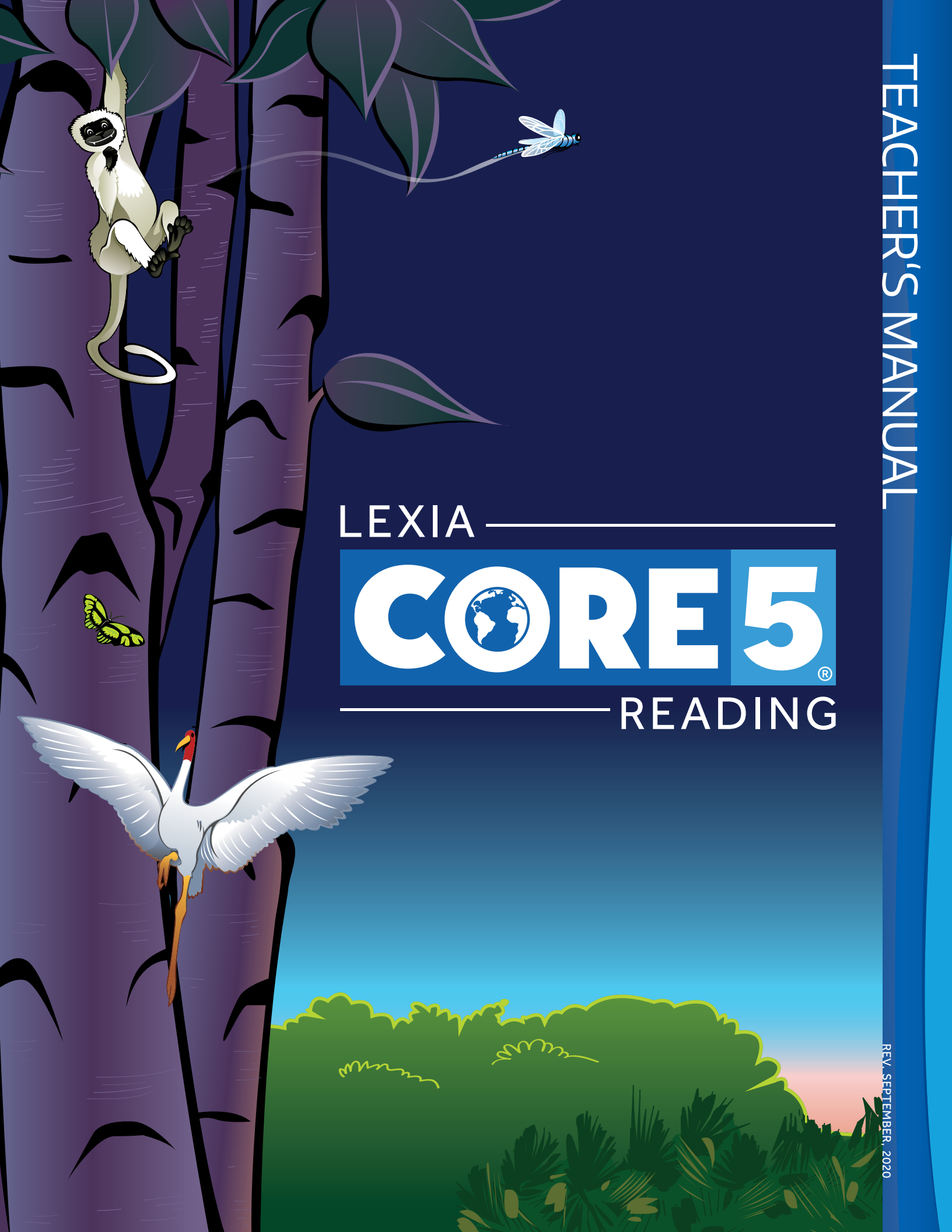


LEXIA

CORE 5[®]

READING



LEXIA



READING

TEACHER'S MANUAL



A Rosetta Stone® Company

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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 18 levels for students in Pre-K through Grade 5. Each level has a visual theme in which the program content is presented (see table below).

Level	# of Units	Theme	Grade Level of Material	See Page #
1	42	A Picnic in the Woods	Pre-K Skills	page 12
2	54	A Day at the Beach	Beginning Kindergarten Skills	page 17
3	62	A Snow Day in the City	Beg-Mid Kindergarten Skills	page 23
4	61	The Amazon Rainforest	Mid-End Kindergarten Skills	page 29
5	67	The Scottish Cliffs	End Kindergarten Skills	page 35
6	72	A Day in Paris	Beginning Grade 1 Skills	page 41
7	73	The African Serengeti	Beg-Mid Grade 1 Skills	page 47
8	56	The South Pole	Mid-End Grade 1 Skills	page 53
9	82	The Egyptian Desert	End Grade 1 Skills	page 59
10	79	An English Garden	Beginning Grade 2 Skills	page 65
11	72	The Swiss Alps	Mid Grade 2 Skills	page 71
12	75	A Russian Circus	End Grade 2 Skills	page 77
13	73	The Indian Rainforest	Beg-Mid Grade 3 Skills	page 83
14	78	A Japanese Garden	Mid-End Grade 3 Skills	page 89
15	77	The Great Barrier Reef	Beg-Mid Grade 4 Skills	page 96
16	68	A Hawaiian Paradise	Mid-End Grade 4 Skills	page 101
17	74	The Southwest, USA	Beg-Mid Grade 5 Skills	page 107
18	78	The Ancient Greek Countryside	Mid-End Grade 5 Skills	page 113

Activities within a Level

Each level has 5 activities (except Level 1, which has 4 activities) for a total of 89 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

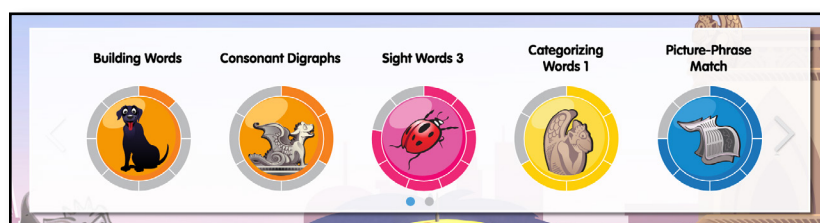


Comprehension

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.

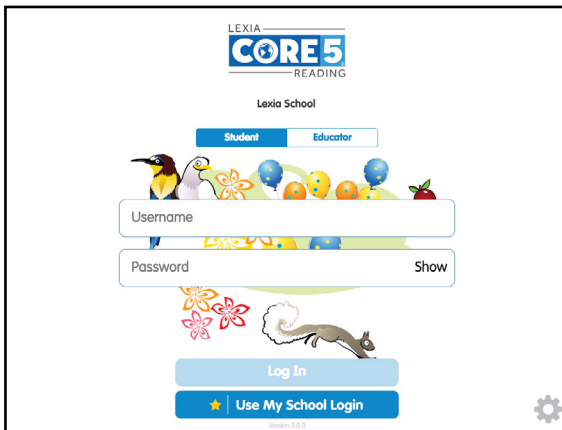
If the student branches to the Instruction Step more than once, the apple in the lower-left side of the screen turns red. The student is flagged as needing instruction in myLexia A specific, explicit Lexia Lesson® is recommended as an extension of the Instruction Step.

