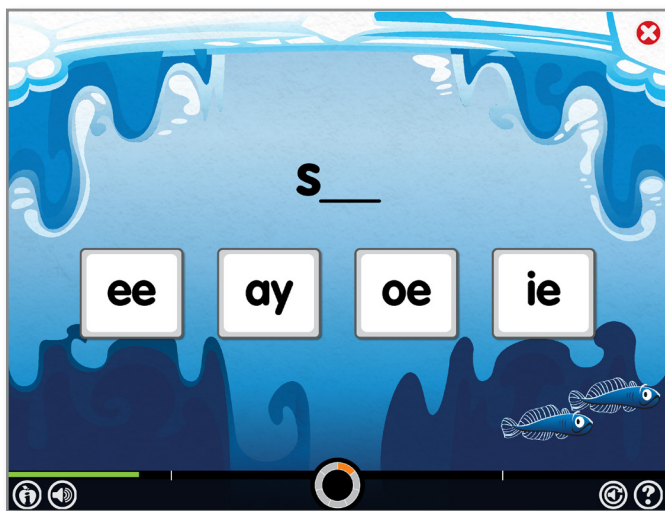
Picture to Word Matching Task (Review)

Five pictures display with one short vowel sound word. The student must read the word and select the picture that matches the word.

Single Word Construction Task

An incomplete word is displayed and named. The student selects the vowel team that completes the word from three or four vowel teams.

Auditory Recognition Task

Six words display. The student hears a word and selects it.

Sentence Completion Task

A sentence displays above three vowel teams. The student selects the vowel team to complete the sentence.

Unit 1	Short a, e, i, o, u (Picture to Word Matching)	★ **Unit 8**	All vowel teams (Single Word Construction)
Unit 2	ay, oe, ee, ie (Single Word Construction)	**Unit 9**	All vowel teams (Auditory Recognition)
Unit 3	ay, oe, ee, ie (Auditory Recognition)	**Unit 10**	All vowel teams (Sentence Completion)
Unit 4	ay, oe, ee, ie (Sentence Completion)	**Unit 11**	All vowel teams (Sentence Completion)
Unit 5	ea/ee, oa, ai (Single Word Construction)		
Unit 6	ea/ee, oa, ai (Auditory Recognition)		
Unit 7	ea/ee, oa, ai (Sentence Completion)		

★ *start of second half*

Level 8

Two-Syllable Words

The goal of this activity is for students to identify open, closed, and Silent e syllables and to combine syllables to form two-syllable words. Students sort single syllables by type, construct dictated two-syllable words and complete two-syllable words in sentences.
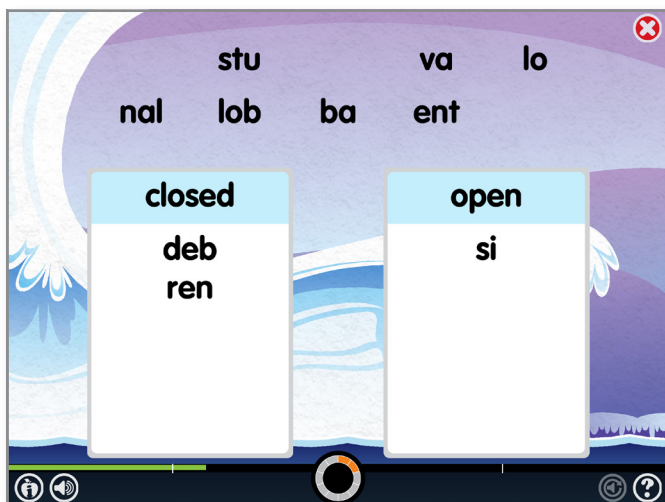
Syllable Recognition Task (Review)

The student sorts word parts into two or three boxes based on syllable type.

Visual Sort Task

The student sorts word parts into two or three boxes based on syllable type.

Single Word Construction Task

Eight word parts display above two boxes. A word is named and the student must drag the word parts into the boxes to spell the word.

Sentence Completion Task

The student reads a sentence with a blank and selects one of three choices to complete the word with the blank.

Unit 1 One- and two-syllable words (Syllable Recognition)	★ **Unit 11** Closed and Silent e syllable words (e.g., reptile) (Single Word Construction)
Unit 2 One- and two-syllable words (Syllable Recognition)	**Unit 12** Closed and Silent e syllable words (Sentence Completion)
Unit 3 Open and closed syllables (Visual Sort)	**Unit 13** Double letters (e.g., rabbit) Single Word Construction)
Unit 4 Compound words (Single Word Construction)	**Unit 14** Double letters (Sentence Completion)
Unit 5 Compound words (Sentence Completion)	**Unit 15** Mixed syllables (Single Word Construction)
Unit 6 Closed-closed (e.g., napkin) (Single Word Construction)	**Unit 16** Mixed syllables (Sentence Completion)
Unit 7 Closed-closed (Sentence Completion)	
Unit 8 Closed and Silent e compound words (e.g., sunshine) (Visual Sort)	
Unit 9 Closed and Silent e compound words (Single Word Construction)	
Unit 10 Closed and Silent e compound words (Sentence Completion)	

★ *start of second half*

Level 8

Multiple Meaning Words 1

The goal of this activity is for students to build vocabulary while developing an understanding that words can have multiple meanings. Students read regular, single-syllable words and choose the pictures that illustrate two different meanings of these words.

Sorting Task

Six pictures display above three words that have multiple meanings. The student sorts the pictures into the appropriate boxes.

Unit 1	bat, kid, pen
Unit 2	lap, top, trunk
Unit 3	cast, date, tip
Unit 4	cap, leg, safe
★ **Unit 5**	bump, clip, ship
Unit 6	shed, snap, trip
Unit 7	note, rock, wave
Unit 8	shake, stamp, stick

★ *start of second half*

Level 8

Sentence Comprehension 2

The goal of this activity is for students to read and comprehend short narrative and informational texts and answer detail questions. Students choose the missing CCVC/CVCC word to complete sentences and select the answers to multiple-choice questions about each passage.

Sentence Completion and Listening Comprehension Task

Three incomplete sentences display below five words. The student chooses the word that belongs in each blank. Then, the student answers three questions about the sentences.

Unit 1	Fred Goes Swimming (N)	★	**Unit 7**	Skip and His Dog Spot (N)
Unit 2	Frogs (I)		**Unit 8**	Plugs (I)
Unit 3	Kim's Flip Flops (N)		**Unit 9**	Brad in the Crib (N)
Unit 4	Trips on a Ship (I)		**Unit 10**	Plums (I)
Unit 5	Sam Goes to Camp (N)		**Unit 11**	Fran's Big Test (N)
Unit 6	The Fast Ride (I)		**Unit 12**	A Run on a Track (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 9

The Egyptian Desert
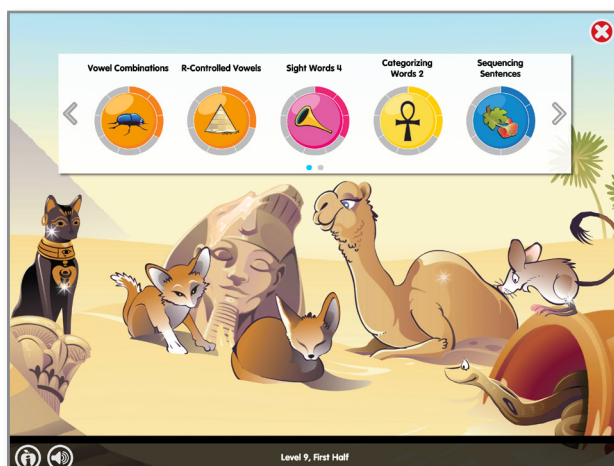
Level 9 Activity Menu

Area	Activity
Automaticity Warm-up	**Long Vowel Teams and Syllable Types (Review)** Increase automaticity with previously acquired skills.
Phonics	**Vowel Combinations** Demonstrate letter-sound knowledge for complex vowel combinations. Units: 20
Phonics	**R-Controlled Vowels** Demonstrate letter-sound knowledge for r-controlled vowels. Units: 13
Fluency	**Sight Words 4** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Vocabulary	**Categorizing Words 2** Demonstrate understanding of word relationships by discovering categories and determining associations. Units: 18
Comprehension	**Sequencing Sentences** Sequence sentences within a narrative or informational text and demonstrate comprehension by answering detail and mainly about or main idea questions. Units: 12

Level 9
Vowel Combinations

The goal of this activity is for students to build their letter-sound knowledge for complex vowel combinations. Students recognize and construct words with complex vowel combinations in isolation and in sentences.
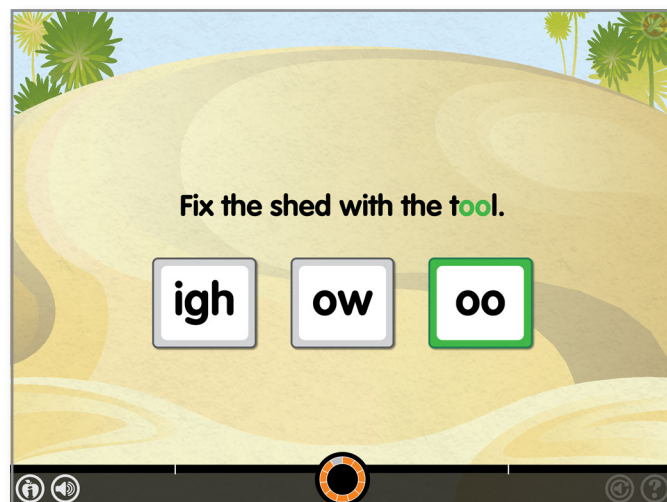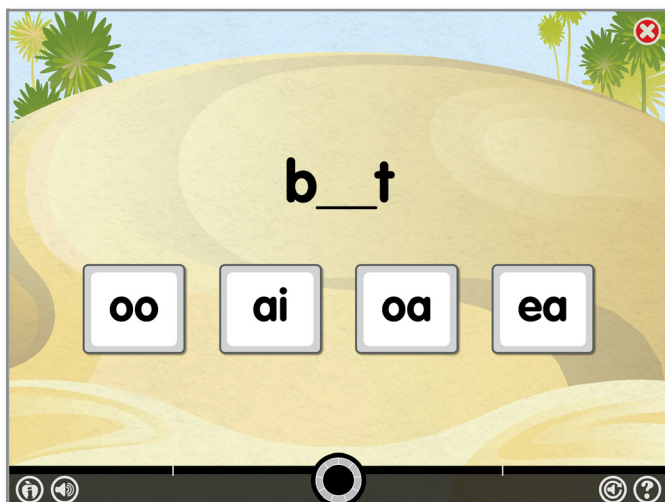
Word Construction Task

An incomplete word displays above three vowel combinations. The student selects the vowel combination that completes the word.

Auditory Recognition Task

Six words display. The student hears a word and selects it.

Sentence Completion Task

A sentence with an incomplete word displays above three vowel combinations. The student selects the vowel combination that completes the word.

Unit 1 oo, oe/oa, ea/ee, ai/ay, ie (Word Construction)	★ **Unit 10** ou, igh, ea as /e/ (Word Construction)
Unit 2 ay, oe, ee, ie (Auditory Recognition)	**Unit 11** ou, igh, ea as /e/ (Auditory Recognition)
Unit 3 oo, oa, ee/ea, ai (Sentence Completion)	**Unit 12** ou, igh, ea as /e/ (Sentence Completion)
Unit 4 ow, oo, ea/ee, ai/ay (Word Construction)	**Unit 13** ie, ue, eigh (Word Construction)
Unit 5 ow, oo, ea/ee, oa, ai (Auditory Recognition)	**Unit 14** ie, ue, eigh (Auditory Recognition)
Unit 6 ow, oo, oa, ai (Sentence Completion)	**Unit 15** ie, ue, eigh (Sentence Completion)
Unit 7 oo, ow, oy/oi (Word Construction)	**Unit 16** ew, aw, au, ow (Word Construction)
Unit 8 oo, ow, oy/oi (Auditory Recognition)	**Unit 17** ew, aw, au, ow (Auditory Recognition)
Unit 9 oo, ow, oy/oi (Sentence Completion)	**Unit 18** ew, aw, ow (Sentence Completion)
	Unit 19 Review (Sentence Completion)
	Unit 20 Review (Sentence Completion)

★ *start of second half*

Level 9

R-Controlled Vowels

The goal of this activity is for students to build their letter-sound knowledge for r-controlled vowels. Students recognize and construct words with r-controlled vowels in isolation and in sentences.
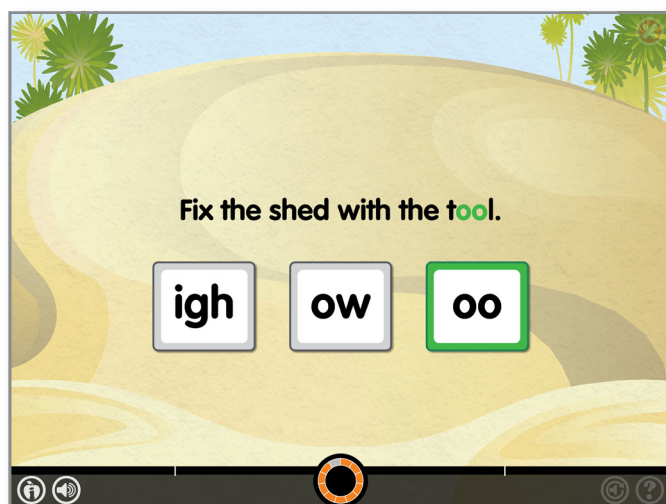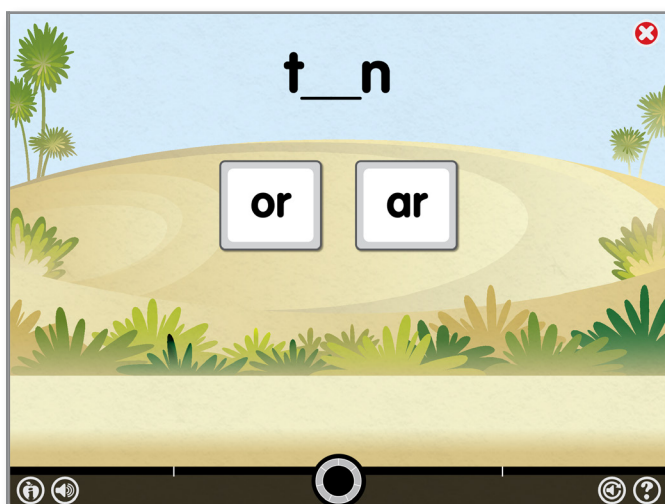
Word Construction Task

An incomplete word displays above two or three vowel-r pairs. The student selects the vowel-r pair that completes the word.

Auditory Recognition Task

Six words display. The student hears a word and selects it.

Sentence Completion Task

A sentence with an incomplete word displays above three vowel-r pairs. The student selects the vowel-r pair that completes the word.

Unit 1	ar, or (Word Construction)	★ **Unit 8**	ar, or, er, ir, ur (Word Construction)
Unit 2	ar, or (Auditory Recognition)	**Unit 9**	ar, or, er, ir, ur (Auditory Recognition)
Unit 3	er, ir, ur (Word Construction)	**Unit 10**	ar, or, er, ir, ur (Sentence Completion)
Unit 4	er, ir, ur (Auditory Recognition)	**Unit 11**	ar, or, er, ir, ur (Word Construction)
Unit 5	ar, or, er, ir, ur (Word Construction)	**Unit 12**	ar, or, er, ir, ur (Auditory Recognition)
Unit 6	ar, or, er, ir, ur (Auditory Recognition)	**Unit 13**	ar, or, er, ir, ur (Sentence Completion)
Unit 7	ar, or, er, ir, ur (Sentence Completion)		

★ *start of second half*

Level 9

Sight Words 4

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words.

Recognition Task

The student selects the target word. Foils include two close spellings of the target word plus another sight word.

Construction Task

The student hears the word and then spells it.

Sentences Task

A picture and a sentence display. The student hears the sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 does, says, your, why, many (Recognition)	★ **Unit 10** other, buy, would, before, which (Recognition)
Unit 2 does, says, your, why, many (Construction)	**Unit 11** other, buy, would, before, which (Construction)
Unit 3 does, says, your, why, many (Sentences)	**Unit 12** other, buy, would, before, which (Sentences)
Unit 4 does, says, your, why, many (Automaticity)	**Unit 13** other, buy, would, before, which (Automaticity)
Unit 5 goes, very, been, always, first (Recognition)	**Unit 14** because, friend, write, walk, orange (Recognition)
Unit 6 goes, very, been, always, first (Construction)	**Unit 15** because, friend, write, walk, orange (Construction)
Unit 7 goes, very, been, always, first (Sentences)	**Unit 16** because, friend, write, walk, orange (Sentences)
Unit 8 goes, very, been, always, first (Automaticity)	**Unit 17** because, friend, write, walk, orange (Automaticity)
Unit 9 Review (Automaticity)	**Unit 18** Review (Automaticity)
	Unit 19 Review (Automaticity)

★ *start of second half*

Level 9

Categorizing Words 2

The goal of this activity is for students to explore word relationships (categorization and association) for common decodable and high-frequency sight words. Decoding skills are reinforced as students read decodable and high-frequency words, and sort words into categories and identify associated words.
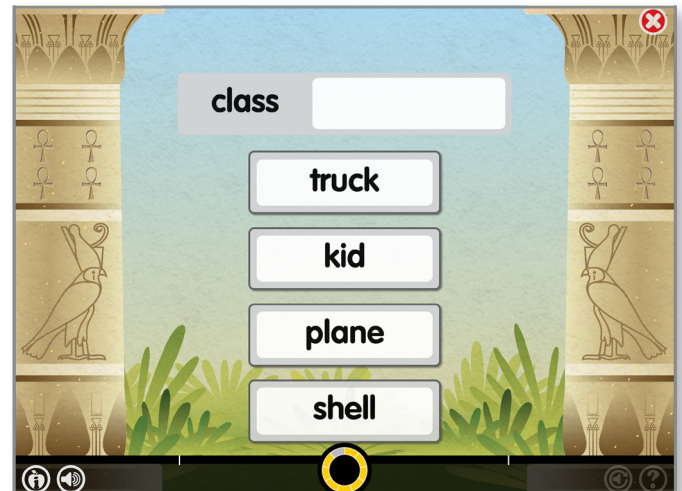
Categorizing Task

Six words display. The student categorizes each word into one of two categories.

Unit 1   Color/Music (Categorizing)

Unit 2   Toys/Body Parts (Categorizing)

Unit 3   Outside/Food (Categorizing)

Unit 4   Music/Body Parts (Categorizing)

Unit 5   Outside/Color (Categorizing)

Unit 6   Food/Toys (Categorizing)

Unit 7   Object to Characteristic (Associations)

Unit 8   Object to Action (Associations)

Unit 9   Whole to Part (Associations)

Associations Task

Four word choices display below a target word. The student selects the word that best goes with the target word while considering the named category.

★ **Unit 10**   Nouns/Verbs (Categorizing)

   Unit 11   Verbs/Adjectives (Categorizing)

   Unit 12   Nouns/Adjectives (Categorizing)

   Unit 13   Nouns/Verbs (Categorizing)

   Unit 14   Verbs/Adjectives (Categorizing)

   Unit 15   Nouns/Adjectives (Categorizing)

   Unit 16   Object to Characteristic (Associations)

   Unit 17   Object to Action (Associations)

   Unit 18   Whole to Part (Associations)

★ *start of second half*

Level 9

Sequencing Sentences

The goal of this activity is for students to sequence sentences within a narrative or informational text, and to demonstrate comprehension by answering detail and mainly-about or main-idea questions. Students sequence 3-5 sentences and select the answers to multiple-choice questions.
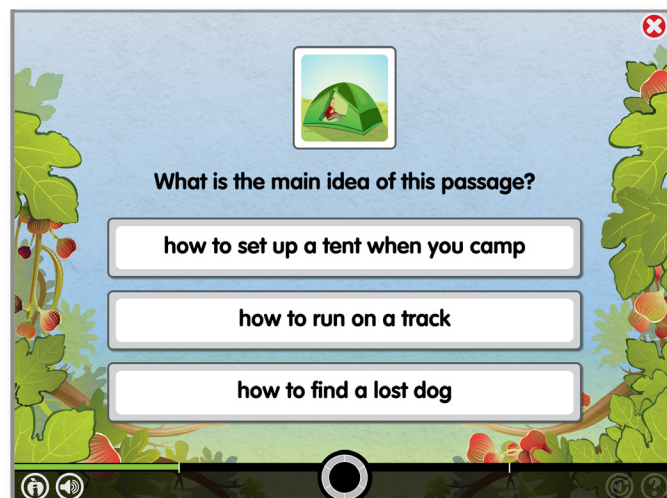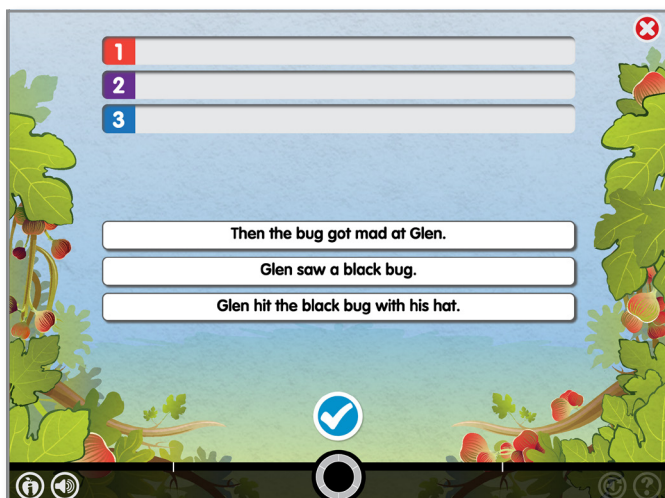
Sequencing Task

Three to five sentences display. The student drags the sentences into the correct order to tell a story. Then, three questions display (one at a time). The questions focus on what the story was mainly about as well as simple recall of facts. The student reads the question and selects from three choices. The text is not available for the student to reference.