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 click 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 click on the Resources tab. The link can be found by clicking Student Program. Bookmark this link for future use.
 - Launch the locally-installed desktop version by clicking the Core5 icon.
 - Launch the tablet version by opening the Core5 app.
2. Students log in by entering a Username and Password and then clicking 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. Click the Yes box to continue.
4. When logging in for the first time, students will complete the Auto Placement (see page 9 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

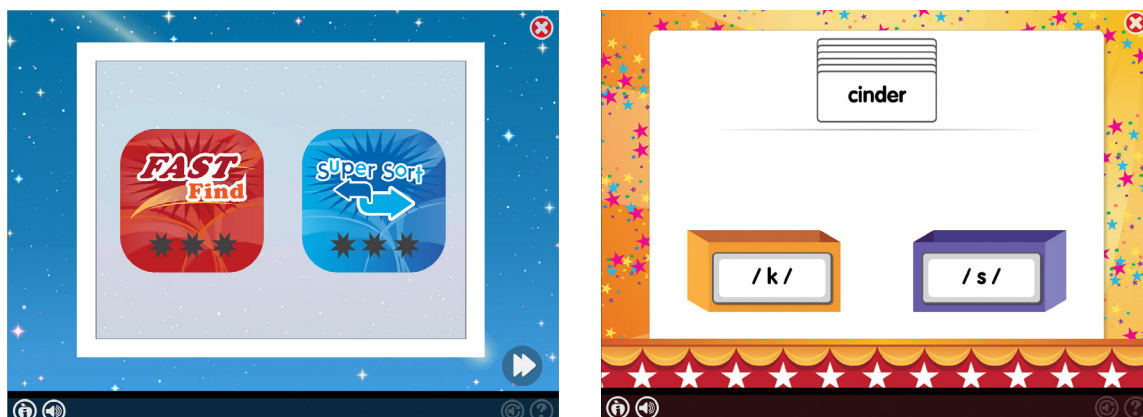
Students have the opportunity to view weekly totals on their dashboard upon logging into Core5. Additionally, when students complete a session and logout, they will be taken back to the dashboard where minutes and units from that session will be displayed and added to their weekly total.

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 an 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**—Clickable images appear on the Activity Menu to enhance contextual knowledge and increase engagement.
- F Logout**—Returns students to home screen.



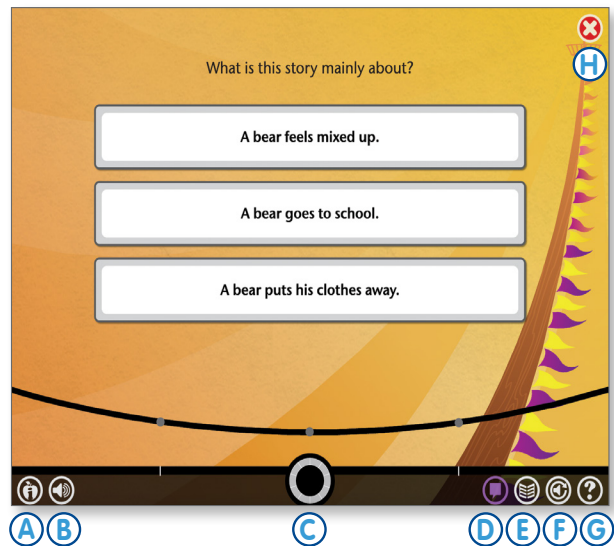
Level 15 Activity Menu

The warm-up will take roughly one minute to complete. Level 1 has four activities and Levels 2–18 have five.

Activity Screen

The following buttons and tools are available in every activity:

- A 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. Click the apple for more details.
- B Volume**
- C Unit Meter**—This indicates completion of units in the current activity.
- D L1 Support Feature**—The L1 support feature helps EL learners better understand the audio narration in Core5. L1 support is available in Spanish, Mandarin, Haitian Creole, Vietnamese, Portuguese, and Arabic.
- E Look Back at Text** (Passage Comprehension activities only).
- F Repeat Prompt**
- G Rehear Directions**
- H Leave Activity**



Data is captured when the Current Unit Bar is filled (unit complete) or when the student moves within the unit from one step of Instructional Branching to another (see below)

In Context Button—In all Spelling Rules activities (Levels 11, 13, and 16), this gives students the option to hear the target word in a sentence. This provides support to students who may not have previously heard the presented words and/or provides added context for words that are not commonly used in isolation.

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	Starts Auto Placement at...
Pre-K	Level 1
Kindergarten	Level 2
Grade 1	Level 6
Grade 2	Level 10
Grade 3	Level 13
Grade 4	Level 15
Grade 5	Level 17
Other	Level 10
Grades 6 or above	Level 15 (students in Grade 6 or above must be manually assigned to take Core5 Auto Placement)

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 2nd grader 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%.

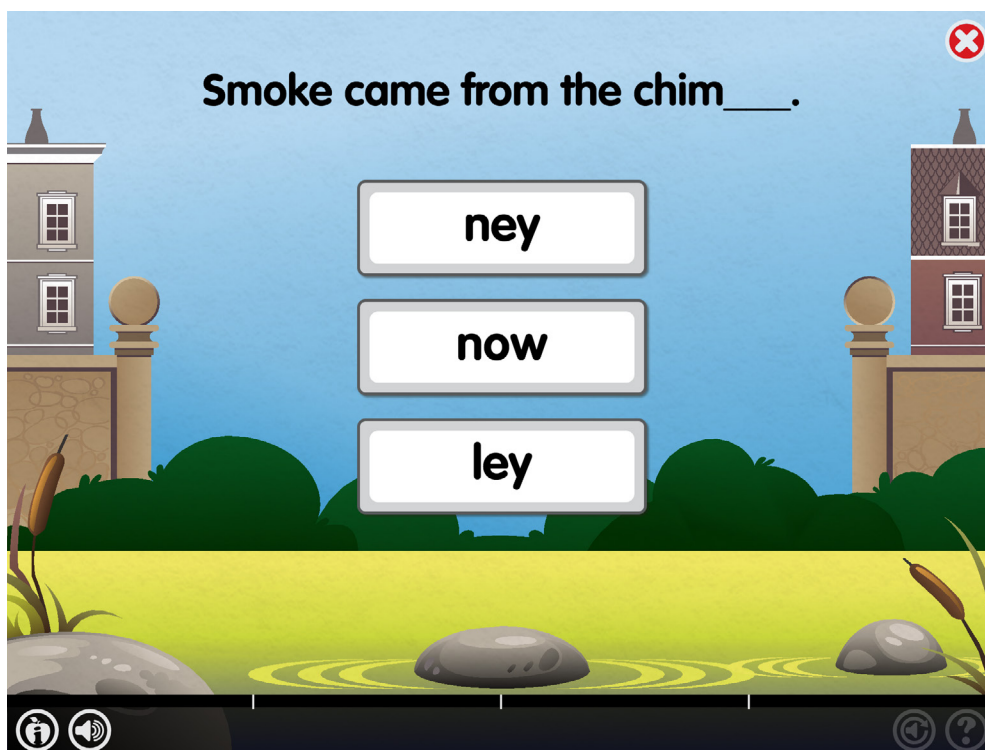
The student will continue to advance or drop levels depending on accuracy (without repeating levels) until a placement is made.

A student may place-out of Core5 if the student receives 90% or higher in Level 18 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 clicking 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 www.myLexia.com, clicking 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.

Level 1 (Pre-K Skills)

A Picnic in the Woods



Level 1–Activity Menu

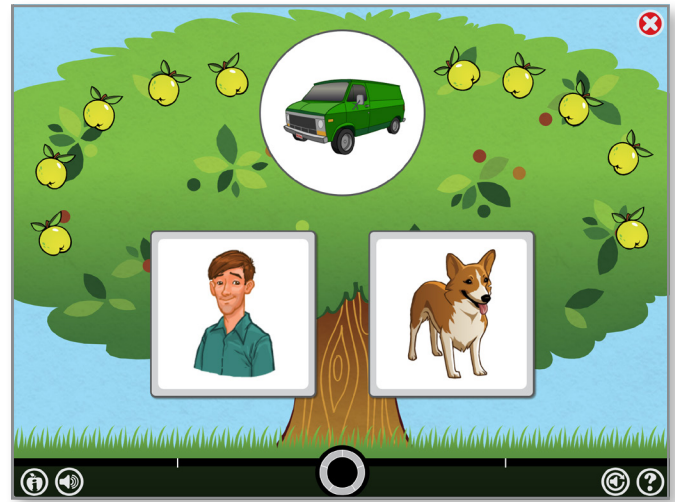
Area	Activity
 <p>Automaticity Warm-up</p>	<p>Picture Matching and Basic Categorizing Increase automaticity with previously acquired skills.</p>
 <p>Phonological Awareness</p>	<p>Rhyming Recognize rhyming words in spoken language. Units: 9</p>
 <p>Phonics</p>	<p>Letter Matching Recognize all upper- and lowercase letters of the alphabet. Units: 9</p>
 <p>Vocabulary</p>	<p>Categorizing Pictures Demonstrate understanding of word relationships through categorizing. Units: 14</p>
 <p>Comprehension</p>	<p>Nursery Rhymes Demonstrate understanding of narrative story structure and focus on key words. Units: 10</p>



Level 1 (Pre-K Skills)

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.



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.

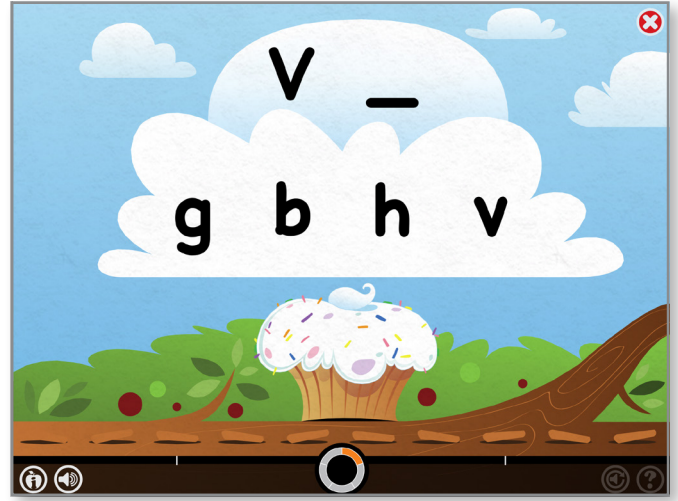
- Unit 1** One-syllable words with three sounds (e.g., tin, bag, rag)
- Unit 2** One-syllable words with three sounds (e.g., lime, chair, time)
- Unit 3** One-syllable words with three sounds (e.g., hen, fog, pen)
- Unit 4** One-syllable words with four sounds including beginning blends (e.g., clock, 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, grin, 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)



Level 1 (Pre-K Skills)

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: E, A, R, I, O, T, N, S, L, C, U, D, P

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

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

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

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



Level 1 (Pre-K Skills)

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.



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



Level 1 (Pre-K Skills)

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.



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!)

Level 2 (Beginning Kindergarten Skills)

A Day at the Beach



Level 2–Activity Menu

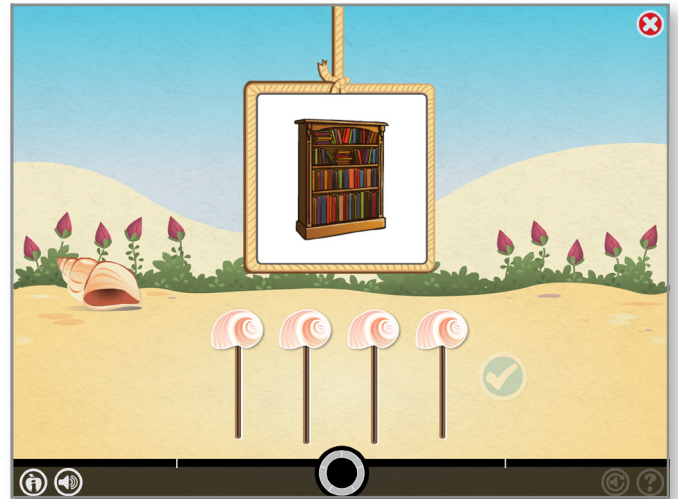
Area	Activity
 Automaticity Warm-up	Letter Matching and Basic Categorizing (Review) Increase automaticity with previously acquired skills.
 Phonological Awareness	Blending & Segmenting 1 Blend 2-3 syllables to form words and segment spoken words into syllables. Units: 8
 Phonological Awareness	Beginning 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 (Beg K Skills)

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.

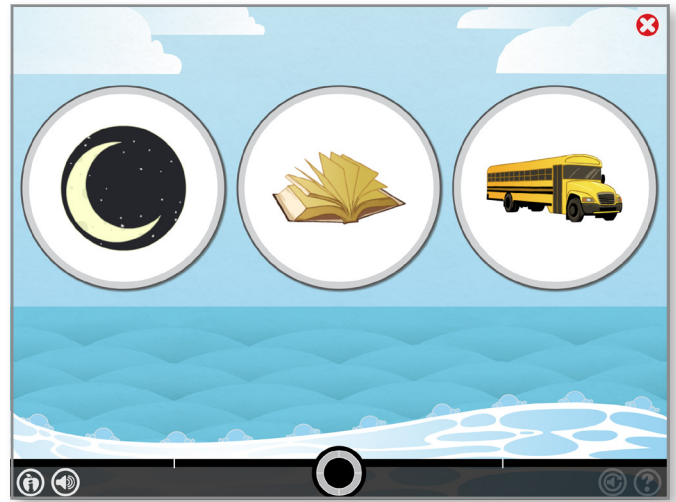
- ★ **Unit 4** Two-syllable compound words (e.g., bird-cage)
- Unit 5** Two-syllable words with -ing and -er (e.g., play-er)
- Unit 6** Two- and three-syllable words (e.g., tu-lip, ba-na-na)
- Unit 7** Two- and three-syllable words (e.g., pi-ckle, ra-di-o)
- Unit 8** Two-syllable words with -ing and -er (e.g., jump-ing) and three-syllable words (e.g., go-rill-a)



Level 2 (Beg K Skills)

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.

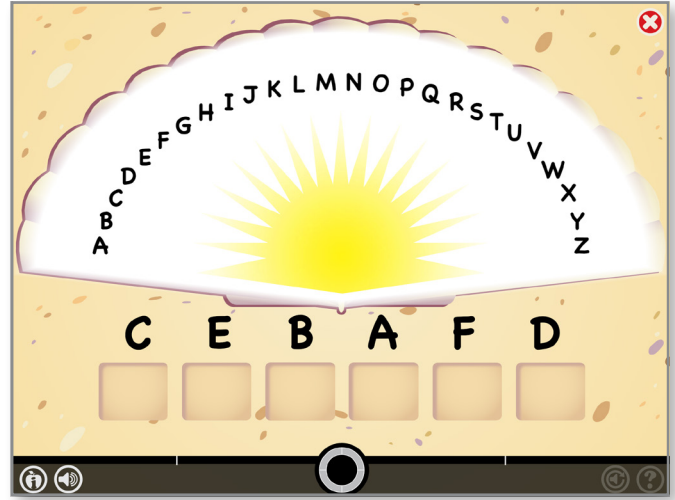
- ★ **Unit 5** One-syllable words containing 3 sounds. Target sounds: b, k, d, f, g, h, j, l, m, n
- Unit 6** One-syllable words containing 3 sounds. Target sounds: p, r, s, t, w, b, k, d, m, n
- Unit 7** One-syllable words containing 3 to 4 sounds. The named pictures have no similarities (e.g., web, 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



Level 2 (Beg K Skills)

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

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

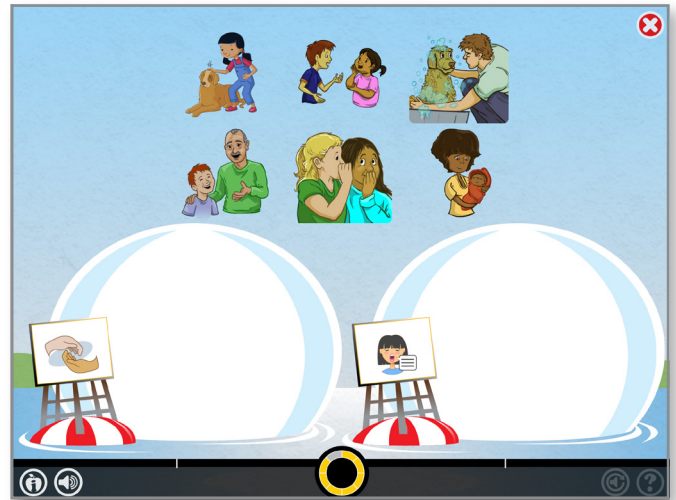
★ start of second half



Level 2 (Beg K Skills)

Basic Concepts

The goal of this activity is for students to build an awareness of some 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 follow spoken directions to 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 2 oval, rectangle, diamond (Identifying)

Unit 3 square, circle, triangle (Categorizing)

Unit 4 oval, rectangle, diamond (Categorizing)

Unit 5 angry, sad, happy (Identifying)

Unit 6 scared, proud, tired (Identifying)

Unit 7 angry, sad, happy (Categorizing)

Unit 8 scared, proud, tired (Categorizing)

★ **Unit 9** tall, fast, hot, cold (Identifying)

Unit 10 wet, thin, shining, soft (Identifying)

Unit 11 tall, fast, hot, cold (Categorizing)

Unit 12 wet, thin, shining, soft (Categorizing)

Unit 13 fixing, cleaning, writing, measuring (Identifying)

Unit 14 caring, speaking, riding, pulling (Identifying)

Unit 15 fixing, cleaning, writing, measuring (Categorizing)

Unit 16 caring, speaking, riding, pulling (Categorizing)



Level 2 (Beg K Skills)

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.