Unit 1	Sled (I)	★ **Unit 7**	Set Up a Tent (I)
Unit 2	Stan and the Slug (N)	**Unit 8**	Kim and Ann (N)
Unit 3	Crabs (I)	**Unit 9**	Skip and the Truck (N)
Unit 4	Glen and Rex (N)	**Unit 10**	Get Strong (I)
Unit 5	Fran's New Vest (N)	**Unit 11**	Fish (I)
Unit 6	Brad Plays Ball (N)	**Unit 12**	Get Logs (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 10

An English Garden
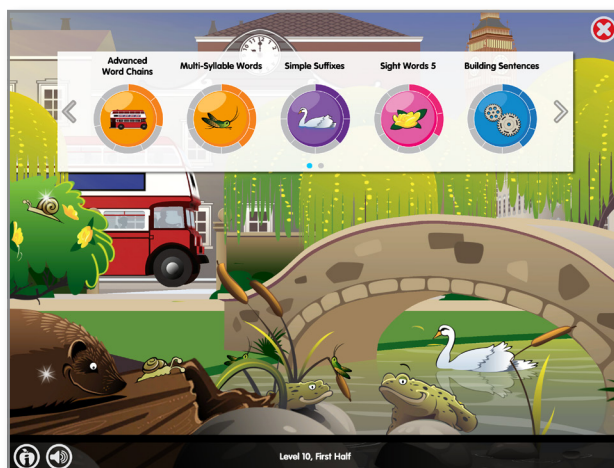
Level 10 Activity Menu

Area	Activity
Automaticity Warm-up	**Vowel Combinations and Sight Words (Review)** Increase automaticity with previously acquired skills.
Phonics	**Advanced Word Chains** Manipulate phonemes in words to make new words. Units: 14
Phonics	**Multi-Syllable Words** Identify the six syllable types and combine syllables to construct and read multi-syllable words. Units: 20
Structural Analysis	**Simple Suffixes** Demonstrate knowledge of common suffixes and increase awareness of the morphological structure of words. Units: 15
Fluency	**Sight Words 5** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Comprehension	**Building Sentences** Demonstrate awareness of sentence structure to aid in text comprehension by recognizing functional roles of sentence parts and sequencing words in sentences. Units: 20

Level 10

Advanced Word Chains

The goal of this activity is for students to manipulate phonemes in words to make new words. Students substitute, add, or delete one letter in CVC, CCVC/CVCC, or CVCe words to make a new word or nonsense word.
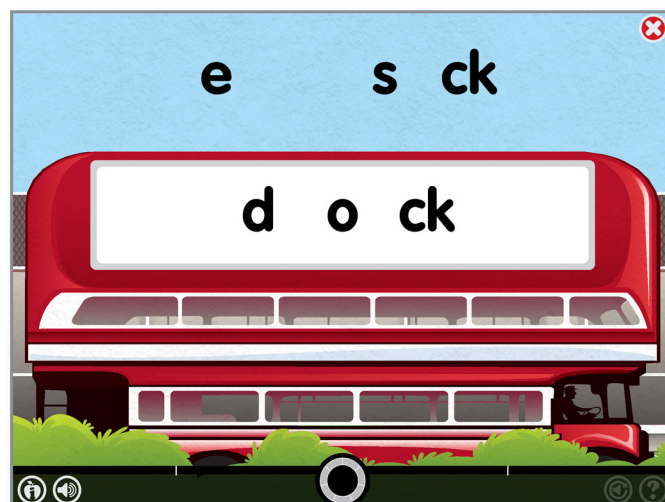
Word Manipulation Task

The student changes one word into another word by substituting, adding, or deleting one letter or sound at a time from four letter choices and a delete option.

Unit 1   Switch CVC and digraphs

Unit 2   Switch CVC and digraphs

Unit 3   Switch CVCe

Unit 4   Switch, add, and delete CVC and CVCC (-ck)

Unit 5   Switch, add, and delete CVC and CVCC (-ng)

Unit 6   Switch, add, and delete CVC, CVCC/CCVC (digraphs)

Unit 7   Switch, add, and delete CVC and CVCC/CCVC

★ **Unit 8**   Switch, add, and delete CVC and CVCC/CCVC

Unit 9   Switch, add, and delete CVC and CVCC/CCVC

Unit 10 Switch, add, and delete CVC and CVCC/CCVC

Unit 11 Switch, add, and delete CVC, CVCC/CCVC, CCVCC

Unit 12 Switch, add, and delete CVC, CVCe, CVCC/CCVC (nonsense words)

Unit 13 Switch, add, and delete CVC, CVCe, CVCC/CCVC (nonsense words)

Unit 14 Switch, add, and delete CVC, CVCe, CVCC/CCVC (nonsense words)

★ *start of second half*

Level 10

Multi-Syllable Words

The goal of this activity is for students to identify the six syllable types and combine syllables to construct and read multi-syllable words. Students sort open, closed, Silent e, vowel-r, vowel combination, and consonant-le syllables by type, construct dictated multi-syllable words, and complete multi-syllable words in sentences.
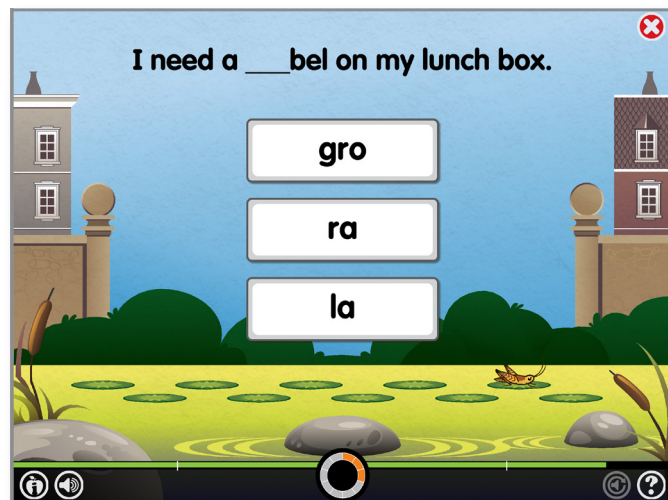
Single Word Construction Task

Eight word parts display above two boxes. A word is named and the student drags the word parts into the boxes to spell the word.

Visual Sort Task

Ten syllables display. The student sorts the syllables into two or three boxes based on the syllable type.

Sentence Construction Task

The student reads a sentence with one incomplete word. The student selects from six choices to complete the word.

Unit 1 Closed, Silent e, Double (Single Word Construction)	★ **Unit 11** Open, closed, vowel combo (Visual Sort)
Unit 2 Open, closed (Visual Sort)	**Unit 12** Open, closed, vowel combo (Single Word Construction)
Unit 3 Open, closed (Single Word Construction)	**Unit 13** Open, closed, vowel combo (Sentence Construction)
Unit 4 Compound words (Sentence Construction)	**Unit 14** Open, closed, consonant-le (Visual Sort)
Unit 5 Open, closed, Silent e (Visual Sort)	**Unit 15** Open, closed, consonant-le (Single Word Construction)
Unit 6 Open, closed, Silent e (Single Word Construction)	**Unit 16** Open, closed, consonant-le (Sentence Construction)
Unit 7 Open, closed, Silent e (Sentence Construction)	**Unit 17** Review (Visual Sort)
Unit 8 Open, closed, vowel-r (Visual Sort)	**Unit 18** Review (Visual Sort)
Unit 9 Open, closed, vowel-r (Single Word Construction)	**Unit 19** Review (Sentence Construction)
Unit 10 Open, closed, vowel-r (Sentence Construction)	**Unit 20** Review (Sentence Construction)

★ *start of second half*

Level 10
Simple Suffixes

The goal of this activity is for students to build their knowledge of common suffixes and to increase their awareness of the morphological structure of words. Students sort dictated and written words containing suffixes, and construct words with suffixes in sentences.
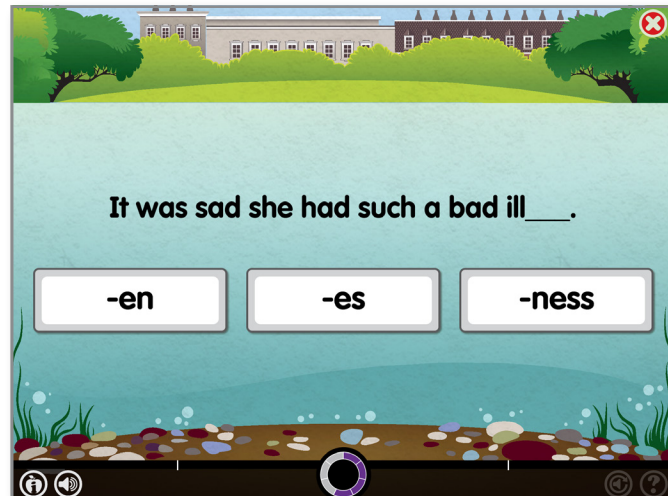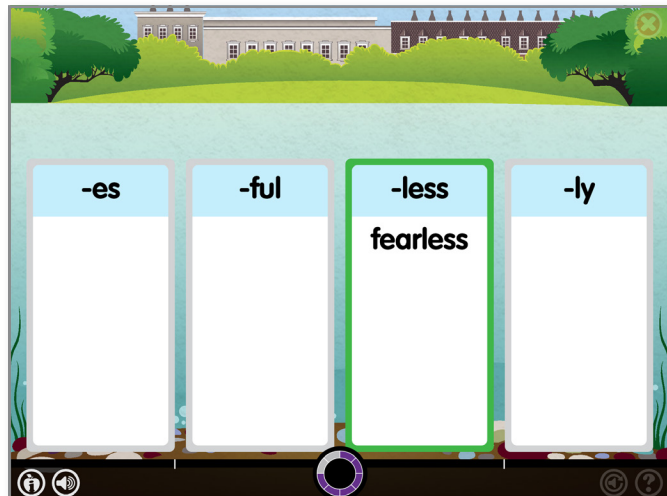
Visual Sort Task

Six words display. The student sorts the words into three boxes based on the endings.

Auditory Recognition Task

Three or four boxes display. The student hears a word and selects the box where the suffix belongs.

Sentence Completion Task

The student reads a sentence with one incomplete word. The student selects from three choices to complete the sentence.

Unit 1 s, ing, ed (Visual Sort)	★ **Unit 9** ment, ness, ish, en (Visual Sort)
Unit 2 s, ing, ed (Auditory Recognition)	**Unit 10** ment, ness, ish, en (Auditory Recognition)
Unit 3 er, est, y (Visual Sort)	**Unit 11** y, ly, es, s (Visual Sort)
Unit 4 er, est, y (Auditory Recognition)	**Unit 12** y, ly, es, s (Auditory Recognition)
Unit 5 Review Units 1-4 (Sentence Completion)	**Unit 13** Review Units 9-12 (Sentence Completion)
Unit 6 es, ful, less, ly (Visual Sort)	**Unit 14** Review All (Sentence Completion)
Unit 7 es, ful, less, ly (Auditory Recognition)	**Unit 15** Three Sounds of -ed: /t/, /d/, /ed/ (Auditory Recognition)
Unit 8 Review Units 1-7 (Sentence Completion)	

★ *start of second half*

AUTOMATICITY/FLUENCY

Level 10
Sight Words 5

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases with sight words, and quickly identify dictated sight words.

Recognition Task

The student hears a word and then highlights the word in a puzzle.

Construction Task

The student hears the word and then spells it.

Sentences Task

A picture and a sentence display. The student hears the sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 full, try, own, done, laugh (Recognition)	★ **Unit 10** people, only, watch, eight, warm (Recognition)
Unit 2 full, try, own, done, laugh (Construction)	**Unit 11** people, only, watch, eight, warm (Construction)
Unit 3 full, try, own, done, laugh (Sentences)	**Unit 12** people, only, watch, eight, warm (Sentences)
Unit 4 full, try, own, done, laugh (Automaticity)	**Unit 13** people, only, watch, eight, warm (Automaticity)
Unit 5 light, hurt, grow, seven, want (Recognition)	**Unit 14** today, purple, about, water, their (Recognition)
Unit 6 light, hurt, grow, seven, want (Construction)	**Unit 15** today, purple, about, water, their (Construction)
Unit 7 light, hurt, grow, seven, want (Sentences)	**Unit 16** today, purple, about, water, their (Sentences)
Unit 8 light, hurt, grow, seven, want (Automaticity)	**Unit 17** today, purple, about, water, their (Automaticity)
Unit 9 Review (Automaticity)	**Unit 18** Review (Automaticity)
	Unit 19 Review (Automaticity)

★ *start of second half*

Level 10
Building Sentences

The goal of this activity is for students to build an awareness of sentence structure to aid in text comprehension. Students sequence words in sentences to create narrative or informational texts and select parts of a sentence that answer who, what, where, when, why, or how questions.
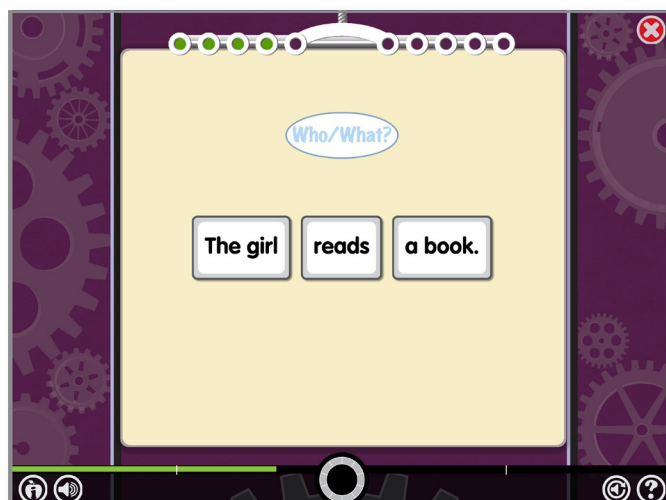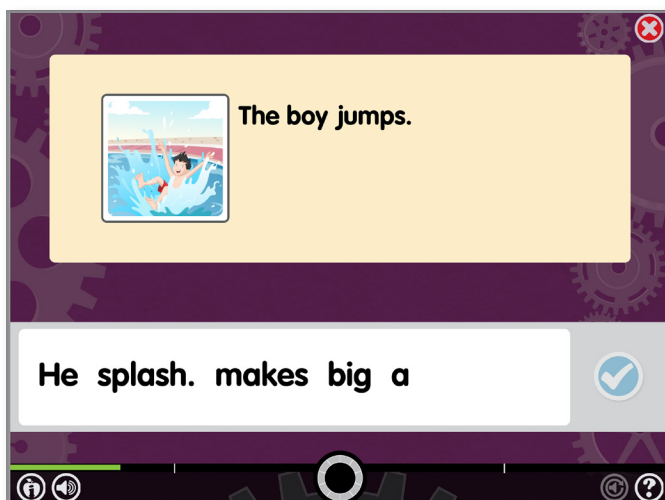
Constructing Sentences Task

Three or more words display. The student drags the words into the correct order to make a sentence. Then, three questions display (one at a time). The questions focus on what the story was mainly about as well as simple recall of facts. The student reads the question and selects from three choices. The text is not available for the student to reference.

Unit 1	A Boy in a Pool (N)
Unit 2	A Band Plays a Song (N)
Unit 3	At the Pump (I)
Unit 4	Cats Have Fur (I)
Unit 5	The Sun Can Burn (I)
Unit 6	A Boy in the Mud (N)
Unit 7	The Sailboat (I)
Unit 8	Corn from the Farm (I)
Unit 9	A Boy and His Bike (N)
Unit 10	A Team and Their Coach (N)

Sentence Structure Task

The student sees a sentence chunked into words or phrases. The student selects the *who, what, where, when, how* or *why* of the sentence.

★ **Unit 11**	Subject and Predicate Phrases
Unit 12	Subject, Predicate, and Pronoun (where)
Unit 13	Subject, Predicate, and Pronoun (where, how)
Unit 14	Subject, Predicate, and Pronoun (where, how, when)
Unit 15	Subject, Predicate, and Pronoun (where, how, when)
Unit 16	Subject, Predicate, and Pronoun (where, how, when, why)
Unit 17	Subject, Predicate, and Pronoun (where, how, when, why)
Unit 18	Subject, Predicate, and Pronoun (where, how, when, why)
Unit 19	Subject, Predicate, and Pronoun (where, how, when, why)
Unit 20	Subject, Predicate, and Pronoun (where, how, when, why)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 11

The Swiss Alps
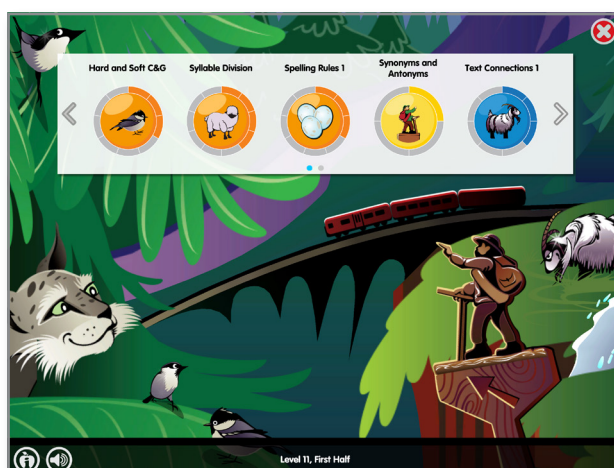
Level 11 Activity Menu

Area	Activity
Automaticity Warm-up	**Syllable Types and Sight Words (Review)** Increase automaticity with previously acquired skills.
Phonics	**Hard and Soft C & G** Demonstrate knowledge of spelling patterns that correspond to hard and soft c and g. Units: 17
Phonics	**Syllable Division** Demonstrate knowledge of rules for dividing multi-syllable words. Units: 20
Phonics	**Spelling Rules 1** Demonstrate knowledge of common spelling generalizations applied to single-syllable words. Units: 17
Vocabulary	**Synonyms & Antonyms** Demonstrate understanding of word relationships involving synonyms and antonyms. Units: 8
Comprehension	**Text Connections 1** Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16 Lexile® Range: 420L to 650L

Level 11

Hard and Soft C & G

The goal of this activity is for students to demonstrate knowledge of spelling patterns that correspond to the hard and soft c and g. Students identify and sort written and dictated words with the hard and soft c and g, in isolation and in sentences.
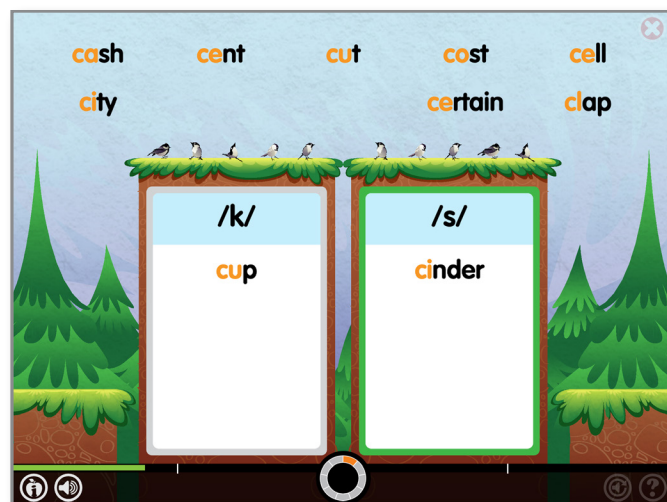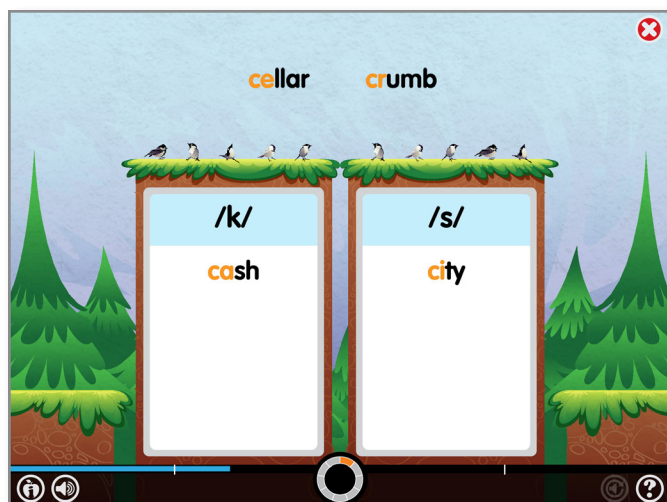
Auditory Discrimination Task

The student hears a word and then sorts the word based on the hard or soft sound.

Visual Sort Task

Two boxes display under ten words. The student sorts words into the boxes based on the hard or soft sound.

Word Recognition Task

Six words display, and the student selects the word that they hear.

Unit 1	Initial c, one- and two-syllable words (Auditory Discrimination)	★ **Unit 10**	Initial g, one-syllable words (Auditory Discrimination)
Unit 2	Initial c, one- and two-syllable words (Visual Sort)	**Unit 11**	Initial g, one-syllable words (Visual Sort)
Unit 3	Initial c, one-syllable words (Auditory Discrimination)	**Unit 12**	Initial g, one-syllable words (Auditory Discrimination)
Unit 4	Initial c, one-syllable words (Visual Sort)	**Unit 13**	Initial g, one-syllable words (Visual Sort)
Unit 5	Initial c, two-syllable words (Auditory Discrimination)	**Unit 14**	Initial g, two-syllable words (Auditory Discrimination)
Unit 6	Initial c, two-syllable words (Visual Sort)	**Unit 15**	Initial g, two-syllable words (Visual Sort)
Unit 7	Medial c, two-syllable words (Auditory Discrimination)	**Unit 16**	Medial g, two-syllable words (Auditory Discrimination)
Unit 8	Medial c, two-syllable words (Visual Sort)	**Unit 17**	Medial g, two-syllable words (Visual Sort)
Unit 9	Initial/final c, one-syllable words (Word Recognition)		

★ *start of second half*

Level 11

Syllable Division

The goal of this activity is for students to learn and apply rules for dividing multi-syllable words. Students apply VC/CV, VC/V, V/CV syllable division rules to divide two- and three-syllable words.
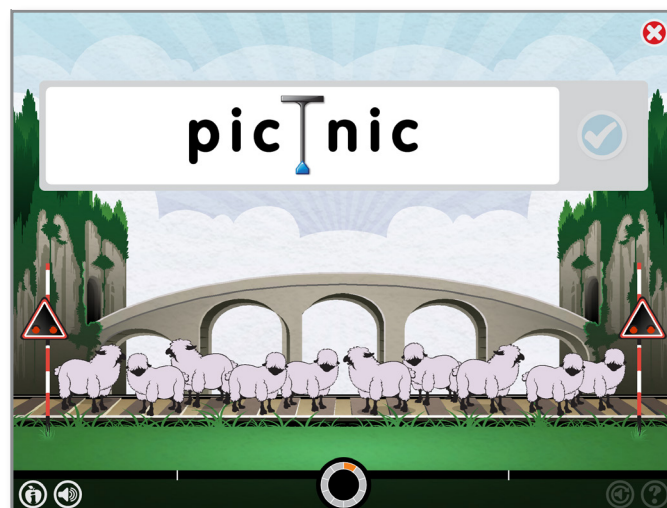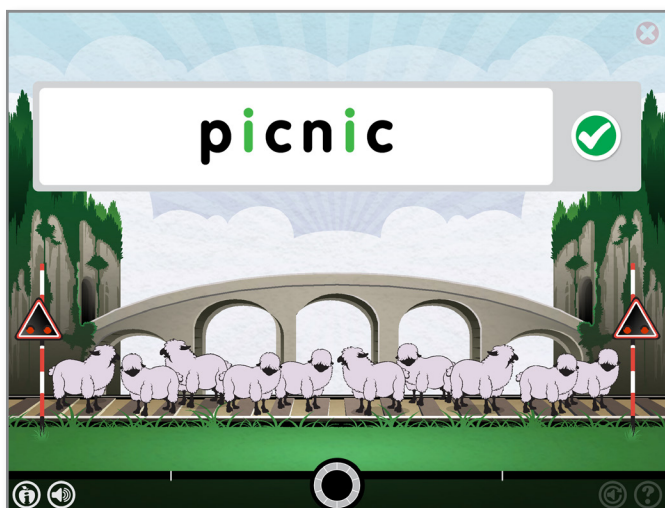
Vowel Identification Task

The student sees a word and identifies the vowels.