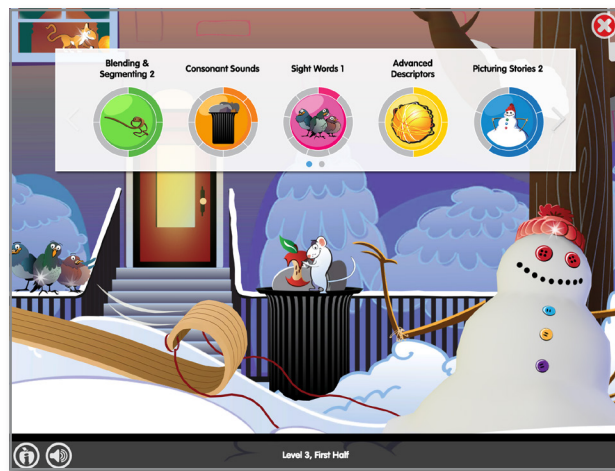
Task

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.)

Level 3 (Beg-Mid Kindergarten Skills)

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: 18
 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 (Beg-Mid K Skills)

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

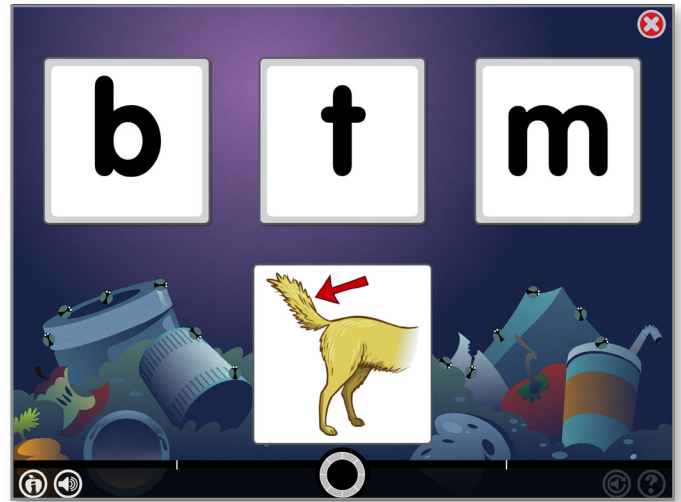
One picture displays and a word is named with no pause between sounds. The student drags down a token for each sound in the word.

- ★ **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)

Level 3 (Beg-Mid K Skills)

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 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 1** t, b, m, s, k, f
- Unit 2** p, g, r, n, d, z, l
- Unit 3** c, h, j, v, w, y, qu
- Unit 4** 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 5** t, b, m, s, k, f
- Unit 6** p, g, r, n, d, z, l
- Unit 7** c, h, j, v, w, y, qu
- Unit 8** Review Units 5-7

Consonant Discrimination Task

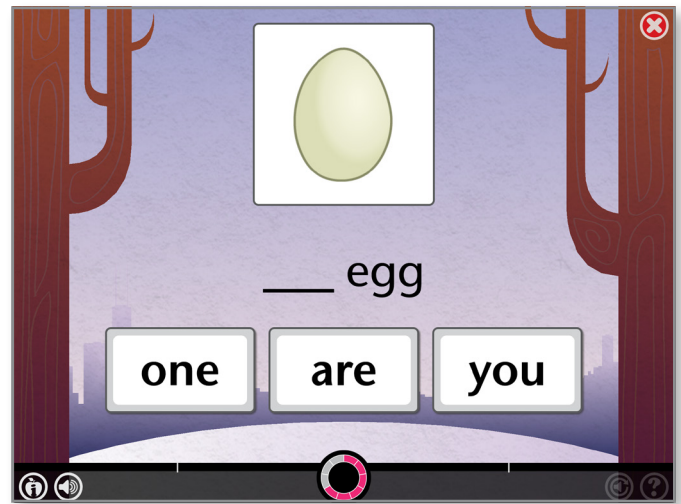
Paired letters with similar sounds (e.g., b/p) display with five pictures. The student selects a picture, hears the name of the picture, and then sorts the picture according to the first sound of the word.

- | | |
|---------------------|--------------------|
| ★ Unit 9 b/p | Unit 14 m/n |
| Unit 10 d/t | Unit 15 l/r |
| Unit 11 f/v | Unit 16 y/w |
| Unit 12 g/k | Unit 17 c/g |
| Unit 13 s/z | Unit 18 h/w |

**Level 3** (Beg-Mid K Skills)

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 display. The student hears the phrase and then selects the sight word that completes the phrase 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 2** the, my, here, is (Construction)**Unit 3** the, my, here, is (Phrases)**Unit 4** the, my, here, is (Automaticity)**Unit 5** one, two, are, you (Recognition)**Unit 6** one, two, are, you (Construction)**Unit 7** one, two, are, you (Phrases)**Unit 8** one, two, are, you (Automaticity)**Unit 9** Review Units 1-8 (Automaticity)★ **Unit 10** no, go, so, she (Recognition)**Unit 11** no, go, so, she (Construction)**Unit 12** no, go, so, she (Phrases)**Unit 13** no, go, so, she (Automaticity)**Unit 14** he, we, be, me (Recognition)**Unit 15** he, we, be, me (Construction)**Unit 16** he, we, be, me (Phrases)**Unit 17** he, we, be, me (Automaticity)**Unit 18** Review Units 10-17 (Automaticity)



Level 3 (Beg-Mid K Skills)

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.



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



Level 3 (Beg-Mid K Skills)

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.



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.)

Level 4 (Mid-End Kindergarten Skills)

The Amazon Rainforest



Level 4–Activity Menu

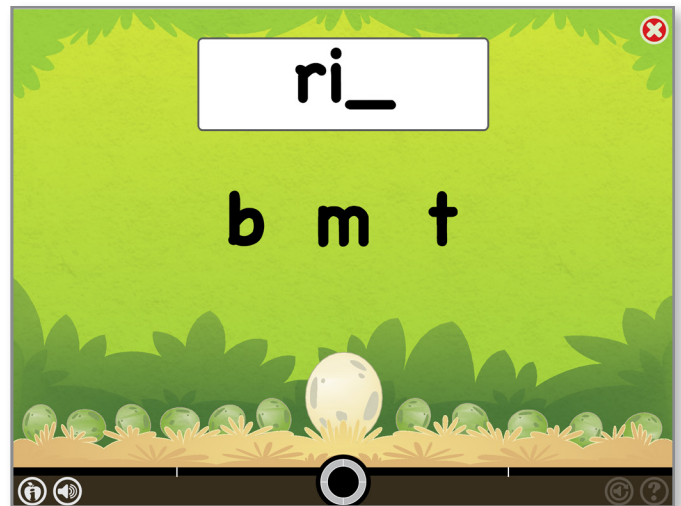
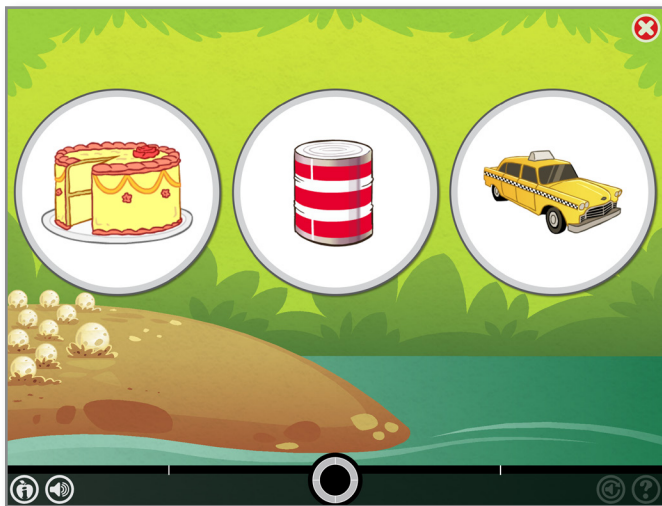
Area	Activity
 Automaticity Warm-up	Consonant Sounds and Sight Words (Review) Increase automaticity with previously acquired skills.
 Phonological Awareness	Ending Sounds Isolate ending consonant sounds in spoken words and match letter-sound correspondences for ending sounds. Units: 8
 Phonics	Short Vowel Sounds Associate the short vowel sounds with letters for the five major vowels. Units: 13
 Phonics	Beginning Sounds & Letters Demonstrate knowledge of letter-sound correspondences for beginning consonant sounds in words. Units: 14
 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 (Mid-End K Skills)

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

Level 4 (Mid-End K Skills)

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.



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

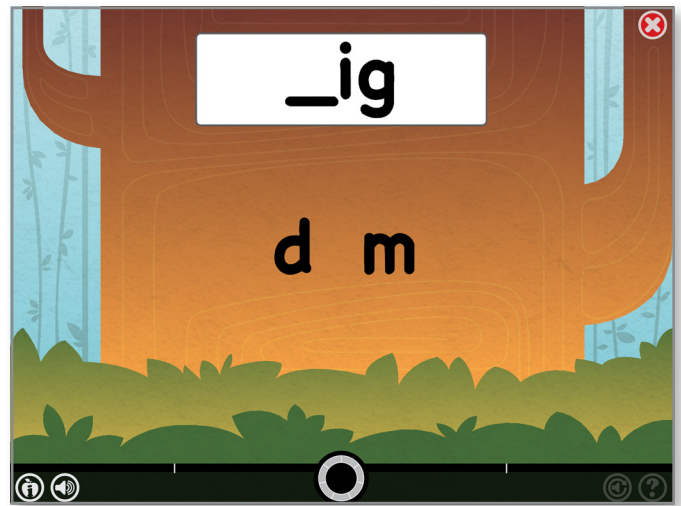
Two vowels display above a picture. The student hears the name of the picture and then selects the vowel that matches the beginning sound of the picture.

- Unit 1 Short a (Letter to Picture Matching)
- Unit 2 Short i (Letter to Picture Matching)
- Unit 3 Short a, i (Picture to Letter Matching)
- Unit 4 Short a, i (Letter to Picture Matching)
- Unit 5 Short o (Letter to Picture Matching)
- Unit 6 Short a, i, o (Picture to Letter Matching)
- Unit 7 Short a, i, o (Picture to Letter Matching)
- ★ Unit 8 Short o (Letter to Picture Matching)
- Unit 9 Short a, i, o, u (Picture to Letter Matching)
- Unit 10 Short a, i, o, u (Letter to Picture Matching)
- Unit 11 Short e (Letter to Picture Matching)
- Unit 12 Short a, i, e, o, u (Picture to Letter Matching)
- Unit 13 Short a, i, e, o, u (Letter to Picture Matching)

Level 4 (Mid-End K Skills)

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.



Task Description

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

- Unit 1 m, s, d
- Unit 2 m, s, t, b
- Unit 3 d, f, y, c
- Unit 4 r, p, l, k
- Unit 5 g, h, b, w
- Unit 6 qu, z, v, j
- Unit 7 n, d, f, s
- ★ Unit 8 s, p, g, f
- Unit 9 m, n, k, g
- Unit 10 t, d, f, v
- Unit 11 b, p, s, z
- Unit 12 qu, c, d, p
- Unit 13 g, z, n, d (Standard and Practice Steps use nonsense words, e.g., gam, zil, nog, duf)
- Unit 14 m, s, t, b (Standard and Practice Steps use nonsense words, e.g., mip, sec, taz, biv)



Level 4 (Mid-End K Skills)

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.



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



Level 4 (Mid-End K Skills)

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.



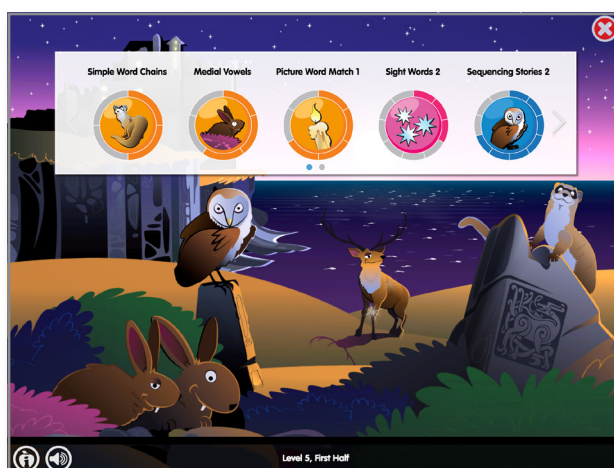
Task

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

Level 5 (End Kindergarten Skills)

The Scottish Cliffs



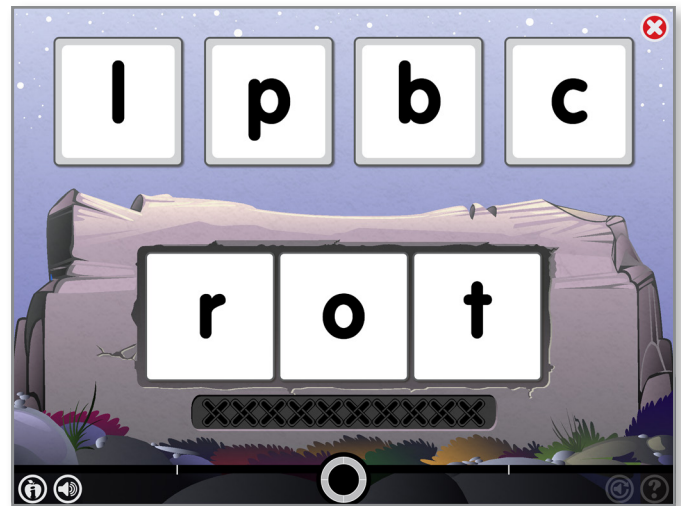
Level 5–Activity Menu

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: 10
 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 (End K Skills)

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.



Task

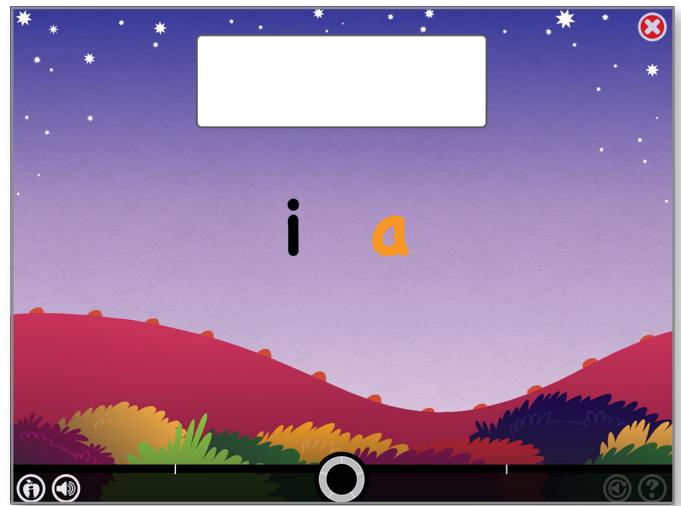
A CVC word displays in a box below four letter choices. The student must replace the word they see with the word they hear by dragging a letter over the correct part of the word.