Unit 1 VC/CV with double consonants (Vowel Identification)

Unit 2 VC/CV with double consonants (Syllable Division)

Unit 3 VC/CV with closed/Silent e (Vowel Identification)

Unit 4 VC/CV with closed/Silent e (Syllable Division)

Unit 5 VC/CV vowel combo/vowel-r (Vowel Identification)

Unit 6 VC/CV vowel combo/vowel-r (Syllable Division)

Unit 7 VC/CV with double consonants/consonant-le (Vowel Identification)

Unit 8 VC/CV with double consonants/consonant-le (Syllable Division)

Unit 9 Three-syllable words (Vowel Identification)

Unit 10 Three-syllable words (Syllable Division)

Syllable Division Task

The student sees a word and divides it into syllables.

★ **Unit 11** V/CV Flex rule (Vowel Identification)

Unit 12 V/CV Flex rule (Syllable Division)

Unit 13 V/CV Flex rule (Vowel Identification)

Unit 14 V/CV Flex rule (Syllable Division)

Unit 15 VC/V Flex rule (Vowel Identification)

Unit 16 VC/V Flex rule (Syllable Division)

Unit 17 Mixed Flex rule (Syllable Division)

Unit 18 Three-syllable Flex rule (Vowel Identification)

Unit 19 Three-syllable Flex rule (Syllable Division)

Unit 20 Three-syllable Flex rule (Syllable Division)

★ *start of second half*

Level 11

Spelling Rules 1

The goal of this activity is for students to learn and apply common spelling generalizations for single-syllable words. Students apply the -ff, -ll, -ss, -zz, -tch, -dge, and -ck spelling generalization to spell dictated words in isolation and in sentences.
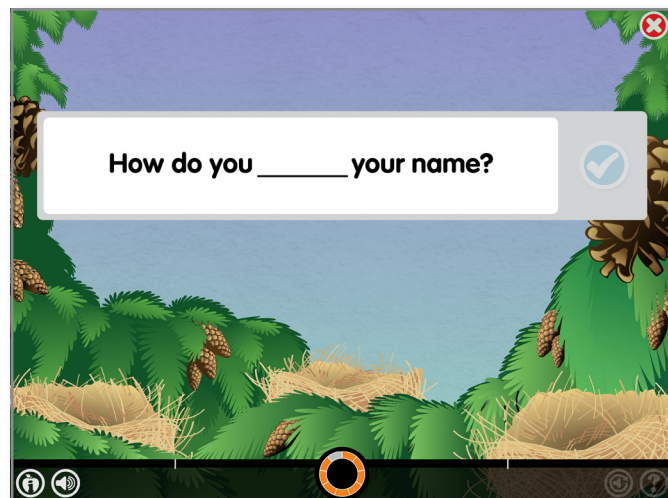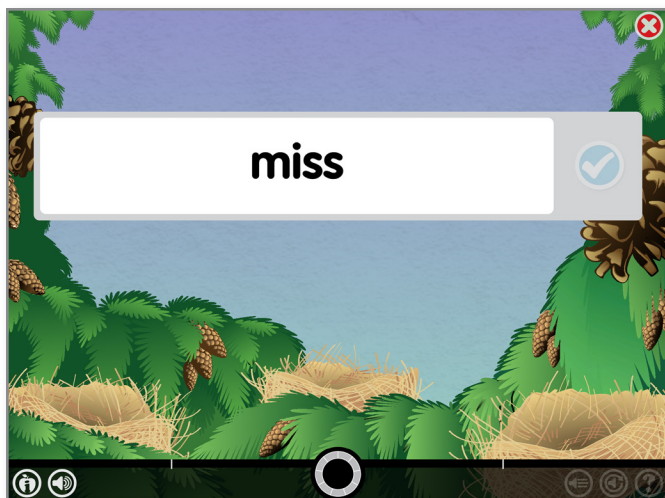
Spelling Dictated Words Task

A word is dictated, and the student types to spell the word.

Unit 1   ss (e.g., boss) (Spelling Dictated Words)
Unit 2   ll (e.g., will) (Spelling Dictated Words)
Unit 3   ff (e.g., cliff) (Spelling Dictated Words)
Unit 4   zz (e.g., buzz) (Spelling Dictated Words)
Unit 5   ff, ll, ss, zz (Spelling Dictated Words)
Unit 6   ff, ss (Spelling Dictated Words)
Unit 7   ll, zz (Spelling Dictated Words)
Unit 8   ff, ll, ss, zz (Sentence Completion)
Unit 9   ff, ll, ss, zz (Sentence Completion)

Sentence Completion Task

A sentence displays with one word missing. The student hears the sentence and then types to spell the missing word.

★ **Unit 10**   ck (e.g., duck) (Spelling Dictated Words)
  Unit 11   tch (e.g., ditch) (Spelling Dictated Words)
  Unit 12   dge (e.g., lodge) (Spelling Dictated Words)
  Unit 13   ck, tch, dge (Spelling Dictated Words)
  Unit 14   ck, tch, dge (Spelling Dictated Words)
  Unit 15   ck, tch, dge (Spelling Dictated Words)
  Unit 16   ck, tch, dge (Sentence Completion)
  Unit 17   ck, tch, dge (Sentence Completion)

★ *start of second half*

Level 11

Synonyms & Antonyms

The goal of this activity is for students to develop their understanding of word relationships involving synonyms and antonyms. Students choose synonyms and antonyms for named pictures as they build their vocabulary skills.
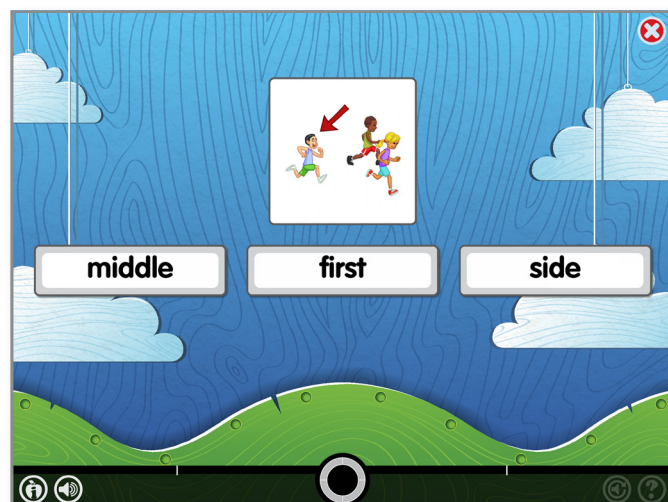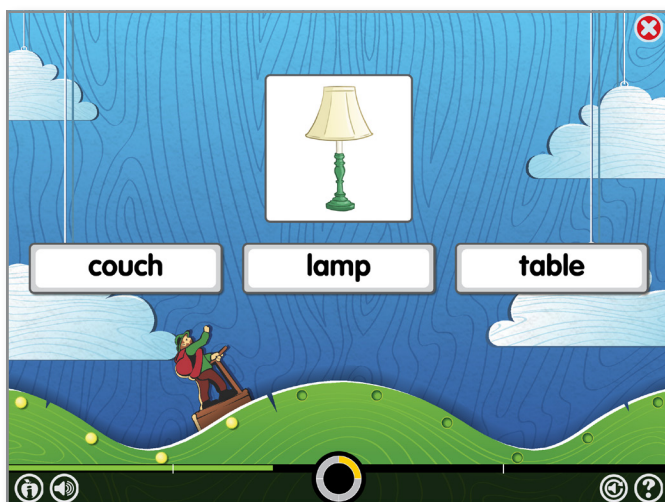
Identifying Task

The student sees a picture and hears the name of the picture. Three words display, and the student selects the word that is the synonym or the antonym for the named picture.

Unit 1   Synonyms for common objects (bucket/pail, sofa/couch, gift/present, boat/ship, street/road, lady/woman, dad/father, drink/beverage, picture/photo, home/house, windy/breezy, field/meadow, sick/ill)

Unit 2   Synonyms for nouns and adjectives (little/small, kid/child, correct/right, scared/frightened, man/male, story/tale, coat/jacket, light/lamp, fearless/brave, plane/jet, cute/adorable, loud/noisy, closed/shut)

Unit 3   Synonyms for adjectives (quick/rapid, mean/cruel, huge/enormous, sleepy/drowsy, tiny/miniature, polite/courteous, rich/wealthy, drenched/soaked, irritated/annoyed, healthy/nutritious, dangerous/risky, lazy/sluggish, intelligent/smart)

Unit 4   Synonyms for verbs (fix/mend, talk/speak, search/seek, pull/tug, start/begin, grab/snatch, cry/sob, run/dash, fly/soar, scream/yell, wash/clean, bite/chomp)

★ **Unit 5**   Antonyms for common objects/adjectives (last/first, exit/entrance, ceiling/floor, night/day, sunrise/sunset, top/bottom, different/same, win/lose, balanced/shaky, inside/outside)

Unit 6   Antonyms for adjectives (girl/boy, light/heavy, smooth/rough, hot/cold, dry/wet, rainy/sunny, happy/sad, new/old, freeze/melt, queen/king, rich/poor, strong/weak, laugh/cry)

Unit 7   Antonyms for adjectives (sharp/dull, wide/narrow, bored/interested, serious/funny, curly/straight, lazy/hardworking, float/sink, lower/raise, kind/cruel, cool/warm, full/empty, hero/coward, soft/hard)

Unit 8   Antonyms for adjectives and verbs (throw/catch, give/take, forget/remember, yell/whisper, create/destroy, awake/asleep, simple/fancy, used/new, limp/stiff, calm/nervous, sick/healthy, together/apart, enemy/friend)

★ *start of second half*

Level 11

Text Connections 1

The goal of this activity is for students to apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Students use critical thinking strategies to answer questions related to each passage. Following each text set, students complete an interactive, text-construction task to apply what they've learned.

Lexile® Range: 420L to 650L
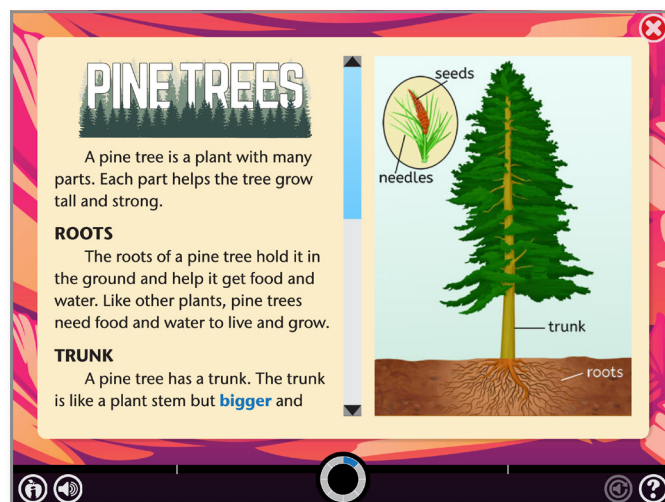
Independent Reading Task

The student independently reads a passage.

Shared Reading Task

The student listens to and reads along with a passage that is displayed as a slideshow.

Interactive Visual Text Task

The student selects and reads visual text (diagram, map, timeline) independently.

Text Construction Task

The student constructs the text by choosing among different story path options.

Unit 1   Sunflowers (Independent Reading)

Unit 2   Pine Trees (Independent Reading)

Unit 3   Interview with a Forest Ranger (Shared Reading)

Unit 4   A Story About Seeds (Text Construction)

Unit 5   The Girl and Her Milk (Independent Reading)

Unit 6   The Boy and His Oil (Independent Reading)

Unit 7   The Man and His Bird (Shared Reading)

Unit 8   A Story with a Lesson (Text Construction)

★ **Unit 9**   Map of Bryce Canyon (Interactive Visual Text)

Unit 10   How do Hoodoos Form? (Shared Reading)

Unit 11   A Hike at Night (Independent Reading)

Unit 12   A Story About a Hike (Text Construction)

Unit 13   *Last Stop on Market Street*, an excerpt from a story by Matt de la Peña (Shared Reading)

Unit 14   *Last Stop on Market Street*, an excerpt from a story by Matt de la Peña (Shared Reading)

Unit 15   Picture of a Community (Interactive Visual Text)

Unit 16   A Story About a Bus (Text Construction)

★ *start of second half*

Level 12

A Russian Circus

Level 12 Activity Menu

Area	Activity
Automaticity Warm-up	**Spelling Rules and Hard and Soft C & G (Review)** Increase automaticity with previously acquired skills.
Phonics	**Irregular Plurals & Verbs** Demonstrate knowledge of common irregular plural nouns and common irregular past tense verbs. Units: 17
Structural Analysis	**Latin Prefixes** Demonstrate knowledge of common prefixes and increase awareness of the morphological structure of words. Units: 10
Fluency	**Passage Fluency 1** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 300L to 450L
Vocabulary	**Similes & Metaphors** Demonstrate an understanding of similes and metaphors. Units: 8
Comprehension	**Passage Comprehension 1** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 20 Lexile® Range: 420L to 650L

Level 12

Irregular Plurals & Verbs

The goal of this activity is for students to build their knowledge of common irregular plural nouns and common irregular past tense verbs. Students identify the irregular form of presented words and complete sentences using these irregular forms.
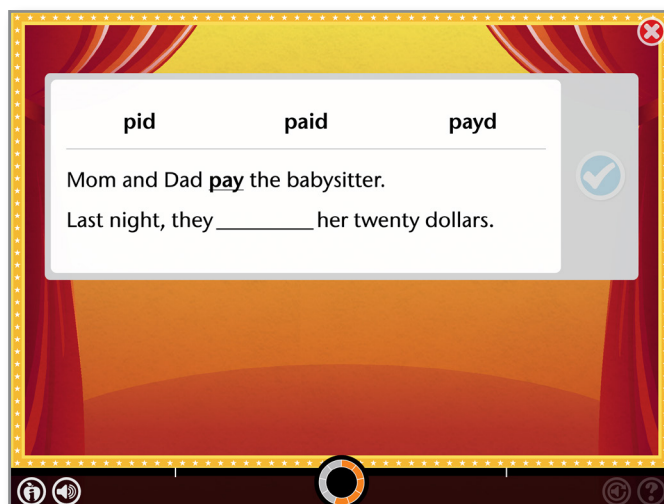
Identifying Task

The regular (singular or present) form of a noun or verb displays above four choices for the irregular (plural or past) form. The student selects the correct irregular form.

Sentence Completion Task

Two sentences display. The first sentence uses the regular (singular or present) form of the word, and the second sentence is missing the irregular (plural or past) form of the word. Three choices display. The student drags the correct irregular into the sentence blank.

Unit 1 Irregular plural nouns (Identifying)	★ **Unit 9** Irregular past tense verbs (Identifying)
Unit 2 Irregular plural nouns (Identifying)	**Unit 10** Irregular past tense verbs (Identifying)
Unit 3 Irregular plural nouns (Identifying)	**Unit 11** Irregular past tense verbs (Sentence Completion)
Unit 4 Irregular plural nouns (Sentence Completion)	**Unit 12** Irregular past tense verbs (Identifying)
Unit 5 Irregular plural nouns (Sentence Completion)	**Unit 13** Irregular past tense verbs (Identifying)
Unit 6 Irregular past tense verbs (Identifying)	**Unit 14** Irregular past tense verbs (Sentence Completion)
Unit 7 Irregular past tense verbs (Identifying)	**Unit 15** Irregular past tense verbs (Identifying)
Unit 8 Irregular past tense verbs (Sentence Completion)	**Unit 16** Irregular past tense verbs (Identifying)
	Unit 17 Irregular past tense verbs (Sentence Completion)

★ *start of second half*

Level 12
Latin Prefixes

The goal of this activity is for students to develop their knowledge of common prefixes and to increase their awareness of the morphological structure of words. Students sort dictated and written words containing prefixes and construct words with prefixes in sentences.
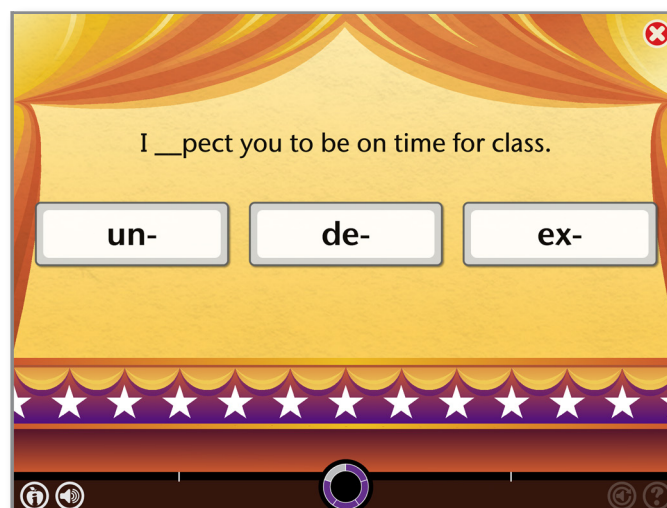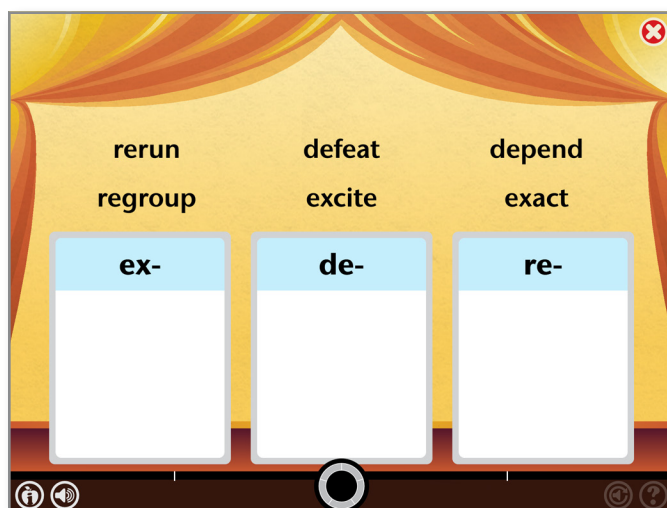
rerun	defeat	depend
regroup	excite	exact
ex-	**de-**	**re-**

I __pect you to be on time for class.

| un- | de- | ex- |

Visual Sort Task

Six words display. The student sorts the words into three boxes based on the prefix.

Auditory Recognition Task

Three or four boxes display. The student hears a word and selects the box where the word belongs.

Sentence Completion Task

The student reads a sentence with one incomplete word. The student selects from three choices to complete the sentence.

Unit 1 ex, de, re (Visual Sort)	★ **Unit 6** dis, mis, pre, pro (Visual Sort)
Unit 2 ex, de, re (Auditory Recognition)	**Unit 7** dis, mis, pre, pro (Auditory Recognition)
Unit 3 un, non, in, con (Visual Sort)	**Unit 8** sub, ob, ad, ab (Visual Sort)
Unit 4 un, non, in, con (Auditory Recognition)	**Unit 9** sub, ob, ad, ab (Auditory Recognition)
Unit 5 Review Units 1-4 (Sentence Completion)	**Unit 10** Review (Sentence Completion)

★ *start of second half*

Level 12
Passage Fluency 1

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 300L to 480L
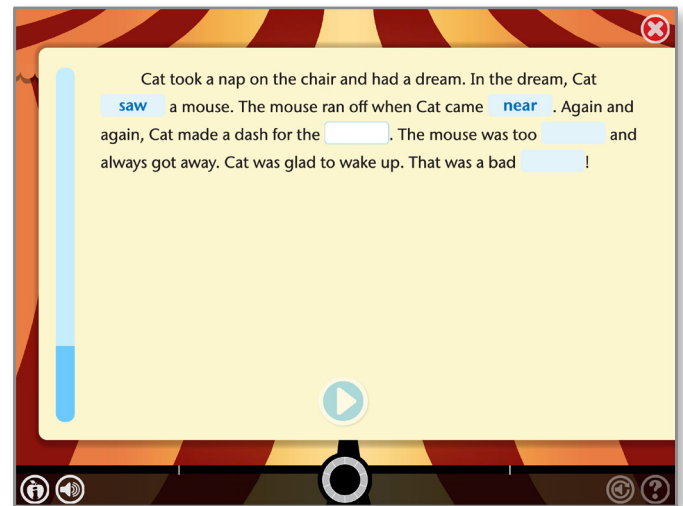
Cat took a nap on the chair and had a dream. In the dream, Cat **saw** a mouse. The mouse ran off when Cat came **near**. Again and again, Cat made a dash for the _____. The mouse was too _____ and always got away. Cat was glad to wake up. That was a bad _____!

Maze Task

The student reads a passage that displays in two parts with ten total missing words. For each part, the student selects five missing words in two minutes. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	Cat and Mouse Dreams (N)	★	**Unit 11**	Eve Makes a Mask (N)
Unit 2	Swimming at the Lake (N)		**Unit 12**	Roy's Big Race (N)
Unit 3	Zane's New Sled (N)		**Unit 13**	Frog and His Boat (N)
Unit 4	The Frogs' New Home (N)		**Unit 14**	A Show at the Beach (N)
Unit 5	Sam Bakes a Cake (N)		**Unit 15**	Russ and Ben Go Camping (N)
Unit 6	Kay and Dad at the Beach (N)		**Unit 16**	A Cave Full of Bats (I)
Unit 7	Cat Plays Chase (N)		**Unit 17**	Liz Meets a Friend (N)
Unit 8	Fox and Crow (N)		**Unit 18**	A Card for Chang (N)
Unit 9	The Girl and the Bird (N)		**Unit 19**	A Trip to the Farm (N)
Unit 10	Life on Gray Street (N)		**Unit 20**	Friends at the Park (N)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 12

Similes & Metaphors

The goal of this activity is to expose students to the figurative language concepts of simile and metaphor. Students use sentence-level clues and choose phrases to complete similes. Students also deduce the meaning of metaphors through sentence-level context clues and choose sentences to explain the meaning of metaphors.