- 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)

Level 5 (End K Skills)

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.



Task

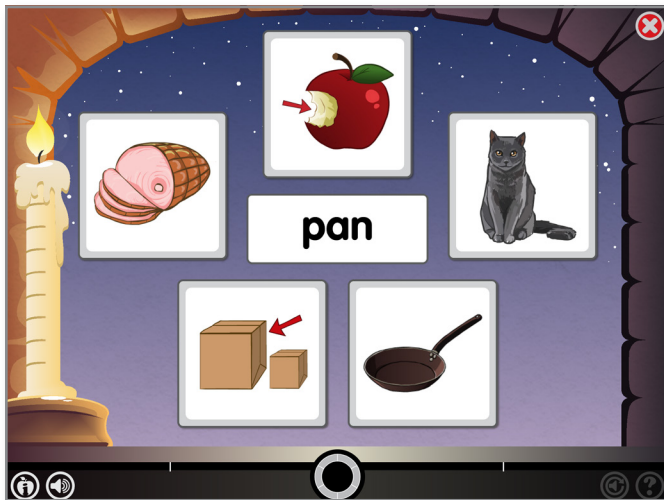
A CVC word is dictated and the student selects the vowel that they hear from two, three, four, or five choices.

- Unit 1** Short medial a, i
- Unit 2** Short medial a, i, o
- Unit 3** Short medial a, i, u
- Unit 4** Short medial a, i, o, u
- Unit 5** Short medial o, e
- ★ **Unit 6** Short medial a, o, e
- Unit 7** Short medial a, e, o, u
- Unit 8** Short medial e, i
- Unit 9** Short medial e, i, o, u
- Unit 10** Short medial a, e, i, o, u

Level 5 (End K Skills)

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

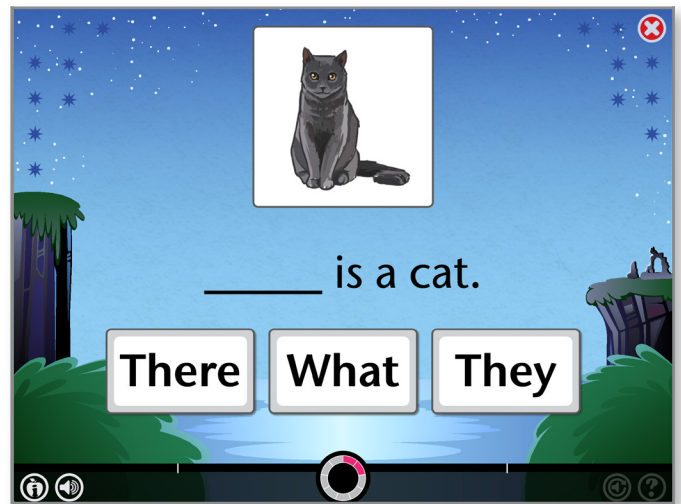
One picture displays with three CVC words. The student must select the CVC word that matches the picture.

- 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)

**Level 5** (End K Skills)

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.



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 Task

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

Automaticity Task

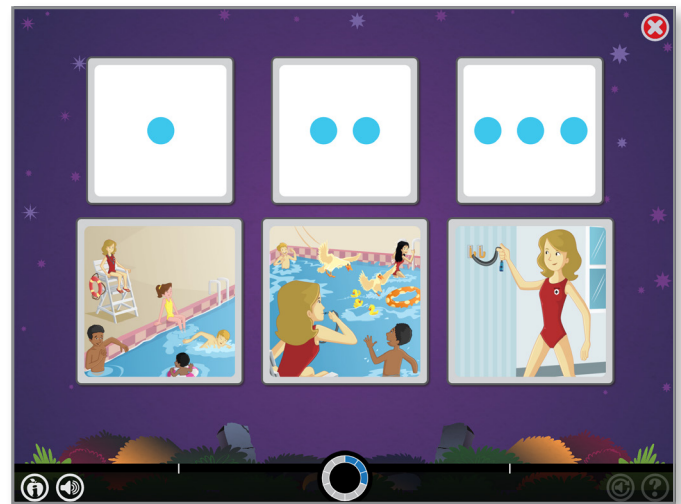
Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

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

**Level 5** (End K Skills)

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.



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

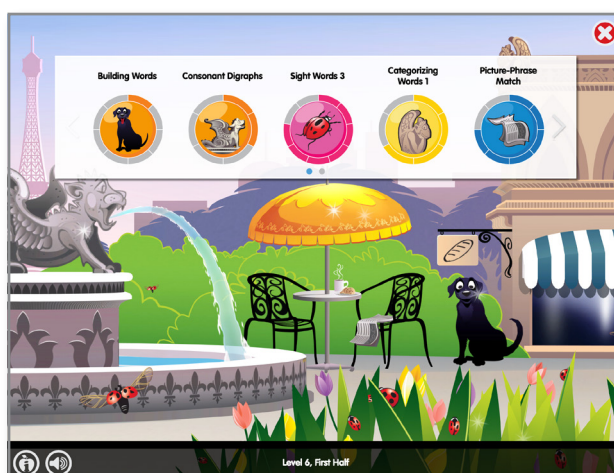
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 6 (Beginning Grade 1 Skills)

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 (Beg Grade 1 Skills)

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

Level 6 (Beg Grade 1 Skills)

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)

**Level 6** (Beg Grade 1 Skills)

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 display. The student hears the phrase and then selects the sight word that completes the phrase 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 2** some, were, by, from, of (Construction)**Unit 3** some, were, by, from, of (Phrases)**Unit 4** some, were, by, from, of (Automaticity)**Unit 5** every, once, have, out, how (Recognition)**Unit 6** every, once, have, out, how (Construction)**Unit 7** every, once, have, out, how (Phrases)**Unit 8** every, once, have, out, how (Automaticity)**Unit 9** Review (Automaticity)★ **Unit 10** any, old, just, again, put (Recognition)**Unit 11** any, old, just, again, put (Construction)**Unit 12** any, old, just, again, put (Phrases)**Unit 13** any, old, just, again, put (Automaticity)**Unit 14** could, know, give, live, round (Recognition)**Unit 15** could, know, give, live, round (Construction)**Unit 16** could, know, give, live, round (Phrases)**Unit 17** could, know, give, live, round (Automaticity)**Unit 18** Review (Automaticity)**Unit 19** Review (Automaticity)



Level 6 (Beg Grade 1 Skills)

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)

**Level 6** (Beg Grade 1 Skills)

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

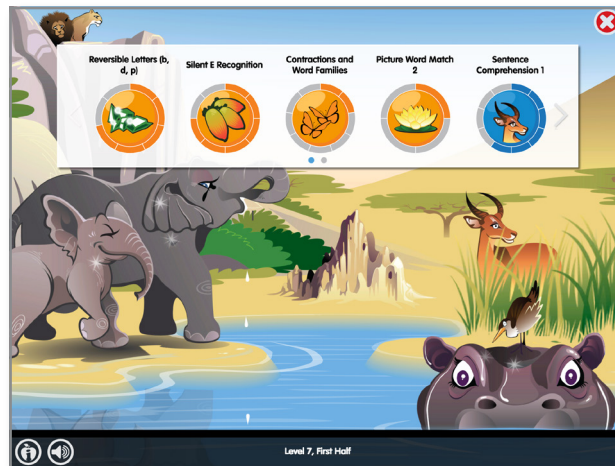
The student sees one picture and a "yes" or "no" question about the picture. The question is read and the student must select if the answer is "yes" or "no."