We did not swim in the freezing water. It was _____.	The bride was a princess at the wedding.
as cold as soup	She looked very pretty.
as cold as ice	She had a wonderful wedding day.
as cold as water	She wore a crown.
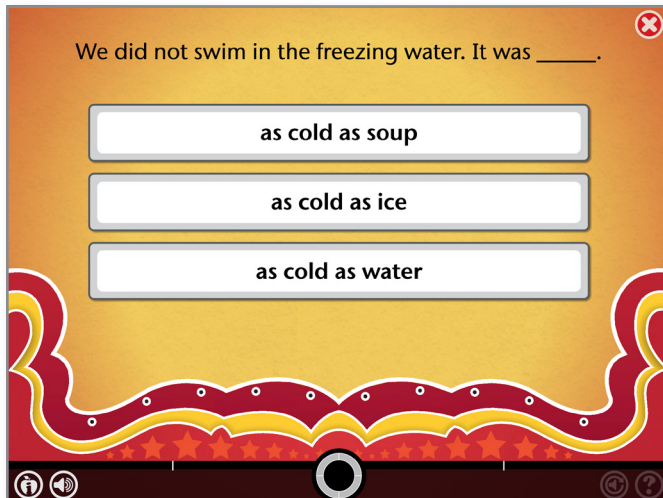
Completing Similes Task

The student selects from three choices to complete the simile.

Unit 1   like a fish, as flat as a pancake, as fast as lightning, as light as a feather, like a flowing river, as quiet as a mouse, as red as a cherry

Unit 2   as hungry as a bear, like an eagle, as loud as thunder, as busy as bees, like a tornado had hit it, as black as the night, as heavy as a hippo

Unit 3   as sweet as honey, like a hawk, as smooth as glass, as gentle as a lamb, as green as a frog, like diamonds, as heavy as a hippo

Unit 4   as old as dirt, as strong as an ox, as bright as a shining star, as clever as a fox, as shy as a rabbit, as slow as a snail

Meaning of Metaphors Task

The student selects the meaning of the metaphor from three choices.

★ **Unit 5**   Metaphors (e.g., "The weather turned the yard into a swamp.")

Unit 6   Metaphors (e.g., "The man's fingers were sticks of butter.")

Unit 7   Metaphors (e.g., "The kitchen was a pigsty.")

Unit 8   Metaphors (e.g., "It was a ghost town after all the stores closed.")

★ *start of second half*

Level 12
Passage Comprehension 1

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 420L to 650L

Independent Reading Task

The student reads a passage silently. The student answers four questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	Mixed Up Bear (N)	★ **Unit 10** The Bike Ride (N)
Unit 2	Hide and Seek (N)	**Unit 11** The Camping Trip (N)
Unit 3	A Day at the Park (N)	**Unit 12** You Are a Hero, Jessica Watson! (I)
Unit 4	Mystery at the Dog Shelter (I)	**Unit 13** The House on Pine Road (N)
Unit 5	A Very Unusual Family (I)	**Unit 14** What Do You Mean? (I)
Unit 6	Anything for You (P)	**Unit 15** Liberty in New York Harbor (I)
Unit 7	Pip Learns to Fly (N)	**Unit 16** The Fox and The Crow (F)
Unit 8	Becoming a Frog (I)	**Unit 17** A Dog's Mistake (F)
Unit 9	A Different Way to Grow (I)	**Unit 18** Be A Storyteller! (I)

(I) - Informational Text
(N) - Narrative Text
(P) - Poetry
(F) - Fable, Folktale, or Myth
★ *start of second half*

Level 13

The Indian Rainforest
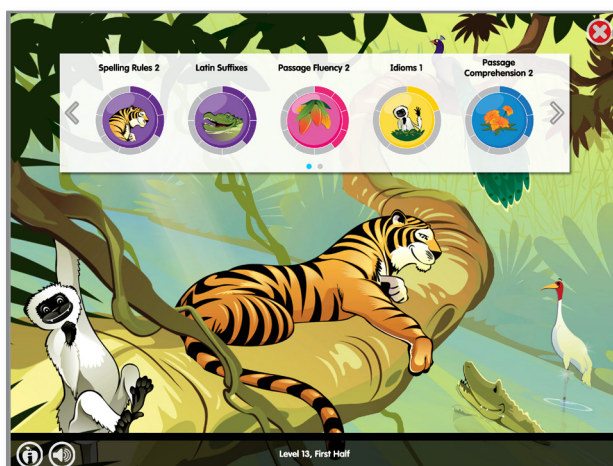
Level 13 Activity Menu

Area	Activity
Automaticity Warm-up	**Irregular Plurals and Suffixes (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Spelling Rules 2** Demonstrate knowledge of common spelling rules used when adding suffixes to base words. Units: 15
Structural Analysis	**Latin Suffixes** Demonstrate knowledge of Latin-based suffixes and increase awareness of the morphological structure of words. Units: 14
Fluency	**Passage Fluency 2** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 390L to 670L
Vocabulary	**Idioms 1** Demonstrate an understanding of idioms and deduce the meaning through sentence-level context clues. Units: 10
Comprehension	**Passage Comprehension 2** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 520L to 820L

STRUCTURAL ANALYSIS

Level 13
Spelling Rules 2

The goal of this activity is for students to build their knowledge of common spelling rules used when adding suffixes to base words. Students apply the doubling rule and drop-e rule to spell dictated words with and without visual support.
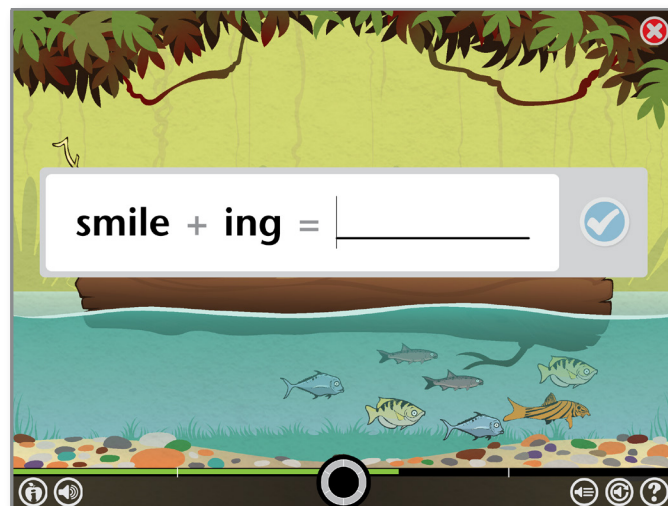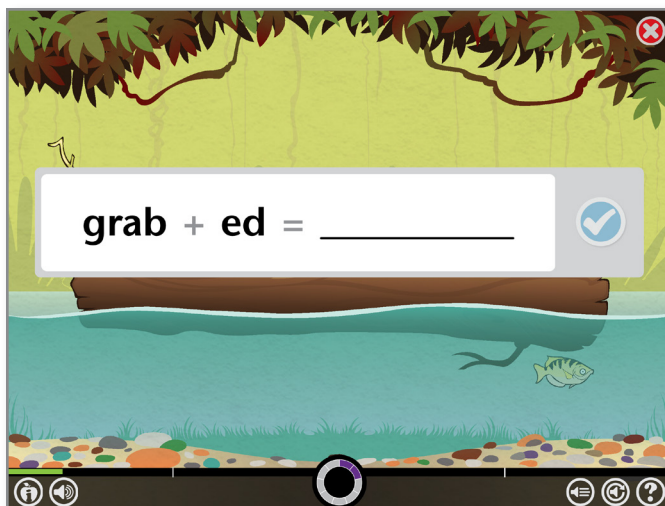
Sentence Completion Task (Review)

The student reads a sentence with one incomplete word. The student selects from three choices to complete the sentence.

Auditory Recognition Task (Review)

Six words display. The student selects the word that is named.

Unit 1	ed, ing, er, est (Sentence Completion)
Unit 2	All vowel teams (Auditory Recognition)
Unit 3	Doubling rule (Constructing Words)
Unit 4	Doubling rule (Constructing Words)
Unit 5	Doubling rule (Spelling Dictated Words)
Unit 6	Doubling rule (Constructing Words)
Unit 7	Doubling rule (Spelling Dictated Words)
Unit 8	Doubling rule (Constructing Words)
Unit 9	Doubling rule (Spelling Dictated Words)

Constructing Words Task

The student hears a word and sees the base and the suffix of the word. The student types the word and applies the spelling rule.

Spelling Dictated Words Task

A word is dictated. The student types the word and applies the spelling rule.

★ **Unit 10**	Drop e rule (Constructing Words)
Unit 11	Drop e rule (Spelling Dictated Words)
Unit 12	Drop e rule (Constructing Words)
Unit 13	Drop e rule (Spelling Dictated Words)
Unit 14	Doubling and Drop e rule (Spelling Dictated Words)
Unit 15	Doubling and Drop e rule (Spelling Dictated Words)

★ *start of second half*

Level 13

Latin Suffixes

The goal of this activity is for students to develop their knowledge of Latin-based suffixes and to increase their awareness of the morphological structure of words. Students sort dictated and written words containing suffixes and construct words with suffixes in sentences.
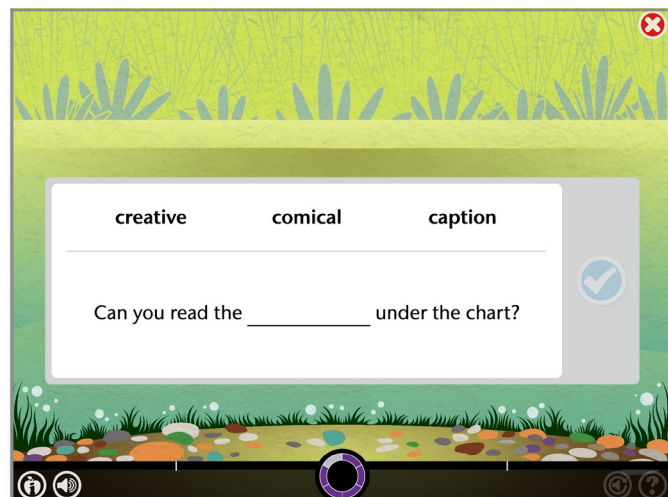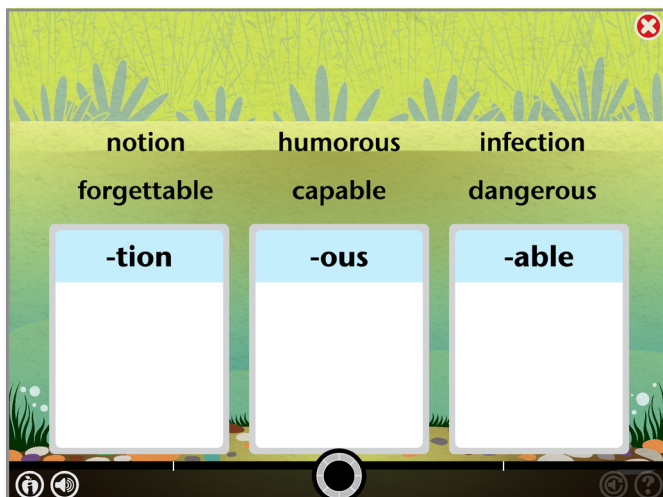
Visual Sort Task

Six words display. The student sorts the words into three boxes based on the suffix.

Auditory Recognition Task

Three boxes display. The student hears a word and selects the box where the suffix belongs.

Sentence Completion Task

The student reads a sentence with a blank. The student selects from three choices to complete the sentence.

Unit 1 able, tion, ous (Visual Sort)	★ **Unit 9** ent, ance, sion (Visual Sort)
Unit 2 able, tion, ous (Auditory Recognition)	**Unit 10** ent, ance, sion (Auditory Recognition)
Unit 3 ture, al, ive (Visual Sort)	**Unit 11** Review (Sentence Completion)
Unit 4 ture, al, ive (Auditory Recognition)	**Unit 12** ence, ant, ible (Visual Sort)
Unit 5 Review (Sentence Completion)	**Unit 13** ence, ant, ible (Auditory Recognition)
Unit 6 ty, ize, age (Visual Sort)	**Unit 14** Review (Sentence Completion)
Unit 7 ty, ize, age (Auditory Recognition)	
Unit 8 Review (Sentence Completion)	

★ *start of second half*

Level 13

Passage Fluency 2

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 390L to 670L
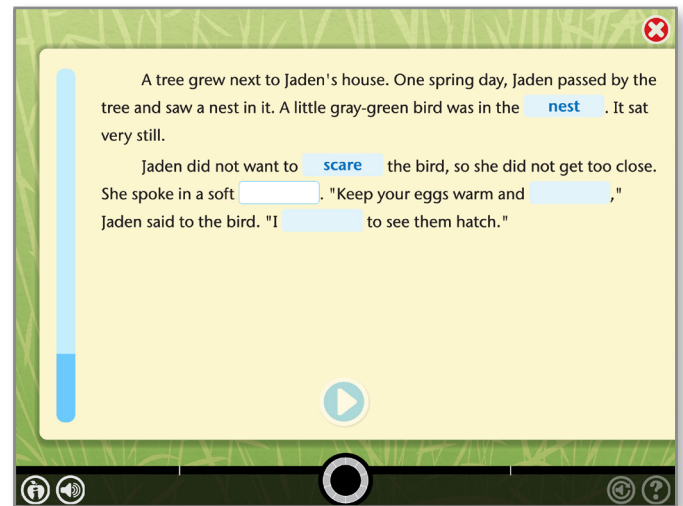
Maze Task

The student reads a passage that displays in two parts with ten total missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab >Core5 Resources Hub > Support for Instruction.

Unit 1 Jaden and the Bird Nest (N)	★ **Unit 11** The Best Birthday Gift (N)
Unit 2 Mike's Big Move (N)	**Unit 12** New Year's Eve (N)
Unit 3 A Guessing Game (N)	**Unit 13** Turtle's Travels (N)
Unit 4 Making Craft Projects (I)	**Unit 14** Mammals that Fly (I)
Unit 5 The Rules of Tennis (I)	**Unit 15** A Budgie: The Perfect Pet (I)
Unit 6 All About Glass Snakes (I)	**Unit 16** Lighthouse Facts (I)
Unit 7 Your Teeth (I)	**Unit 17** Carmen Tries to Take a Nap (N)
Unit 8 Marta and Sam Play in the Snow (N)	**Unit 18** Wild Animal Advice (I)
Unit 9 Keesha Gets the Flu (N)	**Unit 19** Yoko's Lost Phone (N)
Unit 10 First Snow (N)	**Unit 20** Cave Paintings (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 13

Idioms 1

The goal of this activity is for students to demonstrate an understanding of idioms and learn to deduce the meaning of these expressions through sentence-level context clues. Students choose sentences that explain the meaning of an idiom or complete sentences by choosing an idiom.
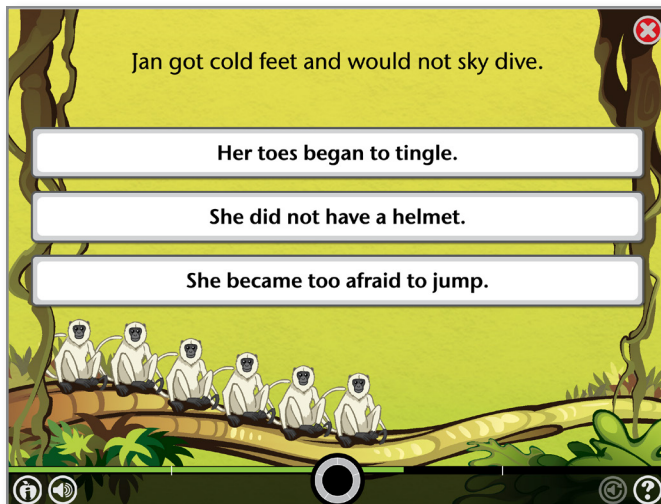
Identifying Idiom Meanings Task

A sentence with an idiom displays. The student selects the meaning of the sentence from three choices.

Sentence Completion Task

A partial sentence displays above three idiom choices. The student selects the idiom that best completes the sentence.

Unit 1   cold feet, tied up, spill the beans, catch Zs, down in the dumps (Identifying Idiom Meanings)

Unit 2   wrong side of bed, have a ball, in hot water, off the hook, under the weather (Identifying Idiom Meanings)

Unit 3   saved by the bell, on thin ice, down to earth, chicken out, break a leg (Identifying Idiom Meanings)

Unit 4   hit the sack, top of the world, pull your leg, pins and needles, all in same boat (Identifying Idiom Meanings)

Unit 5   Review Units 1-4 (Sentence Completion)

★ **Unit 6**   hold your horses, cloud nine, in a pickle, have a heart of gold, to be fishy(Identifying Idiom Meanings)

Unit 7   stay on your toes, caught red-handed, stick out like a sore thumb, sleep on it, all ears (Identifying Idiom Meanings)

Unit 8   hit the nail on the head, get a kick out of it, last straw, start from scratch (Identifying Idiom Meanings)

Unit 9   run out of steam, let the cat out of the bag, hit the spot, hang on, twist someone's arm (Identifying Idiom Meanings)

Unit 10 Review Units 5-9 (Sentence Completion)

★ *start of second half*

Level 13

Passage Comprehension 2

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 520L to 820L

Independent Reading Task

The student reads a passage silently. The student answers four questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	The Great Idea (N)		★ **Unit 10**	What Happened to the Giant Kangaroo? (I)
Unit 2	The Fishing Trip (N)		**Unit 11**	The Clownfish's Poisonous Home (I)
Unit 3	A Sweet Invention (I)		**Unit 12**	The Tricky Death Cap (I)
Unit 4	The Unbelievable Bamboo (I)		**Unit 13**	Play a Party Game (I)
Unit 5	Let's Take a Vote (N)		**Unit 14**	Telling the Truth (N)
Unit 6	Earth's Neighbor (I)		**Unit 15**	Fair Bike Rules (O)
Unit 7	A Snail Story (F)		**Unit 16**	The War Hero with Feathers (I)
Unit 8	The Ant and the Dove (F)		**Unit 17**	A Record Jump (I)
Unit 9	The Donkey and the Salt (F)		**Unit 18**	A New Record! (D)

(I) - Informational Text
(N) - Narrative Text
(F) - Fable, Folktale, or Myth
(O) - Opinion
(D) - Drama
★ *start of second half*

Level 14

A Japanese Garden
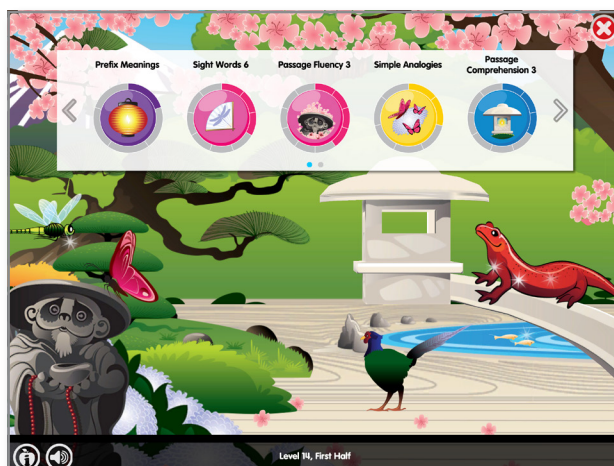
Level 14 Activity Menu

Area	Activity
Automaticity Warm-up	**Suffixes and Spelling Rules (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Prefix Meanings** Demonstrate knowledge of meanings of common prefixes. Units: 9
Fluency	**Sight Words 6** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Fluency	**Passage Fluency 3** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 600L to 740L
Vocabulary	**Simple Analogies** Demonstrate understanding of word relationships in simple analogies by identifying types of associations between words. Units: 14
Comprehension	**Passage Comprehension 3** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 520L to 820L

Level 14

Prefix Meanings

The goal of this activity is for students to develop their knowledge of the meanings of common prefixes. Students sort prefixes based on meaning and complete words within a sentence using context clues.
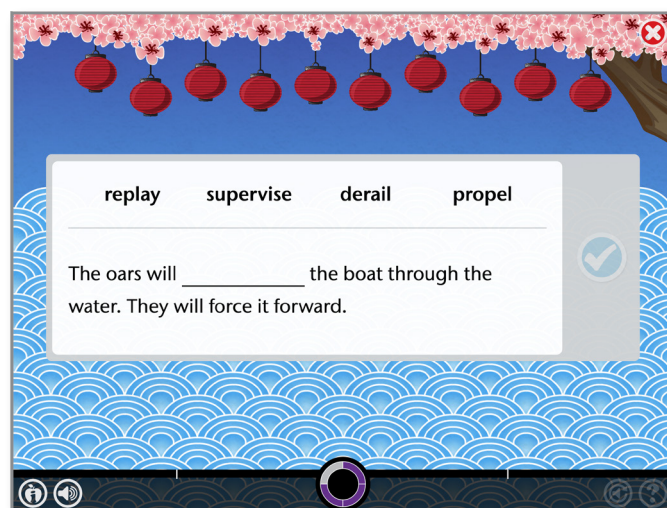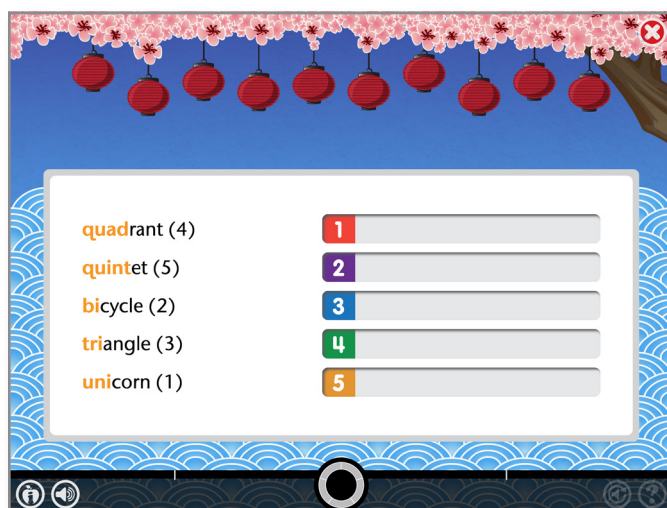
Visual Sort Task

Five number prefixes display next to boxes of numbers. The student drags a prefix to the correct box and hears the prefix meaning.

Auditory Recognition Task

Four prefix boxes display. The student hears a word and selects the box where the word belongs based on the prefix.

Sentence Completion Task

Four words with prefixes display above a sentence with a blank. The student drags the correct word into the blank to complete the sentence.

Unit 1	Numeral prefixes (Visual Sort)	★ Unit 6	con, pre, sub, re (Auditory Recognition)
Unit 2	Numeral prefixes (Visual Sort)	Unit 7	mis, dis, ex/e, in (Auditory Recognition)
Unit 3	semi, milli, multi, centi (Auditory Recognition)	Unit 8	trans, pro, super, de (Auditory Recognition)
Unit 4	un, non, in, dis (Auditory Recognition)	Unit 9	Review (Sentence Completion)
Unit 5	Review (Sentence Completion)		

★ *start of second half*

Level 14

Sight Words 6

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases with sight words, and quickly identify dictated sight words.

He had _____ to eat.

touch   rough   enough

Recognition Task

The student highlights the named sight word in a word scramble.

Construction Task

The student hears the word and then spells it.

Sentences Task

A picture and a sentence display. The student hears the sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1   gone, half, sure, busy, none (Recognition)

Unit 2   gone, half, sure, busy, none (Construction)

Unit 3   gone, half, sure, busy, none (Sentences)

Unit 4   gone, half, sure, busy, none (Automaticity)

Unit 5   should, above, carry, choose, ninth (Recognition)

Unit 6   should, above, carry, choose, ninth (Construction)

Unit 7   should, above, carry, choose, ninth (Sentences)

Unit 8   should, above, carry, choose, ninth (Automaticity)

Unit 9   Review (Automaticity)

★ **Unit 10**   enough, touch, thought, rough, build (Recognition)

Unit 11   enough, touch, thought, rough, build (Construction)

Unit 12   enough, touch, thought, rough, build (Sentences)

Unit 13   enough, touch, thought, rough, build (Automaticity)

Unit 14   tough, against, brought, sugar, almost (Recognition)

Unit 15   tough, against, brought, sugar, almost (Construction)

Unit 16   tough, against, brought, sugar, almost (Sentences)

Unit 17   tough, against, brought, sugar, almost (Automaticity)

Unit 18   Review (Automaticity)

Unit 19   Review (Automaticity)

★ *start of second half*

Level 14

Passage Fluency 3

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 580L to 740L
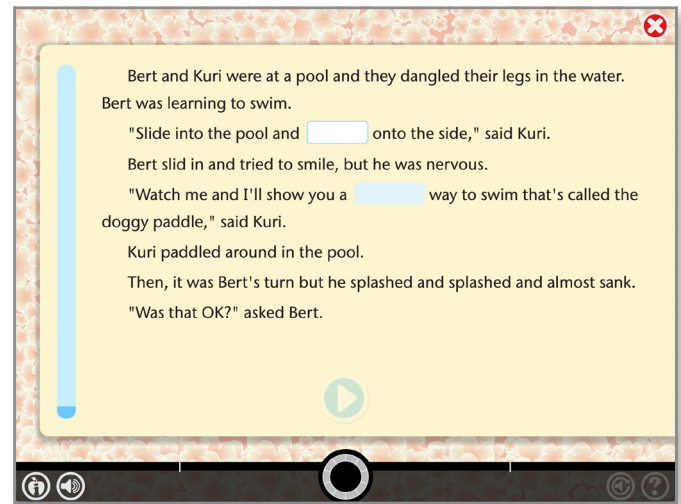
> Bert and Kuri were at a pool and they dangled their legs in the water. Bert was learning to swim.
>
> "Slide into the pool and ____ onto the side," said Kuri.
>
> Bert slid in and tried to smile, but he was nervous.
>
> "Watch me and I'll show you a ____ way to swim that's called the doggy paddle," said Kuri.
>
> Kuri paddled around in the pool.
>
> Then, it was Bert's turn but he splashed and splashed and almost sank.
>
> "Was that OK?" asked Bert.

Maze Task

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1 Learning to Swim (N)	★ **Unit 11** Hermit Crabs (I)
Unit 2 Facts about Shade Trees (I)	**Unit 12** Animal Helpers (I)
Unit 3 Gestures Around the World (I)	**Unit 13** Pablo's Problem (N)
Unit 4 Building Sand Castles (N)	**Unit 14** Ellen at the Park (N)
Unit 5 Amber's Party (N)	**Unit 15** Insect Cities (I)
Unit 6 Fox Loses His Tail (N)	**Unit 16** The School Fair (I)
Unit 7 Lightning Safety (I)	**Unit 17** The Housewarming Party (N)
Unit 8 Building Bridges (I)	**Unit 18** The Sport of Log Rolling (I)
Unit 9 The Planet Earth (I)	**Unit 19** Lucky Ladybugs (I)
Unit 10 The Nature Park (N)	**Unit 20** Missing Homework (N)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 14

Simple Analogies

The goal of this activity is for students to build their understanding of word relationships in simple analogies by identifying specific associations between words. In this activity, students select related words, identify the type of relationship between words, and complete full analogies.

Identifying Related Words Task

A word displays above three word choices, and the student selects the word most closely related.

Recognizing Relationships Task

Three pairs of words display. The student selects the pair that shows the type of relationship (e.g., antonyms) that is named.

Analogy Completion Task

The student completes an analogy by selecting the correct word from three choices.

Unit 1 Antonyms (Identifying Related Words)	★ **Unit 8** Action to Object (Identifying Related Words)	
Unit 2 Antonyms (Recognizing Relationships)	**Unit 9** Action to Object (Recognizing Relationships)	
Unit 3 Object to Feature (Identifying Related Words)	**Unit 10** Object to Place (Identifying Related Words)	
Unit 4 Object to Feature (Recognizing Relationships)	**Unit 11** Object to Place (Recognizing Relationships)	
Unit 5 Part to Whole (Identifying Related Words)	**Unit 12** Synonyms (Identifying Related Words)	
Unit 6 Part to Whole (Recognizing Relationships)	**Unit 13** Synonyms (Recognizing Relationships)	
Unit 7 Mixed relationships (Analogy Completion)	**Unit 14** Mixed relationships (Analogy Completion)	

★ *start of second half*

Level 14

Passage Comprehension 3

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 520L to 820L

Independent Reading Task

The student reads a passage silently. The student answers four questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If the student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1 Louis Braille (I)

Unit 2 The Invasion (N)

Unit 3 Then and Now: Interview with My Grandmother, Sally Luff (I)

Unit 4 Watching Clouds (I)

Unit 5 Glaciers: Rivers of Ice (I)

Unit 6 Watery Forest (I)

Unit 7 High, Higher, Highest (N)

Unit 8 Nikki's New Shoes (N)

Unit 9 Cricket's Songs (F)

★ **Unit 10** The Underground Army of Emperor Qin (I)

Unit 11 The Legend of the Chinese Empress (F)

Unit 12 An Ancient Invention (I)

Unit 13 Seeds on the Move (I)

Unit 14 Strange, Squishy...and Smart! (I)

Unit 15 Light Moths, Dark Moths (I)

Unit 16 Pergrin and the Mermaid (F)

Unit 17 A Blue-Ribbon Friend (N)

Unit 18 Dear Advisers (O)

(I) - Informational Text
(N) - Narrative Text
(F) - Fable, Folktale, or Myth
(O) - Opinion
★ *start of second half*

Level 15

A Journey Through China

Level 15 Activity Menu

Area	Activity
Automaticity Warm-up	**Prefixes and Sight Words (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Vocabulary Strategies 1** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 16
Fluency	**Fluent Reading 1** Demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems. Units: 10
Vocabulary	**Academic Vocabulary 1** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 20
Comprehension	**Grammar Concepts 1** Build reading comprehension skills through an exploration of grammar at the sentence level. Units: 16
Comprehension	**Text Connections 2** Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16 Lexile® Range: 520L to 820L

Level 15

Vocabulary Strategies 1

The goal of this activity is for students to develop strategies for determining or clarifying the meaning of unknown words in context. Students will learn meaningful word parts (e.g., affixes), how to use these parts to transform words into new forms, and how to use meaningful word parts in combination with context clues to infer word meanings in texts.

Beavers and otters are **semiaquatic** animals that live both on land and in water.

living only on land

never living in water

spending part of the time in water

having thick fur for warmth

Word Construction Task

A sentence or question displays. The student drags two word parts to construct the word that answers the question or completes the sentence.

Identifying Meaning Task

A sentence with a morphologically complex word displays (e.g. base word with prefix or suffix). The student selects the definition that matches that word's meaning from four choices.

Passage Comprehension Task

A passage displays. The student answers six questions about the passage and the meaning of words used in context.

Sentence Completion Task

Three words from the same word family and three sentences each with one blank display. The student drags each word to the correct sentence.

Unit 1   Compound Words (Word Construction)
Unit 2   Compound Words (Identifying Meaning)
Unit 3   Compound Words (Identifying Meaning)
Unit 4   semi-, mis-, non- (Word Construction)
Unit 5   semi-, mis-, non- (Identifying Meaning)
Unit 6   semi-, mis-, non- (Identifying Meaning)
Unit 7   Surprise On The Beach (Passage Comprehension)
Unit 8   Frogs Around The World (Passage Comprehension)

★ **Unit 9**   pre-, re-, un- (Word Construction)
Unit 10   pre-, re-, un- (Identifying Meaning)
Unit 11   pre-, re-, un- (Identifying Meaning)
Unit 12   -er, -able, -ly (Word Construction)
Unit 13   -er, -able, -ly (Sentence Completion)
Unit 14   -er, -able, -ly (Identifying Meaning)
Unit 15   Surfing in South America (Passage Comprehension)
Unit 16   Cave Diving (Passage Comprehension)

★ *start of second half*

Level 15

Fluent Reading 1

The goal of this activity is for students to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.
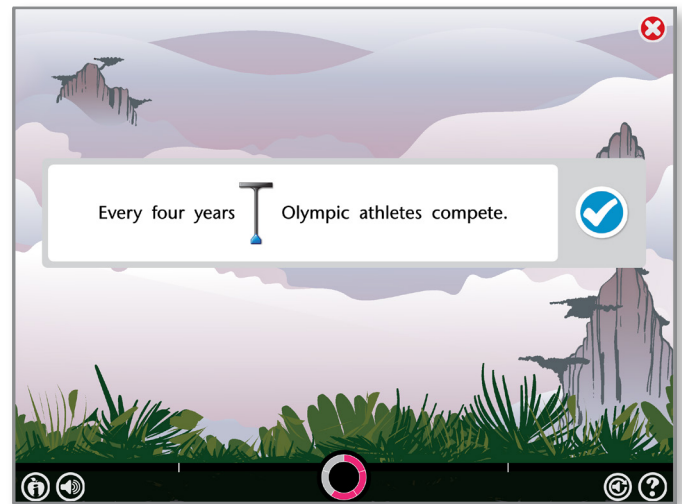
Identifying Punctuation Task

The student hears a sentence and types the correct punctuation to end the sentence.

Identifying Emphasis Task

The student hears a sentence and selects the word that is emphasized in the audio.

Sentence Division Task

The student hears a sentence and selects the spot where there was a pause in the sentence audio.

Identifying Rhyme Scheme Task

A poem displays and the student selects the rhyme scheme that matches the poem.

Unit 1 Intonation (Identifying Punctuation)
Unit 2 Intonation (Identifying Punctuation)
Unit 3 Auditory Stress (Identifying Emphasis)
Unit 4 Phrasing (Sentence Division)
Unit 5 Poetry (Identifying Rhyme Scheme)
★ **Unit 6** Intonation (Identifying Punctuation)
Unit 7 Intonation (Identifying Punctuation)
Unit 8 Auditory Stress (Identifying Emphasis)
Unit 9 Phrasing (Sentence Division)
Unit 10 Poetry (Identifying Rhyme Scheme)

★ *start of second half*

VOCABULARY

Level 15

Academic Vocabulary 1

The goal of this activity is for students to build deep knowledge of academic-word meanings, relationships, and uses. Students demonstrate understanding of academic words in texts, create definition cards, and determine appropriate word usage in multiple contexts.

Passage Comprehension Task

A passage with bolded academic vocabulary words is displayed. First, the student selects the words in the passage to read the definitions and then answers five questions about the passage.

Identifying Word Meaning Task

A card with a word is displayed. The student selects the correct definition from four choices to complete the card.

Sentence Completion Task

The beginning of a sentence is displayed. The student must select the ending that completes sentence.

Word Sort Task

Three boxes display. The student sorts six words into the boxes based on their synonyms.

Passage Completion Task

The student reads a passage with a total of three missing vocabulary words. For each blank, the student selects a word from a list of three that completes the passage.

Unit 1 Not Just Any Race (Passage Comprehension)	★ **Unit 11** Voters Decide (Passage Comprehension)
Unit 2 achieve, attempt, challenging, compete, however (Identifying Word Meaning)	**Unit 12** although, candidate, office, policy, represent (Identifying Word Meaning)
Unit 3 achieve, attempt, challenging, compete, however (Sentence Completion)	**Unit 13** although, candidate, office, policy, represent (Sentence Completion)
Unit 4 achieve, attempt, challenging, compete, however (Word Sort)	**Unit 14** although, candidate, office, policy, represent (Word Sort)
Unit 5 achieve, attempt, challenging, compete, however (Passage Completion)	**Unit 15** although, candidate, office, policy, represent (Passage Completion)
Unit 6 Time For Play (Passage Comprehension)	**Unit 16** Gone Forever (Passage Comprehension)
Unit 7 benefit, conclude, during, improve, physical (Identifying Word Meaning)	**Unit 17** commonly, environment, extinction, impact, species (Identifying Word Meaning)
Unit 8 benefit, conclude, during, improve, physical (Sentence Completion)	**Unit 18** commonly, environment, extinction, impact, species (Sentence Completion)
Unit 9 benefit, conclude, during, improve, physical (Word Sort)	**Unit 19** commonly, environment, extinction, impact, species (Word Sort)
Unit 10 benefit, conclude, during, improve, physical (Passage Completion)	**Unit 20** commonly, environment, extinction, impact, species (Passage Completion)

★ *start of second half*

Level 15

Grammar Concepts 1

The goal of this activity is for students to build reading comprehension skills through an exploration of grammar at the sentence level. Students learn the parts of speech and their functions, and apply their knowledge across simple, compound, and complex sentences. Students also practice combining and expanding sentences.
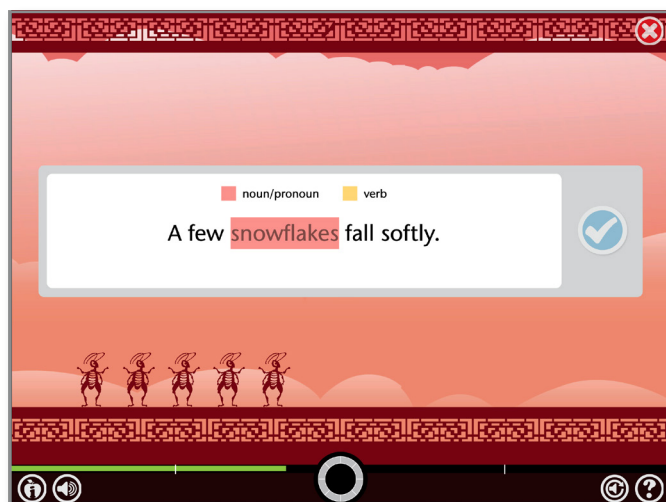
Identifying Sentence Parts Task

The student sees a sentence and is asked a question about the function of a word. The student highlights, types, or selects the word that matches the function.

Sentence Completion Task

A sentence with a blank displays with two to four word or phrase choices. The student selects or types the word or phrase that best completes the sentence.

Sentence Construction Task

A simple sentence displays. The student drags sentence phrases to build a more complex sentence.

Unit 1	Noun/Verb (Identifying Sentence Parts)	★ **Unit 9**	Review (Sentence Construction)
Unit 2	Singular Pronouns (Sentence Completion)	**Unit 10**	Subject/Predicate (Identifying Sentence Parts)
Unit 3	Plural Pronouns(Sentence Completion)	**Unit 11**	Simple Subject/Simple Predicate (Identifying Sentence Parts)
Unit 4	Past and Present Tense Verbs (Sentence Completion)	**Unit 12**	Simple Subject/Simple Predicate (Identifying Sentence Parts)
Unit 5	Future Tense Verbs (Sentence Completion)	**Unit 13**	Conjunctions: and, but, so , or (Identifying Sentence Parts)
Unit 6	Prepositional Phrases (Sentence Completion)	**Unit 14**	Conjunctions: and, but, so , or (Identifying Sentence Parts)
Unit 7	Adverbs (Sentence Completion)	**Unit 15**	Compound Sentences (Identifying Sentence Parts)
Unit 8	Adjectives (Sentence Completion)	**Unit 16**	Review (Sentence Construction)

★ *start of second half*

Level 15

Text Connections 2

The goal of this activity is for students to apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Students use critical thinking strategies to answer questions related to each passage. Following each text set, students complete an interactive, text-construction task to apply what they've learned.

Lexile® Range: 520L to 820L

Independent Reading Task

The student independently reads a passage.

Shared Reading Task

The student listens to and reads along with a passage that is displayed as a slideshow.

Interactive Visual Text Task

The student selects and reads visual text (diagram, map, timeline) independently.

Text Construction Task

The student constructs the text by choosing among different story path options.

Unit 1 Iguanas, Then and New (Independent Reading)

Unit 2 Diagram of a Prehistoric Ancestor (Interactive Visual Text)

Unit 3 Interview with a Treasure Hunter (Shared Reading)

Unit 4 A Message from Iggy (Text Construction)

Unit 5 Mei's First Day (Independent Reading)

Unit 6 Mei's Way with Words (Independent Reading)

Unit 7 Diagram of a Nervous Audition (Interactive Visual Text)

Unit 8 A Message from Mei (Text Construction)

★ **Unit 9** Never Late Again! (Independent Reading)

Unit 10 Diagram of Forces at Work While You Play (Interactive Visual Text)

Unit 11 Experimenting with Forces (Shared Reading)

Unit 12 A Message from Dr. Dynamo (Text Construction)

Unit 13 Picturing the Past (Independent Reading)

Unit 14 Map of the US Great Migration (Interactive Visual Text)

Unit 15 *The Great Migration: Journey to the North*, excerpts from a poem by Eloise Greenfield (Shared Reading)

Unit 16 A Message from Jordan (Text Construction)

★ *start of second half*

Level 16

The Great Barrier Reef
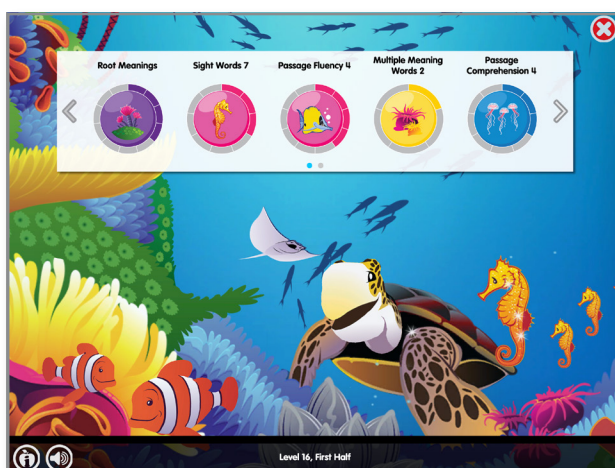
Level 16 Activity Menu

Area	Activity
Automaticity Warm-up	**Vocabulary Strategies and Academic Vocabulary (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Root Meanings** Demonstrate knowledge of meanings of Latin-based roots. Units: 16
Fluency	**Sight Words 7** Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
Fluency	**Passage Fluency 4** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 690L to 780L
Vocabulary	**Multiple Meaning Words 2** Demonstrate understanding that words can have multiple meanings. Units: 10
Comprehension	**Passage Comprehension 4** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 740L to 940L

Level 16

Root Meanings

The goal of this activity is for students to build their knowledge of the meanings of Latin-based roots. Students match roots to pictures, identify roots in dictated words, deduce the meaning of unknown words based on root meanings, and complete words within a sentence using context clues.
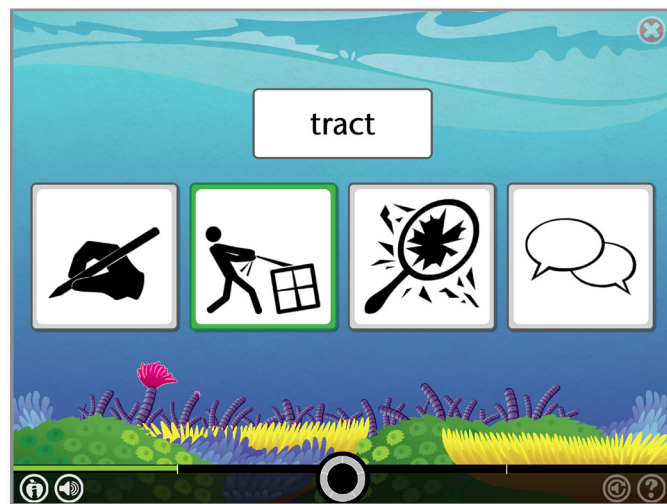
Visual Sort Task (Review)

Five number prefixes display next to boxes of numbers. The student drags a prefix to the correct box and hears the prefix meaning.

Picture Matching Task

Four pictures display. A root is defined, and the student selects the matching picture.

Auditory Recognition Task

Four root boxes display. The student hears a word and selects the box where the word belongs based on the root.

Matching Words to Definitions Task

Three words display. A root is defined and the student chooses the word that matches the definition.

Sentence Completion Task

Three words display above a sentence with a blank. The student drags the correct word into the blank to complete the sentence.