- 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)

Level 7 (Beg-Mid Grade 1 Skills)

The African Serengeti



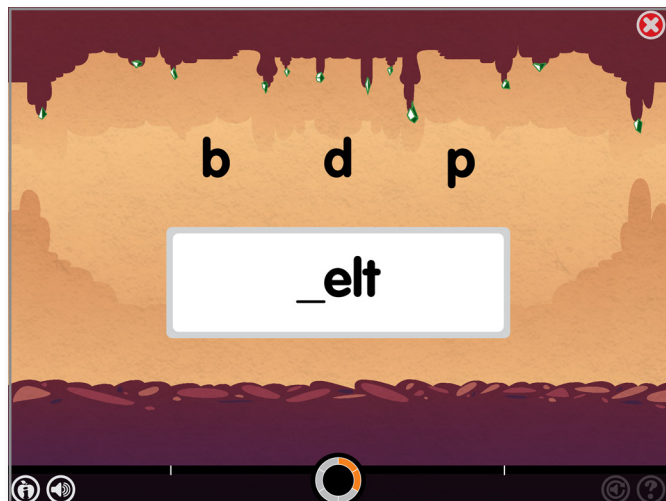
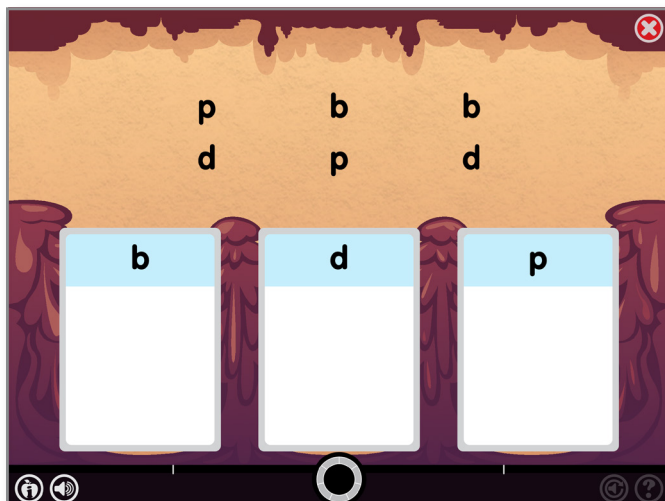
Level 7–Activity Menu

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: 17
 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 (Beg-Mid Grade 1 Skills)

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)

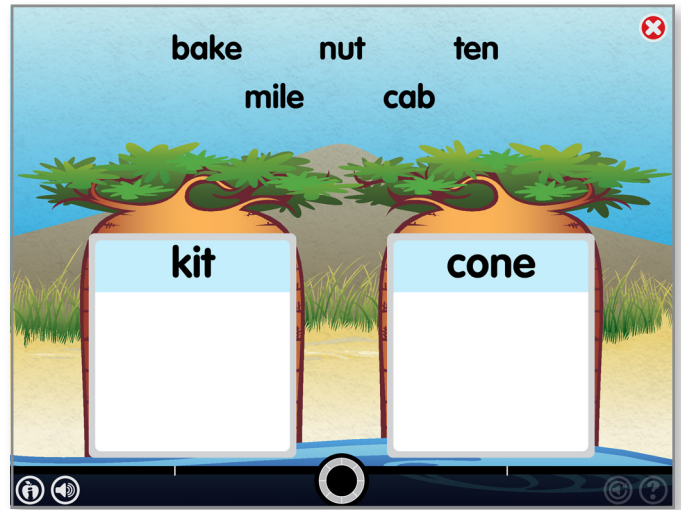
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Level 7 (Beg-Mid Grade 1 Skills)

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.



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 Long and short a, e, i, o, u (Visual Sort)
- Unit 2 Long and short a, i (Long and Short Recognition)
- Unit 3 Long and short a (Auditory Sort)
- Unit 4 Long and short i (Auditory Sort)
- Unit 5 Long and short e, o, u (Long and Short Recognition)
- Unit 6 Long and short o (Auditory Sort)
- Unit 7 Long and short u (Auditory Sort)
- Unit 8 a, e, i, o, u (Word Recognition)

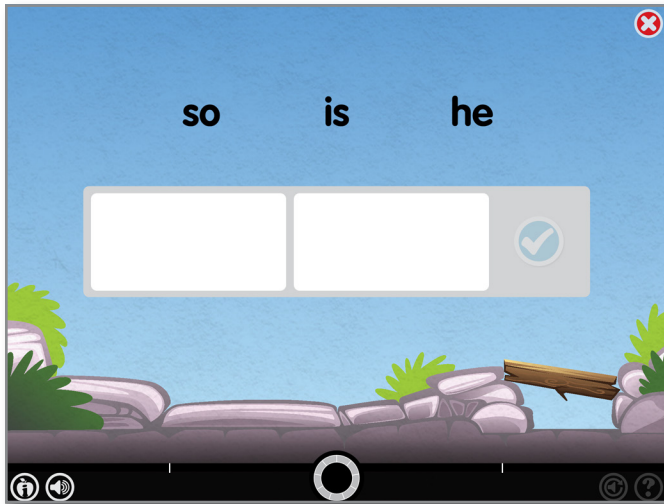
- ★ Unit 9 Long and short a, e, i, o, u (Visual Sort)
- Unit 10 Long and short a, i (Long and Short Recognition)
- Unit 11 Long and short a (Auditory Sort)
- Unit 12 Long and short i (Auditory Sort)
- Unit 13 Long and short e, o, u (Long and Short Recognition)
- Unit 14 Long and short o (Auditory Sort)
- Unit 15 Long and short u (Auditory Sort)
- Unit 16 Long and short e (Auditory Sort)
- Unit 17 a, e, i, o, u (Word Recognition)

★ start of second half

Level 7 (Beg-Mid Grade 1 Skills)

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.

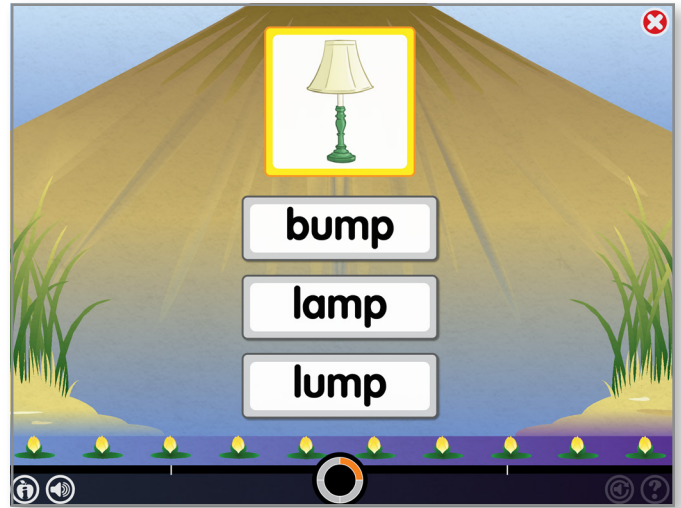
- ★ Unit 10 Word Families (ing, ump, unk, ick) (Word Scramble)
- Unit 11 Word Families (ing, ump, unk, ick) (Construction)
- Unit 12 Word Families (all, ild, old, ank) (Word Scramble)
- Unit 13 Word Families (all, ild, old, ank) (Construction)
- Unit 14 Word Families (ull, ang, ind, ost) (Word Scramble)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



Level 7 (Beg-Mid Grade 1 Skills)

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/ 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.

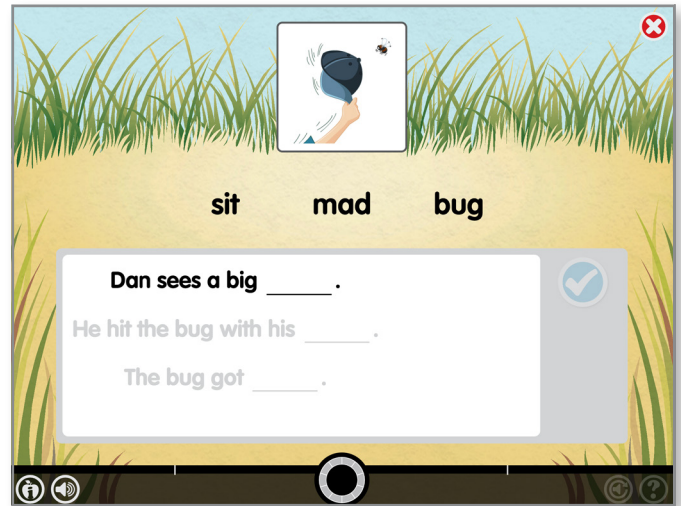
- Unit 1 Beginning and ending digraphs (Word to Picture Matching)
- Unit 2 Beginning and ending digraphs (Picture to Word Matching)
- Unit 3 Beginning blends (Word to Picture Matching)
- Unit 4 Beginning blends (Picture to Word Matching)
- ★ Unit 5 Ending blends (Word to Picture Matching)
- Unit 6 Ending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



Level 7 (Beg-Mid Grade 1 Skills)

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.