Unit 1	Numeral prefixes (Visual Sort)
Unit 2	Numeral prefixes (Visual Sort)
Unit 3	ject, struct, port, rupt (Picture Matching)
Unit 4	ject, struct, port, rupt (Auditory Recognition)
Unit 5	ject, struct, port, rupt (Matching Words to Definitions)
Unit 6	ject, struct, port, rupt (Sentence Completion)
Unit 7	dict, scrib/script, pel, spect (Picture Matching)
Unit 8	dict, scrib/script, pel, spect (Auditory Recognition)
Unit 9	dict, scrib/script, pel, spect (Matching Words to Definitions)
Unit 10	dict, scrib/script, pel, spect (Sentence Completion)
Unit 11	Review (Picture Matching)

★	**Unit 12**	duct/duce, vis, aud, tract (Picture Matching)
	Unit 13	duct/duce, vis, aud, tract (Auditory Recognition)
	Unit 14	duct/duce, vis, aud, tract (Matching Words to Definitions)
	Unit 15	duct/duce, vis, aud, tract (Sentence Completion)
	Unit 16	Review (Picture Matching)

★ *start of second half*

AUTOMATICITY/FLUENCY

Level 16

Sight Words 7

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases with sight words, and quickly identify dictated sight words.

Recognition Task

The student highlights the named sight word in a word scramble.

Construction Task

The student hears the word and then spells it.

Sentences Task

A picture and a sentence display. The student hears the sentence and then selects the sight word that completes it from three choices.

Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

Unit 1 earth, whose, young, danger, during (Recognition)	★ **Unit 10** instead, though, either, ocean, certain (Recognition)
Unit 2 earth, whose, young, danger, during (Construction)	**Unit 11** instead, though, either, ocean, certain (Construction)
Unit 3 earth, whose, young, danger, during (Sentences)	**Unit 12** instead, though, either, ocean, certain (Sentences)
Unit 4 earth, whose, young, danger, during (Automaticity)	**Unit 13** instead, though, either, ocean, certain (Automaticity)
Unit 5 except, answer, through, caught, together (Recognition)	**Unit 14** although, beautiful, separate, usually, opinion (Recognition)
Unit 6 except, answer, through, caught, together (Construction)	**Unit 15** although, beautiful, separate, usually, opinion (Construction)
Unit 7 except, answer, through, caught, together (Sentences)	**Unit 16** although, beautiful, separate, usually, opinion (Sentences)
Unit 8 except, answer, through, caught, together (Automaticity)	**Unit 17** although, beautiful, separate, usually, opinion (Automaticity)
Unit 9 Review (Automaticity)	**Unit 18** Review (Automaticity)
	Unit 19 Review (Automaticity)

★ *start of second half*

AUTOMATICITY/FLUENCY

Level 16

Passage Fluency 4

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 690L to 820L

> "How were things different when you were little?" Ellis asked Grandmother.
>
> "All our TV shows were in black-and-white, not _____, and we also listened to music on records," she said.
>
> "What are _____?" Ellis asked.
>
> "They're black plastic circles with holes in the middle," said Grandmother.
>
> "How did you play music?" Ellis asked.
>
> "We had record players that played the records," she said.
>
> "Sometime I'd like to see a record player," said Ellis.
>
> "Why wait?" said Grandmother. "Let's go up to the _____ and see one now!"

Maze Task

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

VOCABULARY

Level 16

Multiple Meaning Words 2

The goal of this activity is for students to build vocabulary while developing an understanding that words can have multiple-meanings. Students choose a multiple-meaning word that completes two sentences, each using different meanings of the word.
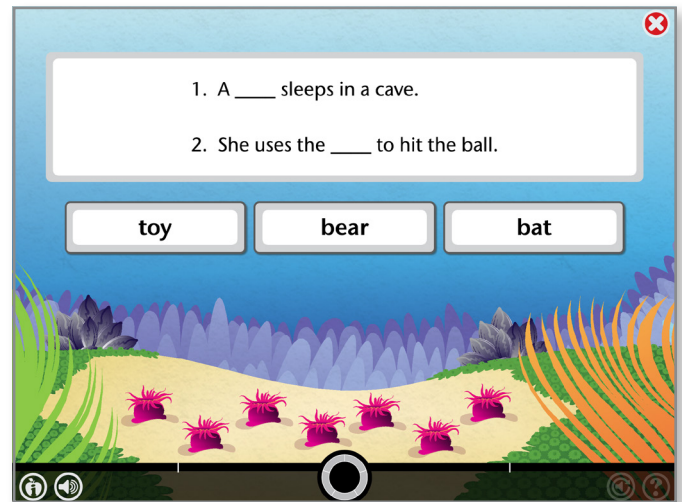
Sentence Completion Task

Two sentences with word blanks display above three word choices. The student selects the multiple-meaning word that completes both sentences.

Unit 1 bed, bug, cap, fan, kid, lap, tip

Unit 2 leg, pen, pin, cast, block, chip, clip

Unit 3 duck, glass, rock, run, top, set, snap

Unit 4 shake, shed, stick, safe, track, trip, trunk

Unit 5 note, plug, wave, foot, left, nail, yard

★ **Unit 6** park, right, seal, space, spring, chest, bark

Unit 7 bulb, fair, horn, match, plain, play, spell

Unit 8 star, tie, calf, change, letter, turn, ship

Unit 9 sheet, point, draft, draw, state, lean, date

Unit 10 court, litter, ruler, school, second, staple, toast

★ *start of second half*

Level 16

Passage Comprehension 4

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 740L to 940L

Independent Reading Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1 The Crowded House: A Folktale (F)	★ **Unit 10** In Grandfather's Day (N)
Unit 2 Tall Tale Heroes (I)	**Unit 11** Henry Ford's Plan (I)
Unit 3 The Proud Weaver: A Retelling of the Greek Myth of Arachne (F)	**Unit 12** An Ice Idea (N)
Unit 4 Two Deserts (I)	**Unit 13** A Modern Day Dragon (I)
Unit 5 Tropical Snow (I)	**Unit 14** Sniffing the World (I)
Unit 6 Flash Flood Rescue (N)	**Unit 15** The Hidden Hunter (N)
Unit 7 Attack of the Spreading Plant (I)	**Unit 16** A Change of Heart (N)
Unit 8 Potatoes and Tomatoes: From Poisonous to Popular (I)	**Unit 17** Owen and Mzee (N)
Unit 9 A Special Kind of Bank (I)	**Unit 18** You Can't Always Tell (F)

(I) - Informational Text
(N) - Narrative Text
(F) - Fable, Folktale, or Myth
★ *start of second half*

A Hawaiian Paradise
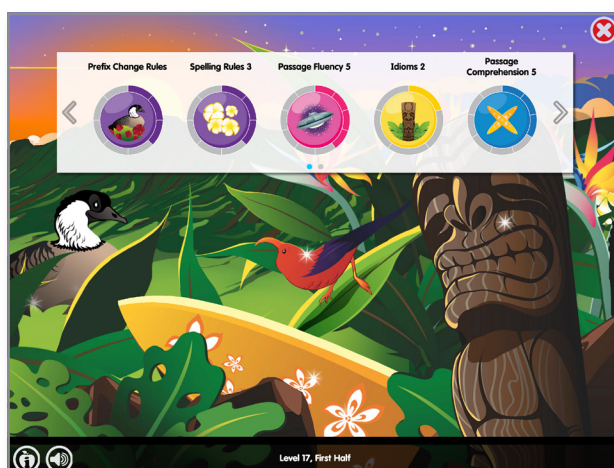
Level 17 Activity Menu

Area	Activity
Automaticity Warm-up	**Roots and Sight Words (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Prefix Change Rules** Demonstrate knowledge of Latin-based prefixes that change spelling when combined with a root. Units: 14
Structural Analysis	**Spelling Rules 3** Demonstrate knowledge of common spelling generalizations and spelling rules used when adding suffixes to base words. Units: 14
Fluency	**Passage Fluency 5** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 700L to 840L
Vocabulary	**Idioms 2** Demonstrate an understanding of idioms and deduce the meaning through sentence-level context clues. Units: 10
Comprehension	**Passage Comprehension 5** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 740L to 940L

Level 17
Prefix Change Rules

The goal of this activity is to build a student's knowledge of Latin-based prefixes that change spelling when combined with a root. Students apply the prefix change rule to spell dictated words with and without visual support.
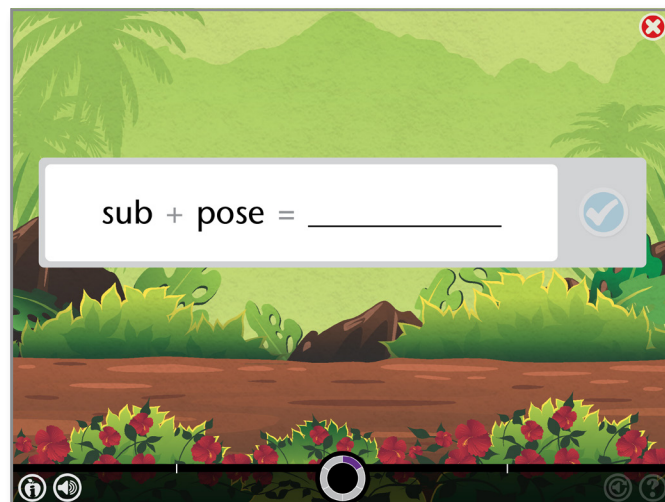
$$sub + pose = _____$$

Visual Sort Task (Review)

Six words display. The student sorts the words into three boxes based on the prefix.

Combining Task

A prefix and stem display. The combined word is dictated, and the student types the word on a line.

Spelling Task

A word is dictated, and the student types the word on a line.

Unit 1	ex, de, re (Visual Sort)	★ **Unit 9** dis, ex when they change (Combining)
Unit 2	dis, mis, pre (Visual Sort)	**Unit 10** dis, ex when they change (Spelling)
Unit 3	ad, ob, sub (Combining)	**Unit 11** dis, ex when they drop (Combining)
Unit 4	ad, ob, sub (Spelling)	**Unit 12** dis, ex when they drop (Spelling)
Unit 5	in, con (Combining)	**Unit 13** Review all (Combining)
Unit 6	in, con (Spelling)	**Unit 14** Review all (Spelling)
Unit 7	in, con, ad, sub, ob (Combining)	
Unit 8	in, con, ad, sub, ob (Spelling)	

ad words: account, affect, accuse, allowing, annex

ob words: offer, oppose, oppress, occur, offended, offense

sub words: suffer, suffix, supply, suppose, supporting, support

in words: immune, immortal, irrigate, immense

con words: commute, collect, collide, command, collapse, commit, corrupt

dis words: different, differ, difficult, differing, difference, diffuse, divide, diverge, direct, divine, dilute

ex (when they change) words: effort, effect, effortless, effected, effortful, effects

ex (when they drop) words: eject, elect, emit, erase, erode, event, evoke

★ *start of second half*

Level 17
Spelling Rules 3

The goal of this activity is for students to build their knowledge of common spelling rules used when adding suffixes to base words. Students apply previously presented generalizations and spelling rules to spell words. The Change y to i rule is introduced and students apply the rule to spell dictated words with and without visual support.
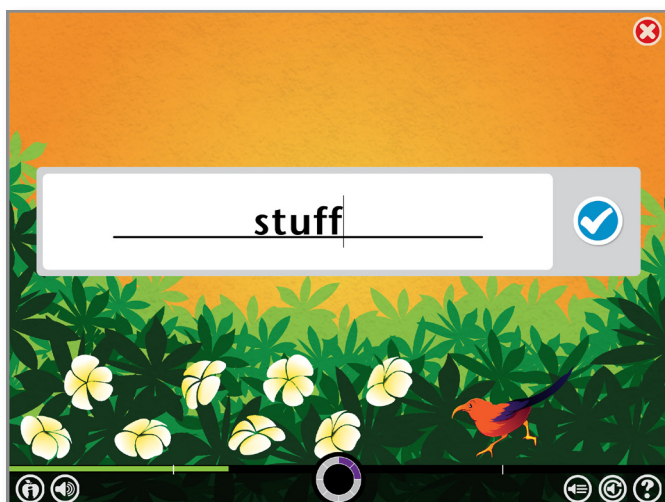
Visual Sort Task (Review)

Six words display. The student sorts the words into three boxes based on the ending.

Spelling Dictated Words Task

A word is dictated, and the student types the word on the line.

Combining Base and Suffix Task

A base and suffix display. The combined word is dictated, and the student types the word on the line.

Unit 1   ing, ed, ness (Visual Sort)

Unit 2   est, es, less (Visual Sort)

Unit 3   ff, ll, ss, zz (Spelling Dictated Words)

Unit 4   ck, tch, dge (Spelling Dictated Words)

Unit 5   Review (Spelling Dictated Words)

Unit 6   Doubling Rule (Spelling Dictated Words)

Unit 7   Drop-e Rule (Spelling Dictated Words)

Unit 8   Review (Spelling Dictated Words)

★ **Unit 9**   Change y to i (Combining Base and Suffix)

Unit 10 Change y to i (Spelling Dictated Words)

Unit 11 Change y to i (Combining Base and Suffix)

Unit 12 Change y to i (Spelling Dictated Words)

Unit 13 Review (Spelling Dictated Words)

Unit 14 Review (Spelling Dictated Words)

★ *start of second half*

Level 17

Passage Fluency 5

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 700L to 840L
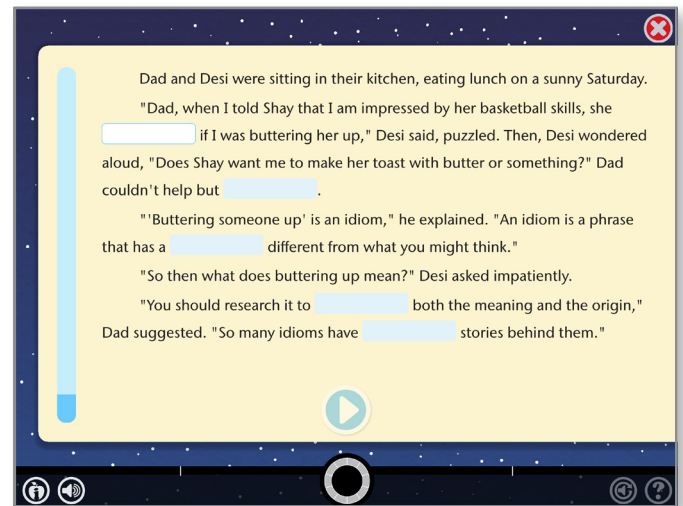
Dad and Desi were sitting in their kitchen, eating lunch on a sunny Saturday.

"Dad, when I told Shay that I am impressed by her basketball skills, she _____ if I was buttering her up," Desi said, puzzled. Then, Desi wondered aloud, "Does Shay want me to make her toast with butter or something?" Dad couldn't help but _____.

"'Buttering someone up' is an idiom," he explained. "An idiom is a phrase that has a _____ different from what you might think."

"So then what does buttering up mean?" Desi asked impatiently.

"You should research it to _____ both the meaning and the origin," Dad suggested. "So many idioms have _____ stories behind them."

Maze Task

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1 Buttering Up (N)	★ **Unit 11** Bears of the Arctic (I)
Unit 2 Pesky Crows (I)	**Unit 12** Sinbad the Sailor (N)
Unit 3 Writing in Code (I)	**Unit 13** Hector and the Raccoon (N)
Unit 4 The New Babysitter (N)	**Unit 14** Cora's Camping Trip (N)
Unit 5 Cactus Facts (I)	**Unit 15** The History of Clocks (I)
Unit 6 The Rabbit and the Lion (N)	**Unit 16** Goldfish from China (I)
Unit 7 Learn a Crayon Trick (N)	**Unit 17** Pecos Bill (N)
Unit 8 Devon's New Glasses (N)	**Unit 18** Honesty Rewarded (N)
Unit 9 Maria's Birthday Party (N)	**Unit 19** The First Hot Air Balloon (I)
Unit 10 Animal Groups (I)	**Unit 20** Voyage to Mars (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 17

Idioms 2

The goal of this activity is for students to demonstrate an understanding of idioms and learn to deduce the meaning of these expressions through sentence-level context clues. Students choose sentences that explain the meaning of an idiom or complete sentences by choosing an idiom.

Identifying Idiom Meanings Task

A sentence with an idiom displays. The student selects the meaning of the sentence from three choices.

Sentence Completion Task

A partial sentence displays above three idiom choices. The student selects the idiom that best completes the sentence.

Unit 1 to come out of the blue, to miss the boat, to go out on a limb, to be up in the air, to be all thumbs, to be all fingers and thumbs (Identifying Idiom Meanings)

Unit 2 to be the cream of the crop, to go in one ear and out the other, to play it by ear, to open a can of worms, to cost an arm and a leg (Identifying Idiom Meanings)

Unit 3 to face the music, to be nuts about something, to be the tip of the iceberg, to bend over backwards, to be on the fence (Identifying Idiom Meanings)

Unit 4 to have your head in the clouds, to have butterflies in your stomach, to bite off more than one can chew, to wing it, to bark up the wrong tree (Identifying Idiom Meanings)

Unit 5 Review Units 1-4 (Sentence Completion)

★ **Unit 6** to see eye to eye, to be a bull in a china shop, to get the ball rolling, to hear it through the grapevine, to happen once in a blue moon (Identifying Idiom Meanings)

Unit 7 to take the cake, to be like a fish out of water, to have a chip on your shoulder, to learn the ropes, to throw in the towel (Identifying Idiom Meanings)

Unit 8 to drive someone up the wall, time flies, to turn over a new leaf, to be a wet blanket, to be on the same wavelength (Identifying Idiom Meanings)

Unit 9 to have your ducks in a row, to hold your tongue, the icing on the cake, to start off on the wrong foot, to move mountains (Identifying Idiom Meanings)

Unit 10 Review Units 6-9 (Sentence Completion)

★ *start of second half*

Level 17

Passage Comprehension 5

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 740L to 940L

Independent Reading Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	Animal Fact, Animal Fiction (I)	★ **Unit 10**	The Great Blondin (I)
Unit 2	Expressions from the Ancients (I)	**Unit 11**	The Boy with the Ball (N)
Unit 3	Poincils (N)	**Unit 12**	Talent Show Tryouts: A Skit in One Act (D)
Unit 4	Keystone Species (I)	**Unit 13**	Rainbows (I)
Unit 5	Saving the Rainforests of the Ocean (I)	**Unit 14**	Cellphone Signals (N)
Unit 6	Rachel Carson (I)	**Unit 15**	"City Lights" (P)
Unit 7	Lost on the Trail (N)	**Unit 16**	The Tarahumara People: Life on the Run (I)
Unit 8	What Lester Heard (N)	**Unit 17**	The Legend of the African Crowned Crane (F)
Unit 9	Taste Tests (I)	**Unit 18**	Cave Dwellings (I)

(I) - Informational Text
(N) - Narrative Text
(D) - Drama
(P) - Poetry
(F) - Fable, Folktale, or Myth
★ *start of second half*

A Mexican Valley
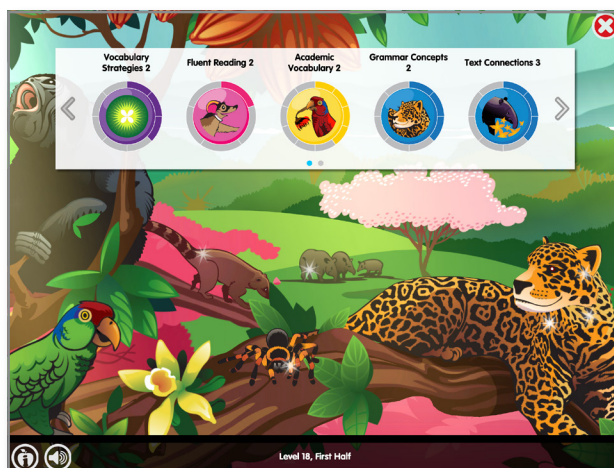
Level 18 Activity Menu

Area	Activity
Automaticity Warm-up	**Prefix Change Rules and Spelling Rules (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Vocabulary Strategies 2** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 16
Fluency	**Fluent Reading 2** Demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems. Units: 10
Vocabulary	**Academic Vocabulary 2** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 20
Comprehension	**Grammar Concepts 2** Build reading comprehension skills through an exploration of grammar at the sentence level. Units: 16
Comprehension	**Text Connections 3** Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16 Lexile® Range: 740L to 940L

Level 18

Vocabulary Strategies 2

The goal of this activity is for students to develop strategies for determining or clarifying the meaning of unknown words in context. Students will learn meaningful word parts (e.g., affixes), how to use these parts to transform words into new forms, and how to use meaningful word parts in combination with context clues to infer word meanings in texts.

Birds that travel during the day use the position of the sun and **landmarks** like mountains or lakes to make sure they are heading in the right direction.

- a tool that shows north, south, east, and west
- the plants and animals in a certain part of the world
- something in the sky that shows how to locate a place
- something easy to notice that helps you know where you are

Word Construction Task

A sentence or question displays. The student drags two word parts to construct the word that answers the question or completes the sentence.

Identifying Meaning Task

A sentence with a morphologically complex word displays (e.g. base word with prefix or suffix). The student selects the definition that matches that word's meaning from four choices.

Passage Comprehension Task

A passage displays. The student answers six questions about the passage and the meaning of words used in context.

Sentence Completion Task

Three words from the same word family and three sentences each with one blank display. The student drags each word to the correct sentence.

Unit 1	Compound Words (Word Construction)	★ **Unit 9** -ive, -ness, -ous (Word Construction)
Unit 2	Compound Words (Identifying Meaning)	**Unit 10** -ive, -ness, -ous (Sentence Completion)
Unit 3	Compound Words (Identifying Meaning)	**Unit 11** -ive, -ness, -ous (Identifying Meaning)
Unit 4	dis-, sub-, inter- (Word Construction)	**Unit 12** -tion, -al, -ize (Word Construction)
Unit 5	dis-, sub-, inter- (Identifying Meaning)	**Unit 13** -tion, -al, -ize (Sentence Completion)
Unit 6	dis-, sub-, inter- (Identifying Meaning)	**Unit 14** -tion, -al, -ize (Identifying Meaning)
Unit 7	Hidden Nest (Passage Comprehension)	**Unit 15** Living With Volcanoes (Passage Comprehension)
Unit 8	Abu the Fox and His Friend Raven: An Arabian Tale (Passage Comprehension)	**Unit 16** Songs of Survival (Passage Comprehension)

★ *start of second half*

AUTOMATICITY/FLUENCY

Level 18

Fluent Reading 2

The goal of this activity is for students to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.
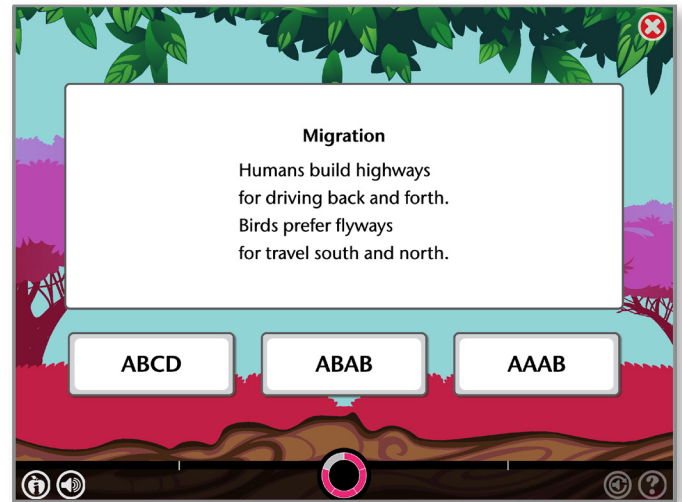
Identifying Punctuation Task

The student hears a sentence and selects the correct punctuation to end the sentence.

Identifying Emphasis Task

The student hears a sentence and selects the word that is emphasized in the audio.

Sentence Division Task

The student hears a sentence and selects the spot where there was a pause in the sentence audio.

Identifying Rhyme Scheme Task

A poem displays and the student selects the rhyme scheme that matches the poem.

Unit 1 Intonation, Nonsense Sentences (Identifying Punctuation)	★ **Unit 6** Intonation, Nonsense Sentences (Identifying Punctuation)
Unit 2 Auditory Stress (Identifying Emphasis)	**Unit 7** Auditory Stress (Identifying Emphasis)
Unit 3 Auditory Stress (Identifying Emphasis)	**Unit 8** Auditory Stress (Identifying Emphasis)
Unit 4 Phrasing (Sentence Division)	**Unit 9** Phrasing (Sentence Division)
Unit 5 Poetry (Identifying Rhyme Scheme)	**Unit 10** Poetry (Identifying Rhyme Scheme)

★ *start of second half*

VOCABULARY

Academic Vocabulary 2

The goal of this activity is for students to build deep knowledge of academic-word meanings, relationships, and uses. Students demonstrate understanding of academic words in texts, create definition cards, and determine appropriate word usage in multiple contexts.

Passage Comprehension Task

A passage with bolded academic vocabulary words is displayed. First, the student selects the words in the passage to read the definitions and then answers five questions about the passage.

Identifying Word Meaning Task

A card with a word is displayed. The student selects the correct definition from four choices to complete the card.

Sentence Completion Task

The beginning of a sentence is displayed. The student must select the ending that completes sentence.

Word Sort Task

Three boxes display. The student sorts six words into the boxes based on their synonyms.

Passage Completion Task

The student reads a passage with a total of three missing vocabulary words. For each blank, the student selects a word from a list of three that completes the passage.

Unit 1 Tales of the Folk (Passage Comprehension)	★ **Unit 11** Music Then and Now (Passage Comprehension)
Unit 2 culture, generation, in addition, theme, traditional (Identifying Word Meaning)	**Unit 12** contribution, express, influence, original, previous (Identifying Word Meaning)
Unit 3 culture, generation, in addition, theme, traditional (Sentence Completion)	**Unit 13** contribution, express, influence, original, previous (Sentence Completion)
Unit 4 culture, generation, in addition, theme, traditional (Word Sort)	**Unit 14** contribution, express, influence, original, previous (Word Sort)
Unit 5 culture, generation, in addition, theme, traditional (Passage Completion)	**Unit 15** contribution, express, influence, original, previous (Passage Completion)
Unit 6 Dangerous Flights (Passage Comprehension)	**Unit 16** When Rivers Flood (Passage Comprehension)
Unit 7 estimate, habitat, migration, structure, therefore (Identifying Word Meaning)	**Unit 17** destructive, economic, effect, location, reduce (Identifying Word Meaning)
Unit 8 estimate, habitat, migration, structure, therefore (Sentence Completion)	**Unit 18** destructive, economic, effect, location, reduce (Sentence Completion)
Unit 9 estimate, habitat, migration, structure, therefore (Word Sort)	**Unit 19** destructive, economic, effect, location, reduce (Word Sort)
Unit 10 estimate, habitat, migration, structure, therefore (Passage Completion)	**Unit 20** destructive, economic, effect, location, reduce (Passage Completion)

★ *start of second half*

Level 18

Grammar Concepts 2

The goal of this activity is for students to build reading comprehension skills through an exploration of grammar at the sentence level. Students learn the parts of speech and their functions, and apply their knowledge across simple, compound, and complex sentences. Students also practice combining and expanding sentences.

The _____ **whose tail is blue** is the smallest in the tank.

| fish | telephone |
| painting | puppy |
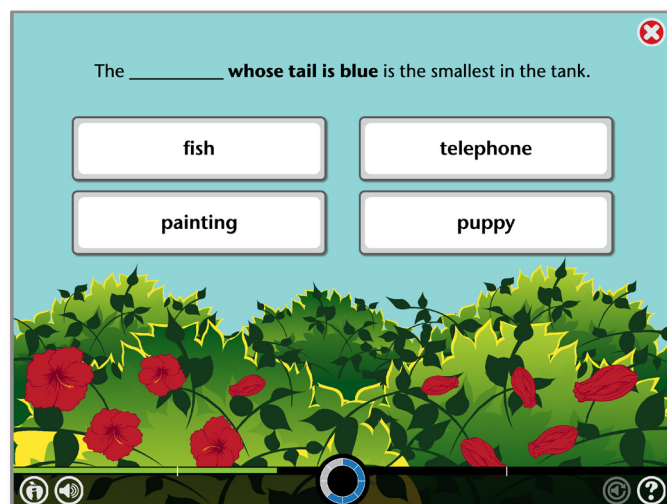
Identifying Sentence Parts Task

The student sees a sentence and is asked a question about the function of a word. The student highlights, types, or selects the word that matches the function.

Sentence Completion

A student sees two words and a sentence with a blank. The student types the word that correctly completes the sentence.

Editing Sentences Task

One or two sentences display. The student selects a phrase or sentence from a list of four that identifies a mistake or provides a solution.

Sentence Construction Task

A simple sentence displays. The student drags sentence phrases to build a more complex sentence.

Unit 1   Review (Identifying Sentence Parts)

Unit 2   Review (Sentence Construction)

Unit 3   Review (Sentence Completion)

Unit 4   Possessive Nouns (Identifying Sentence Parts)

Unit 5   Simple Subject/Simple Predicate (Identifying Sentence Parts)

Unit 6   Conjunctions: and, but, so, or (Identifying Sentence Parts)

Unit 7   Conjunctions: and, but, so, or (Identifying Sentence Parts)

Unit 8   Compound Sentences (Identifying Sentence Parts)

★ **Unit 9**   Compound Sentences (Editing Sentences)

Unit 10 Compound Sentences (Editing Sentences)

Unit 11 Review (Sentence Construction)

Unit 12 Fragments and Run-ons (Editing Sentences)

Unit 13 Fragments and Run-ons (Editing Sentences)

Unit 14 Relative Pronouns (Identifying Sentence Parts)

Unit 15 Relative Adverbs (Sentence Completion)

Unit 16 Review (Sentence Construction)

★ *start of second half*

Level 18
Text Connections 3

The goal of this activity is for students to apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Students use critical thinking strategies to answer questions related to each passage. Following each text set, students complete an interactive, text-construction task to apply what they've learned.

Lexile® Range: 740L to 940L
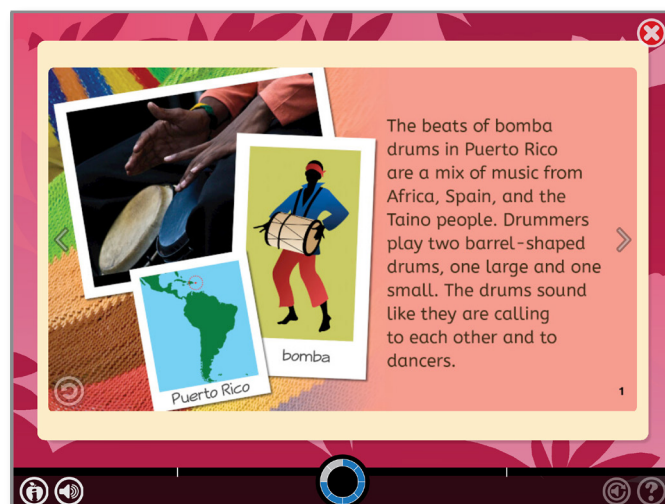
Independent Reading Task
The student independently reads a passage.

Shared Reading Task
The student listens to and reads along with a passage that is displayed as a slideshow.

Interactive Visual Text Task
The student selects and reads visual text (diagram, map, timeline) independently.

Text Construction Task
The student constructs the text by choosing among different story path options.

Unit 1 Flamingos in the Snow (Independent Reading)

Unit 2 How Do Flamingos Migrate? (Interactive Visual Text)

Unit 3 Interview with an Expert on Flamingo Migration (Shared Reading)

Unit 4 A Message from Ringo (Text Construction)

Unit 5 Anansi and the Cook Pots, a tale from Western Africa (Independent Reading)

Unit 6 The Monkey and the Pea, a tale from India (Independent Reading)

Unit 7 Map of Greedy Characters in Traditional Tales (Interactive Visual Text)

Unit 8 A Message from Anansi (Text Construction)

★ **Unit 9** The Blizzard of 1888 (Independent Reading)

Unit 10 The Storm of the Century (Interactive Visual Text)

Unit 11 William Steinway's Diary (Shared Reading)

Unit 12 A Message from Otto (Text Construction)

Unit 13 *Under the Mambo Moon:* Mrs. Garcia (Independent Reading)

Unit 14 *Under the Mambo Moon:* Dr. Solís (Independent Reading)

Unit 15 Music from Latin America (Shared Reading)

Unit 16 A Message from Marisol (Text Construction)

★ *start of second half*

Level 19

The Southwest, USA

Level 19 Activity Menu

Area	Activity
Automaticity Warm-up	**Vocabulary Strategies and Academic Vocabulary (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Greek Combining Forms 1** Demonstrate knowledge of meanings of Greek combining forms. Units: 17
Fluency	**Passage Fluency 6** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 730L to 890L
Vocabulary	**Shades of Meaning** Demonstrate the ability to distinguish shades of meaning among related words. Units: 12
Comprehension	**Signal Words** Demonstrate understanding of and use words and phrases that signal addition, contrast, time, comparison, example, and summary. Units: 15
Comprehension	**Passage Comprehension 6** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 830L to 1010L

Level 19

Greek Combining Forms 1

The goal of this activity is for students to build their knowledge of the meanings of Greek combining forms. Students match Greek combining forms to pictures, sort words, combine forms to match definitions, and choose words to complete sentences.

Picture Matching Task

The student sees four pictures and hears one word.
The student selects the picture that matches the word.

Visual Sort Task

Four boxes display. The student sorts six words into the boxes based on suffix.

Unit 1	bio, tech, psych, geo (Picture Matching)
Unit 2	bio, tech, psych, geo (Visual Sort)
Unit 3	path, arch, phys, theo (Picture Matching)
Unit 4	path, arch, phys, theo (Visual Sort)
Unit 5	phon, chron, derma, astro (Picture Matching)
Unit 6	phon, chron, derma, astro (Visual Sort)
Unit 7	Review (Word Construction)
Unit 8	Review (Sentence Completion)

Word Construction Task

The student drags two combining forms to construct a dictated word.

Sentence Completion Task

A sentence with a blank displays above three word choices.
The student selects the word that best completes the sentence.

★ **Unit 9**	scope, meter, graph, gram (Picture Matching)
Unit 10	scope, meter, graph, gram (Visual Sort)
Unit 11	tele, naut, biblio, anti (Picture Matching)
Unit 12	tele, naut, biblio, anti (Visual Sort)
Unit 13	auto, phobia, sphere, audio (Picture Matching)
Unit 14	auto, phobia, sphere, audio (Visual Sort)
Unit 15	Review (Word Construction)
Unit 16	Review (Word Construction)
Unit 17	Review (Sentence Completion)

★ *start of second half*

Level 19

Passage Fluency 6

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 720L to 920L
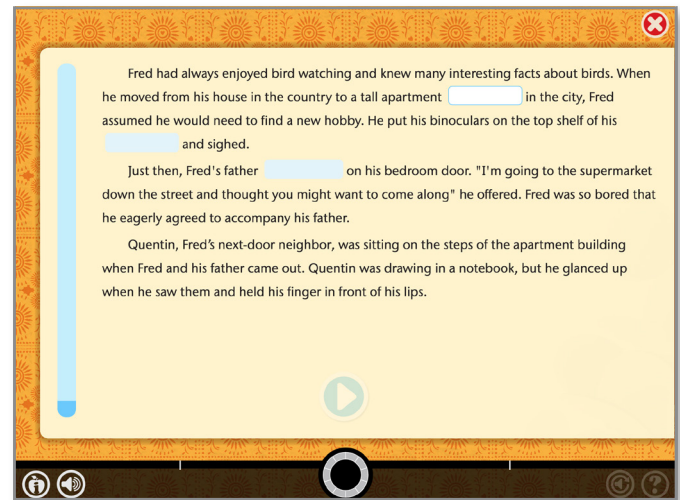
> Fred had always enjoyed bird watching and knew many interesting facts about birds. When he moved from his house in the country to a tall apartment _____ in the city, Fred assumed he would need to find a new hobby. He put his binoculars on the top shelf of his _____ and sighed.
>
> Just then, Fred's father _____ on his bedroom door. "I'm going to the supermarket down the street and thought you might want to come along" he offered. Fred was so bored that he eagerly agreed to accompany his father.
>
> Quentin, Fred's next-door neighbor, was sitting on the steps of the apartment building when Fred and his father came out. Quentin was drawing in a notebook, but he glanced up when he saw them and held his finger in front of his lips.

Maze Task

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	Fred's New Friend (N)	★ **Unit 11**	Dinosaur Bones (N)
Unit 2	The Purpose of Sleep (I)	**Unit 12**	Time Capsules (I)
Unit 3	Whale Watching (N)	**Unit 13**	Famous Shipwrecks (I)
Unit 4	Reindeer Herders (I)	**Unit 14**	Greek Gods (N)
Unit 5	Rare Comet Sightings (I)	**Unit 15**	Drawing in 3D (I)
Unit 6	The Fuss About Fall (N)	**Unit 16**	Hot Art of Glass Blowing (I)
Unit 7	Lunch Bag Science (N)	**Unit 17**	Garlic's Super Powers (I)
Unit 8	The Hodja (I)	**Unit 18**	The Piano Recital (N)
Unit 9	Trading Places (N)	**Unit 19**	The Function of Fingernails (I)
Unit 10	Food Advertising (I)	**Unit 20**	The Night Sky (I)

(I) - Informational Text
(N) - Narrative Text
★ *start of second half*

Level 19

Shades of Meaning

The goal of this activity is for students to distinguish shades of meaning among related words. Students complete sentences and sequence words according to their shades of meaning.
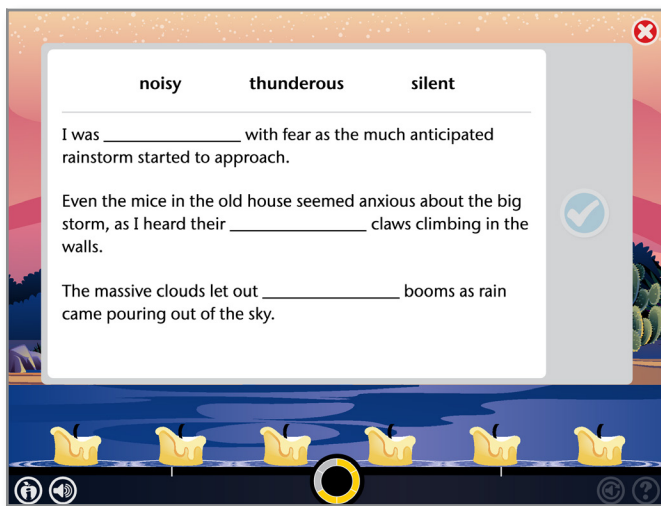

Sentence Completion Task

Three words display. The student drags each word to the correct sentence.

Ordering Task

The student places four words in order according to their shades of meaning. The student uses two images as clues to help order the words.

Unit 1	Three-word set (e.g., dry, damp, drenched) (Sentence Completion)
Unit 2	Four-word set (e.g., dry, damp, soggy, drenched) (Ordering)
Unit 3	Three-word set (e.g., happy, annoyed, livid) (Sentence Completion)
Unit 4	Four-word set (e.g., happy, annoyed, angry, livid) (Ordering)
Unit 5	Three-word set (e.g., silent, noisy, thunderous) (Sentence Completion)
Unit 6	Four-word set (e.g., silent, soft, noisy, thunderous) (Ordering)
★ **Unit 7**	Three-word set (e.g., dawdle, stroll, dash) (Sentence Completion)
Unit 8	Four-word set (e.g., dawdle, stroll, stride, dash) (Ordering)
Unit 9	Three-word set (e.g., common, offbeat, bizarre) (Sentence Completion)
Unit 10	Four-word set (e.g., common, offbeat, peculiar, bizarre) (Ordering)
Unit 11	Three-word set (e.g., tiff, quarrel, battle) (Sentence Completion)
Unit 12	Four-word set (e.g., tiff, quarrel, brawl, battle) (Ordering)

★ *start of second half*

Level 19

Signal Words

The goal of this activity is for students to build their understanding of and use of words and phrases that signal addition, contrast, time, comparison, example, and summary. Students choose synonyms for a signal word in a sentence and select a phrase to complete a sentence based on the meaning of the signal word.

The tomato plant **and** the potato plant both began in the Andes Mountains of South America, around what is now Peru.

> instead

> in the end

> as well as
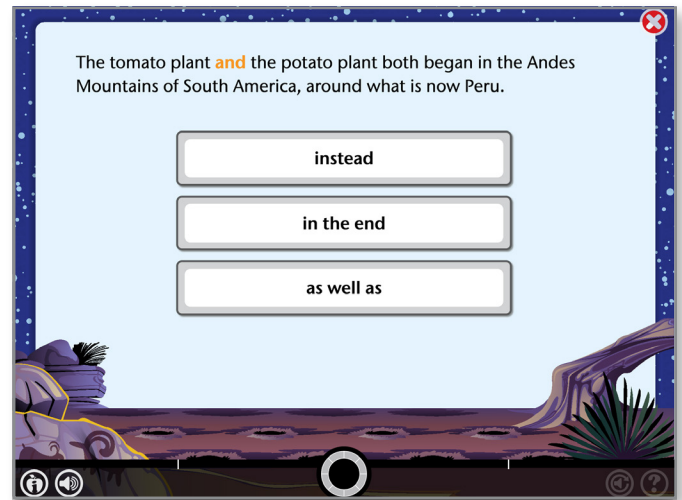
Identifying Signal Words Task

A sentence displays with a highlighted transition word. The student selects a synonym for the word from three choices.

Sentence Completion Task

A partial sentence displays above three choices. The student uses the signal word to select the choice that best completes the sentence.

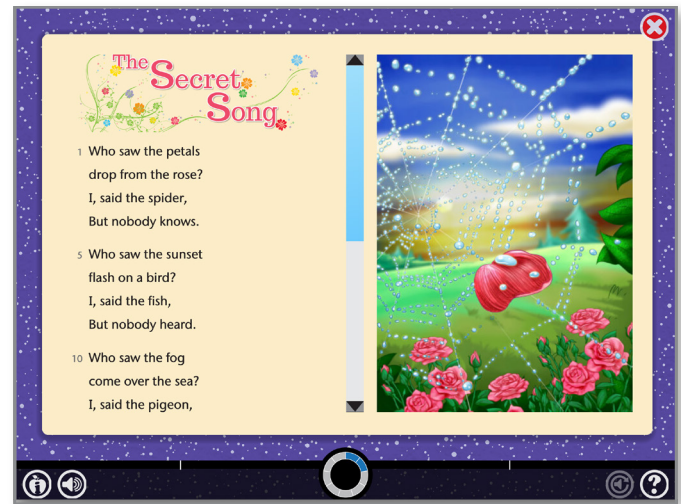|				
Unit 1	Addition (Identifying Signal Words)	★	**Unit 9**	Comparison (Identifying Signal Words)
Unit 2	Addition (Identifying Signal Words)		**Unit 10**	Example (Identifying Signal Words)
Unit 3	Contrast (Identifying Signal Words)		**Unit 11**	Example (Identifying Signal Words)
Unit 4	Contrast (Identifying Signal Words)		**Unit 12**	Summary (Identifying Signal Words)
Unit 5	Time (Identifying Signal Words)		**Unit 13**	Summary (Identifying Signal Words)
Unit 6	Time (Identifying Signal Words)		**Unit 14**	Review (Sentence Completion)
Unit 7	Review (Sentence Completion)		**Unit 15**	Review (Sentence Completion)
Unit 8	Review (Sentence Completion)			

★ *start of second half*

Level 19

Passage Comprehension 6

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 830L to 1010L

Independent Reading Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

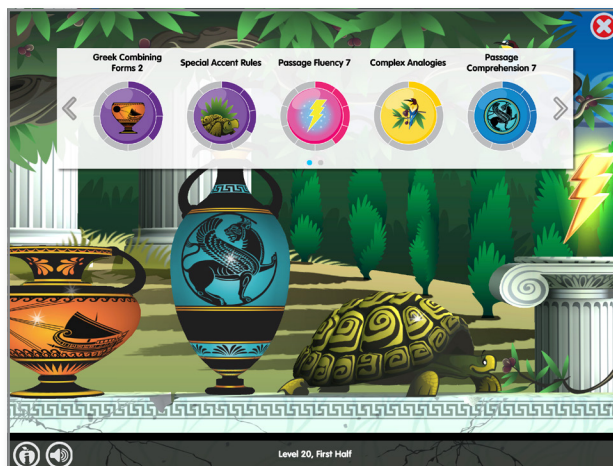|	
Unit 1 Balancing the Needs of the People and Plovers (I)	★ **Unit 10** Borrowing Nature's Designs (I)
Unit 2 An Uninvited Guest (N)	**Unit 11** Splendid Spiders (I)
Unit 3 The Business of Zoos (I)	**Unit 12** The Secret Song (P)
Unit 4 When Lightening Strikes (I)	**Unit 13** A Review of *Treasure Island* (O)
Unit 5 Hail (P)	**Unit 14** A Movie for Everyone (O)
Unit 6 Walls of Fire (N)	**Unit 15** Just Listen to This! (I)
Unit 7 Join the North School Walkers (O)	**Unit 16** Adventure Island (N)
Unit 8 Support Art in the Park (O)	**Unit 17** The Harpies: A Greek Myth Retold (F)
Unit 9 We Can All be Winners Here! (O)	**Unit 18** *Five Children and It:* An Excerpt (N)

(I) - Informational Text
(N) - Narrative Text
(P) - Poetry
(O) - Opinion
(F) - Fable, Folktale, or Myth
★ *start of second half*

Level 20

The Ancient Greek Countryside

Level 20 Activity Menu

Area	Activity
Automaticity Warm-up	**Signal Words and Greek Combining Forms (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Greek Combining Forms 2** Demonstrate knowledge of meanings of Greek combining forms. Units: 17
Structural Analysis	**Special Accent Rules** Demonstrate knowledge of accent placement rules in multi-syllabic Latin-based words to enhance word identification. Units: 19
Fluency	**Passage Fluency 7** Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 790L to 970L
Vocabulary	**Complex Analogies** Demonstrate understanding of word relationships in analogies by identifying specific types of associations between words. Units: 12
Comprehension	**Passage Comprehension 7** Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 830L to 1010L

Level 20

Greek Combining Forms 2

The goal of this activity is for students to build their knowledge of the meanings of Greek combining forms. Students match Greek combining forms to pictures, sort words, combine forms to match definitions, and choose words to complete sentences.
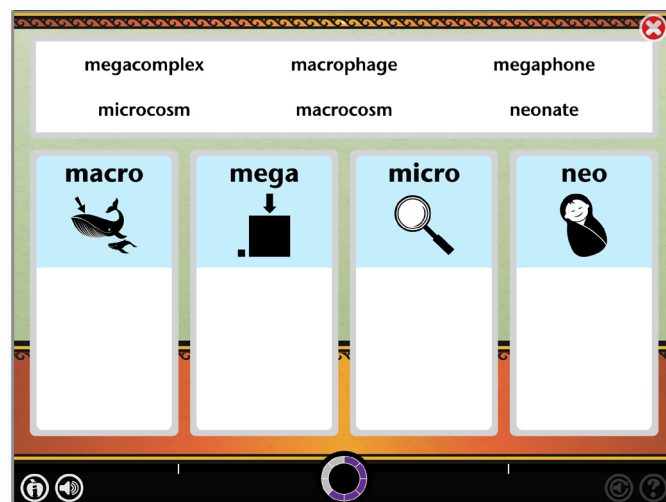
Picture Matching Task

The student sees four pictures and hears one word. The student selects the picture that matches the named word.

Visual Sort Task

Four boxes display. The student sorts six words into the boxes based on suffix.

Word Construction Task

The student drags two combining forms to construct a dictated word.

Sentence Completion Task

A sentence with a blank displays above three word choices. The student selects the word that best completes the sentence.

Unit 1	dem, therm, hypo, hyper (Picture Matching)	★ **Unit 9**	poly, mono, gon, deca (Picture Matching)
Unit 2	dem, therm, hypo, hyper (Visual Sort)	**Unit 10**	poly, mono, gon, deca (Visual Sort)
Unit 3	crat, hydro, mania, photo (Picture Matching)	**Unit 11**	phil, anthro, pyro, stat (Picture Matching)
Unit 4	crat, hydro, mania, photo (Visual Sort)	**Unit 12**	phil, anthro, pyro, stat (Visual Sort)
Unit 5	macro, mega, micro, neo (Picture Matching)	**Unit 13**	pod, morph, nym, cycl (Picture Matching)
Unit 6	macro, mega, micro, neo (Visual Sort)	**Unit 14**	pod, morph, nym, cycl (Visual Sort)
Unit 7	Review (Word Construction)	**Unit 15**	Review (Word Construction)
Unit 8	Review (Sentence Completion)	**Unit 16**	Review (Word Construction)
		Unit 17	Review (Sentence Completion)

★ *start of second half*

Level 20

Special Accent Rules

The goal of this activity is for students to build their knowledge of accent placement rules in multisyllabic Latin-based words to enhance word identification. Students identify dictated words, determine accented syllables within words, and choose words to complete sentences.

Auditory Recognition Task

Six words display. The student hears a word and selects it.

Identifying Task

The student sees and hears a word. The student identifies the accented syllable.

Sentence Completion Task

A sentence with a blank displays. The student selects the word that completes the sentence from three choices.

Unit 1 Prefix/root, root/suffix (Auditory Recognition)	★ **Unit 10** ate, ite, ive (Auditory Recognition)
Unit 2 Prefix/root, root/suffix (Identifying)	**Unit 11** ate, ite, ive (Identifying)
Unit 3 Multisyllabic words (Auditory Recognition)	**Unit 12** ate, ite, ive (Identifying)
Unit 4 Multisyllabic words (Identifying)	**Unit 13** Connective i and u (Auditory Recognition)
Unit 5 Multisyllabic words (Identifying)	**Unit 14** Connective i and u (Identifying)
Unit 6 ity, ic, ical (Auditory Recognition)	**Unit 15** Connective i (ee, y) (Identifying)
Unit 7 ity, ic, ical (Identifying)	**Unit 16** si, ti, ci (Auditory Recognition)
Unit 8 ity, ic, ical (Identifying)	**Unit 17** si, ti, ci (Identifying)
Unit 9 Review (Sentence Completion)	**Unit 18** si, ti, ci (Identifying)
	Unit 19 Review (Sentence Completion)

★ *start of second half*

AUTOMATICITY/FLUENCY

Level 20

Passage Fluency 7

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

Lexile® Range: 790L to 970L
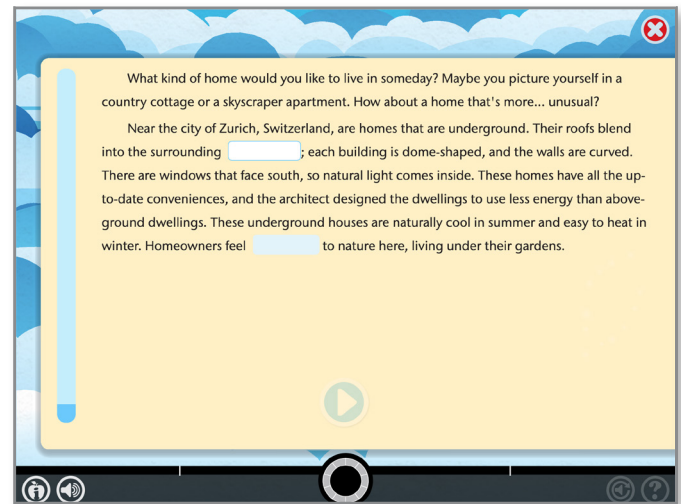
Maze Task

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1	Unusual Homes (I)	★ **Unit 11**	Learning to Water Ski (N)
Unit 2	The Land of Fire (I)	**Unit 12**	Frankenstein (I)
Unit 3	Erika, the Future Helicopter Pilot (N)	**Unit 13**	New Year's Traditions (I)
Unit 4	The Story Behind the Fairy Tale (I)	**Unit 14**	How Hibernation Works (I)
Unit 5	Grandma's Cats (N)	**Unit 15**	The Clever Poet Arion (N)
Unit 6	Who Can Stump Tec? (N)	**Unit 16**	Escaping the Hornets (N)
Unit 7	All About Pluto (I)	**Unit 17**	All-Powerful Glooscap (N)
Unit 8	Left Handed in a Right Hand World (I)	**Unit 18**	The Ups and Downs of the Yo Yo (I)
Unit 9	The Story of the Seas (N)	**Unit 19**	Bird Talk (I)
Unit 10	Skyscrapers (I)	**Unit 20**	Robots Among Us (I)

(I) - Informational Text
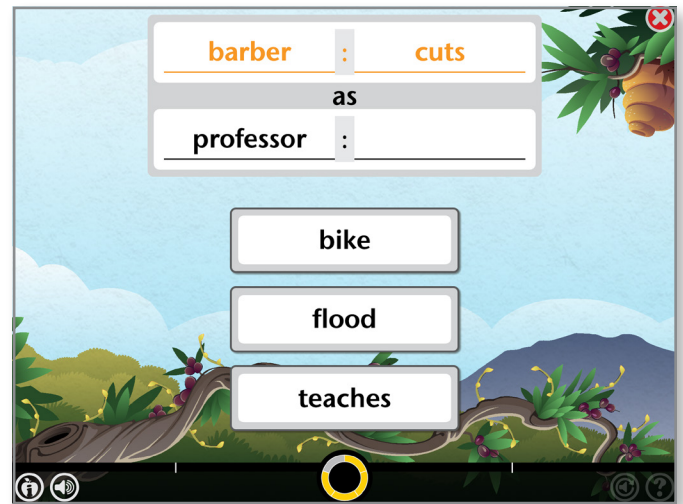*(N) - Narrative Text*
★ *start of second half*

VOCABULARY

Level 20

Complex Analogies

The goal of this activity is for students to build their understanding of word relationships in analogies by identifying specific associations between words. In this activity, students select related words, identify the type of relationship between words, and complete full analogies.

Identifying Related Words Task

A word displays above three word choices, and the student selects the word most closely related.

Recognizing Relationships Task

Three pairs of words display. The student selects the pair that shows the type of relationship (e.g., antonyms) that is named.

Analogy Completion Task

The student completes an analogy by selecting the correct word from three choices.

Unit 1 Person to Task (Identifying Related Words)	★ **Unit 6** Person to Location (Identifying Related Words)
Unit 2 Person to Task (Recognizing Relationships)	**Unit 7** Person to Location (Recognizing Relationships)
Unit 3 Person to Object (Identifying Related Words)	**Unit 8** Object to Category (Identifying Related Words)
Unit 4 Person to Object (Recognizing Relationships)	**Unit 9** Object to Category (Recognizing Relationships)
Unit 5 Review (Analogy Completion)	**Unit 10** Cause and Effect (Identifying Related Words)
	Unit 11 Cause and Effect (Recognizing Relationships)
	Unit 12 Review (Analogy Completion)

★ *start of second half*

Level 20

Passage Comprehension 7

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

Lexile® Range: 830L to 1010L

Independent Reading Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If the student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

Unit 1 The Tunguska Blast (I)	★ **Unit 10** Dora, the Dog Wonder (N)
Unit 2 Mysteries of the Deep Sea (I)	**Unit 11** Rip Tide! (N)
Unit 3 The Mystery of the Nazca Lines (I)	**Unit 12** A Close Circle of Friends (N)
Unit 4 The Maiden Wiser than the Tsar (F)	**Unit 13** The Pollinators (I)
Unit 5 Wealth and Worries (D)	**Unit 14** Life Underfoot (I)
Unit 6 From *Songs for the People* (P)	**Unit 15** Living with "Good Germs" (I)
Unit 7 The Travels of Marco Polo (I)	**Unit 16** It Came From Space (I)
Unit 8 Dots and Dashes (I)	**Unit 17** Phaethon: A Greek Myth (F)
Unit 9 Propaganda or Truth? (I)	**Unit 18** The Moon: True or False? (I)

(I) - Informational Text
(F) - Fable, Folktale, or Myth
(N) - Narrative Text
(D) - Drama
(P) - Poetry
★ *start of second half*

Mesopotamia: Land Between Two Rivers

Level 21 Activity Menu

Area	Activity
Automaticity Warm-up	**Greek Combining Forms and Accent Rules (Review)** Increase automaticity with previously acquired skills.
Structural Analysis	**Vocabulary Strategies 3** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 16
Fluency	**Fluent Reading 3** Demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems. Units: 8
Vocabulary	**Academic Vocabulary 3** Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 20
Comprehension	**Grammar Concepts 3** Build reading comprehension skills through an exploration of grammar at the sentence level. Units: 16
Comprehension	**Text Connections 4** Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16 Lexile® Range: 830L to 1010L

Level 21
Vocabulary Strategies 3

The goal of this activity is for students to develop strategies for determining or clarifying the meaning of unknown words in context. Students will learn meaningful word parts (e.g., affixes), how to use these parts to transform words into new forms, and how to use meaningful word parts in combination with context clues to infer word meanings in texts.

| productivity | productive | produces |

The artist is much more _____ in the morning than in the evening.

He _____ many more works of art when he starts sketching right after he wakes up.

Therefore, he goes to bed early so that he can increase his _____ the next day.

Word Construction Task

A sentence or question displays. The student drags two word parts to construct the word that answers the question or completes the sentence.

Identifying Meaning Task

A sentence with a morphologically complex word displays (e.g. base word with prefix or suffix). The student selects the definition that matches that word's meaning from four choices.

Passage Comprehension Task

A passage displays. The student answers six questions about the passage and the meaning of words used in context.

Sentence Completion Task

Three words from the same word family and three sentences each with one blank display. The student drags each word to the correct sentence.

Unit 1 din-, trans-, fore- (Word Construction)	★ **Unit 9** Review (Word Construction)
Unit 2 in-, trans-, fore- (Identifying Meaning)	**Unit 10** Review (Identifying Meaning)
Unit 3 in-, trans-, fore- (Identifying Meaning)	**Unit 11** Review (Identifying Meaning)
Unit 4 -ic, -ity, -ure (Word Construction)	**Unit 12** Review (Word Construction)
Unit 5 -ic, -ity, -ure (Sentence Completion)	**Unit 13** Review (Sentence Completion)
Unit 6 -ic, -ity, -ure (Identifying Meaning)	**Unit 14** Review (Identifying Meaning)
Unit 7 Farming Indoors (Passage Comprehension)	**Unit 15** The Ocean Cleanup (Passage Comprehension)
Unit 8 Edible Forks and Spoons (Passage Comprehension)	**Unit 16** Cracking Kindling (Passage Comprehension)

★ *start of second half*

Level 21

Fluent Reading 3

The goal of this activity is for students to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.

His grip on the reins tightened,   and he panicked.

Identifying Emphasis Task

The student hears a sentence and selects the word that is emphasized in the audio.

Sentence Division Task

The student hears a sentence and selects the spot where there was a pause in the sentence audio.

Identifying Rhyme Scheme Task
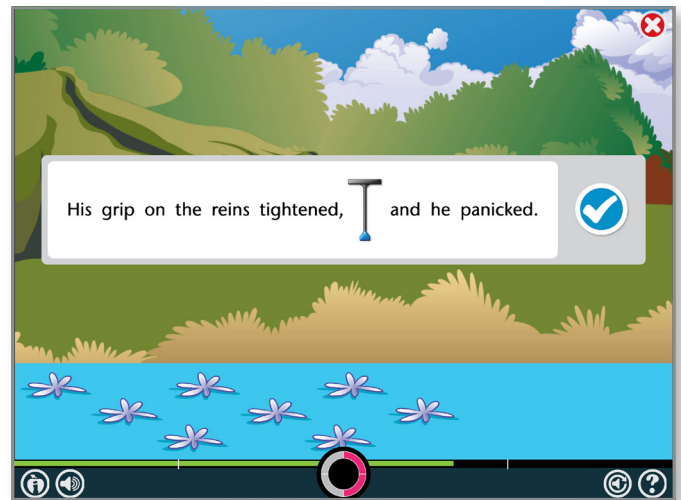
A poem displays and the student selects the rhyme scheme that matches the poem.

	Unit 1	Auditory Stress (Identifying Emphasis)
	Unit 2	Phrasing (Sentence Division)
	Unit 3	Phrasing (Sentence Division)
	Unit 4	Poetry (Identifying Rhyme Scheme)
★	**Unit 5**	Auditory Stress (Identifying Emphasis)
	Unit 6	Phrasing (Sentence Division)
	Unit 7	Phrasing (Sentence Division)
	Unit 8	Poetry (Identifying Rhyme Scheme)

★ *start of second half*

VOCABULARY

Level 21

Academic Vocabulary 3

The goal of this activity is for students to build deep knowledge of academic-word meanings, relationships, and uses. Students demonstrate understanding of academic words in texts, create definition cards, and determine appropriate word usage in multiple contexts.

Passage Comprehension Task

A passage with bolded academic vocabulary words is displayed. First, the student selects the words in the passage to read the definitions and then answers five questions about the passage.

Identifying Word Meaning Task

A card with a word is displayed. The student selects the correct definition from four choices to complete the card.

Sentence Completion Task

The beginning of a sentence is displayed. The student must select the ending that completes the sentence.

Word Sort Task

Three boxes display. The student sorts five or six words into the boxes based on their synonym.

Passage Completion Task

The student reads a passage with a total of three missing vocabulary words. For each blank, the student selects a word from a list of three that completes the passage.

Unit 1 Junk Food (Passage Comprehension)	★ **Unit 11** The Luddites (Passage Comprehension)
Unit 2 calories, despite, negative, nutrients, process (Identifying Word Meaning)	**Unit 12** consequence, productive, progress, innovation, technological (Identifying Word Meaning)
Unit 3 calories, despite, negative, nutrients, process (Sentence Completion)	**Unit 13** consequence, productive, progress, innovation, technological (Sentence Completion)
Unit 4 calories, despite, negative, nutrients, process (Word Sort)	**Unit 14** consequence, productive, progress, innovation, technological (Word Sort)
Unit 5 calories, despite, negative, nutrients, process (Passage Completion)	**Unit 15** consequence, productive, progress, innovation, technological (Passage Completion)
Unit 6 Step into the Past (Passage Comprehension)	**Unit 16** Finding the Truth (Passage Comprehension)
Unit 7 conflict, issue, perspective, resolution, witness (Identifying Word Meaning)	**Unit 17** accurate, biased, investigate, professional, restrict (Identifying Word Meaning)
Unit 8 conflict, issue, perspective, resolution, witness (Sentence Completion)	**Unit 18** accurate, biased, investigate, professional, restrict (Sentence Completion)
Unit 9 conflict, issue, perspective, resolution, witness (Word Sort)	**Unit 19** accurate, biased, investigate, professional, restrict (Word Sort)
Unit 10 conflict, issue, perspective, resolution, witness (Passage Completion)	**Unit 20** accurate, biased, investigate, professional, restrict (Passage Completion)

★ *start of second half*

Level 21

Grammar Concepts 3

The goal of this activity is for students to build reading comprehension skills through an exploration of grammar at the sentence level. Students learn the parts of speech and their functions, and apply their knowledge across simple, compound, and complex sentences. Students also practice combining and expanding sentences.

Identifying Sentence Parts Task

The student sees a sentence and is asked a question about the function of a word. The student highlights, types, or selects the word that matches the function.

Sentence Completion Task

A sentence with a blank displays with two to four word or phrase choices. The student selects or types the word or phrase that best completes the sentence.

Editing Sentences Task

One or two sentences display. The student selects a phrase or sentence from a list of four that identifies a mistake or provides a solution.

Sentence Construction Task

A simple sentence displays. The student drags sentence phrases to build a more complex sentence.

Unit 1	Parts of Speech (Identifying Sentence Parts)	★ **Unit 9**	Conjunctions; because, as soon as, if (Identifying Sentence Parts)
Unit 2	Past and Present Verbs (Sentence Completion)	**Unit 10**	Conjunctions; because, as soon as, if (Identifying Sentence Parts)
Unit 3	Future Tense Verbs (Sentence Completion)	**Unit 11**	Conjunctions; because, as soon as, if (Sentence Completion)
Unit 4	Verb Tense (Editing Sentences)	**Unit 12**	Conjunctions; because, as soon as, if (Sentence Completion)
Unit 5	Interjections (Identifying Sentence Parts)	**Unit 13**	Prepositional Phrases (Sentence Completion)
Unit 6	Review (Sentence Construction)	**Unit 14**	Paired Conjunctions (Identifying Sentence Parts)
Unit 7	Compound Sentences (Editing Sentences)	**Unit 15**	Paired Conjunctions (Sentence Completion)
Unit 8	Compound Sentences (Editing Sentences)	**Unit 16**	Review (Sentence Construction)

★ *start of second half*

Level 21

Text Connections 4

The goal of this activity is for students to apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Students use critical thinking strategies to answer questions related to each passage. Following each text set, students complete an interactive, text-construction task to apply what they've learned.

Lexile® Range: 830L to 1010L
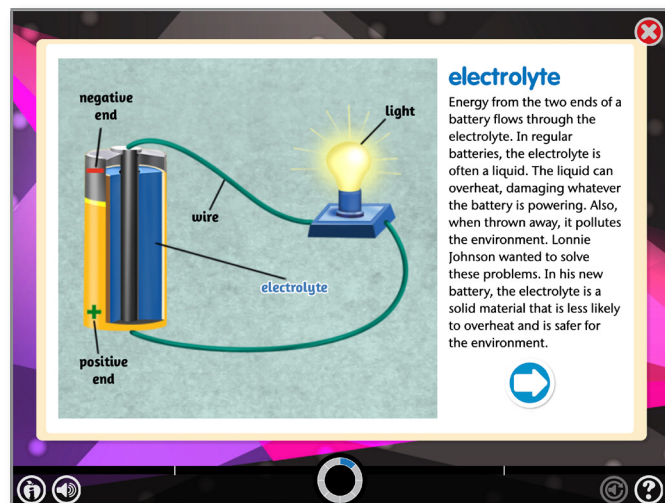
Independent Reading Task

The student independently reads a passage.

Shared Reading Task

The student listens to and reads along with a passage that is displayed as a slideshow.

Interactive Visual Text Task

The student selects and reads visual text (diagram, map, timeline) independently.

Text Construction Task

The student constructs the text by choosing among different story path options.

Unit 1   Travels with Ray (Independent Reading)

Unit 2   Diagram of a Food Web (Interactive Visual Text)

Unit 3   Interview with a Food Scientist (Shared Reading)

Unit 4   A Message from Ray (Text Construction)

Unit 5   "Sol Painting, Inc.," an excerpt from a story by Meg Medina (Independent Reading)

Unit 6   "Secret Samantha," an excerpt from a story by Tim Federle (Independent Reading)

Unit 7   Interview with a Peer Mediator (Shared Reading)

Unit 8   A Message from Samira (Text Construction)

★ **Unit 9**   Lonnie Johnson: Innovating from the Beginning (Independent Reading)

Unit 10 Building a Better Battery (Interactive Visual Text)

Unit 11 Interview with a Civil Engineer (Shared Reading)

Unit 12 A Message from Civil Engineering, Inc. (Text Construction)

Unit 13 A Timeline of the War of 1812 (Interactive Visual Text)

Unit 14 *Salt: A Story of Friendship in a Time of War*, an excerpt from a book by Helen Frost (Independent Reading)

Unit 15 *Salt: A Story of Friendship in a Time of War*, an excerpt from a book by Helen Frost (Independent Reading)

Unit 16 A Message from James and Anikwa (Text Construction)

★ *start of second half*