Task

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

Unit 1 Sam and the Cat (N)

Unit 2 Ben and the Ham (N)

Unit 3 Tim and the Bug (N)

Unit 4 Mac and the Sub (N)

Unit 5 Bob and His Dad (N)

Unit 6 Cam and the Pit (N)

Unit 7 Peg and the Dog (N)

Unit 8 Kip on a Log (N)

Unit 9 Tim in the Sun (N)

Unit 10 Bob Gets a Hug (N)

★ **Unit 11** Mud (I)

Unit 12 Bug (I)

Unit 13 Pets (I)

Unit 14 The Wig (I)

Unit 15 Dogs (I)

Unit 16 Rats (I)

Unit 17 Hugs (I)

Unit 18 The Sun (I)

Unit 19 The Bag (I)

Unit 20 The Fox (I)

(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 8 (Mid-End Grade 1 Skills)

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: 12
 Phonics	Long Vowel Teams Demonstrate letter-sound knowledge for long vowel team patterns. Units: 10
 Phonics	Two-Syllable Words Identify open, closed, and Silent e syllables; combine syllables to construct and read two-syllable words. Units: 14
 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 (Mid-End Grade 1 Skills)

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.



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, i

Unit 2 Short and long a, i, o

Unit 3 Short and long i, o, u

Unit 4 Short and long a, e, o

Unit 5 Short and long e, i, o, u

Unit 6 Short and long a, e, i, o, u

★ **Unit 7** Short and long a, i

Unit 8 Short and long a, i, o

Unit 9 Short and long i, o

Unit 10 Short and long a, e, o

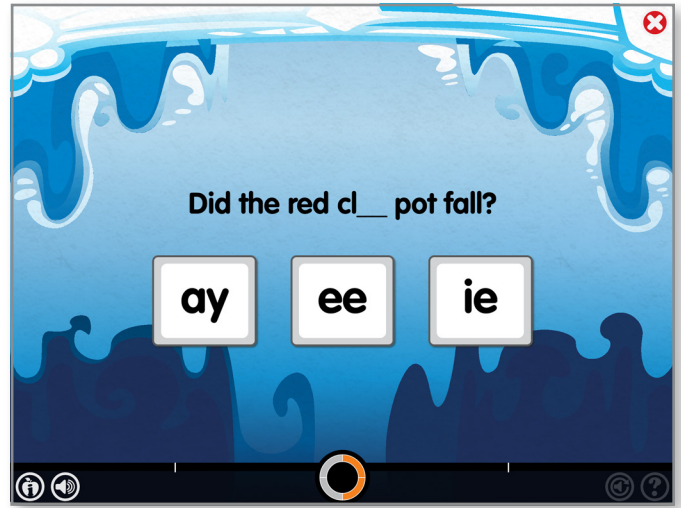
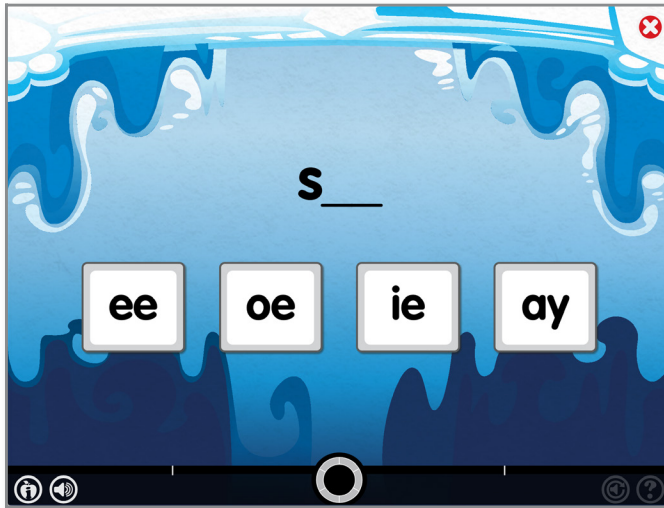
Unit 11 Short and long e, i, o

Unit 12 Short and long a, e, i, o

Level 8 (Mid-End Grade 1 Skills)

Long Vowel Teams

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



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.

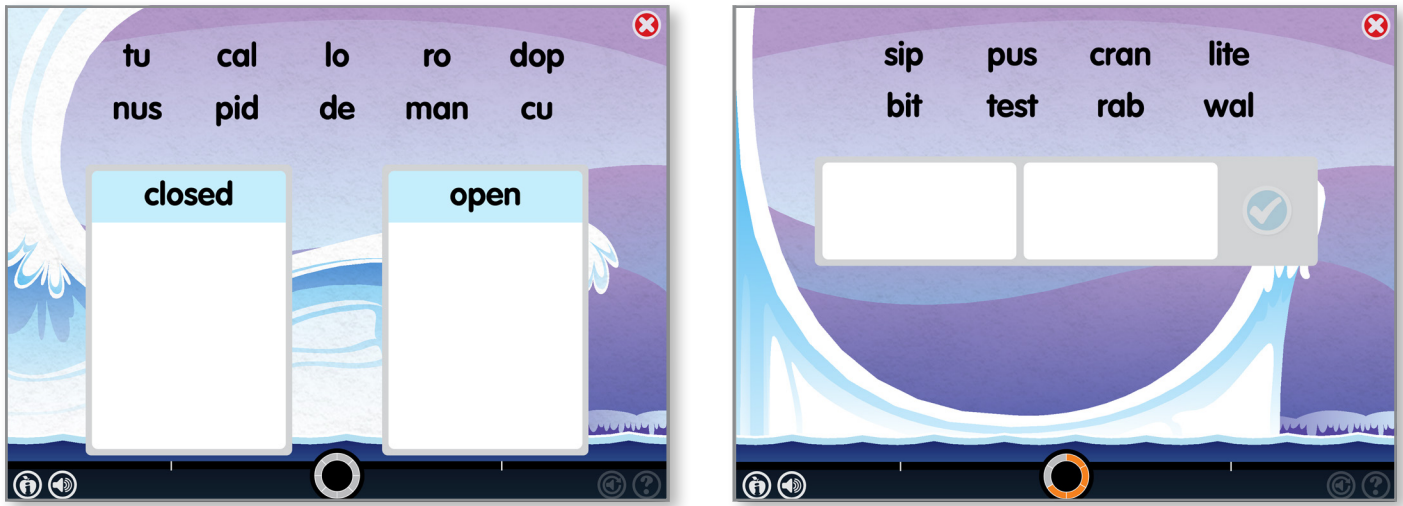
- Unit 1 ay, oe, ee, ie (Single Word Construction)
- Unit 2 ay, oe, ee, ie (Auditory Recognition)
- Unit 3 ay, oe, ee, ie (Sentence Completion)
- Unit 4 ea/ee, oa, ai (Single Word Construction)
- Unit 5 ea/ee, oa, ai (Auditory Recognition)
- Unit 6 ea/ee, oa, ai (Sentence Completion)
- ★ Unit 7 All vowel teams (Single Word Construction)
- Unit 8 All vowel teams (Auditory Recognition)
- Unit 9 All vowel teams (Sentence Completion)
- Unit 10 All vowel teams (Sentence Completion)

★ start of second half

Level 8 (Mid-End Grade 1 Skills)

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.



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.

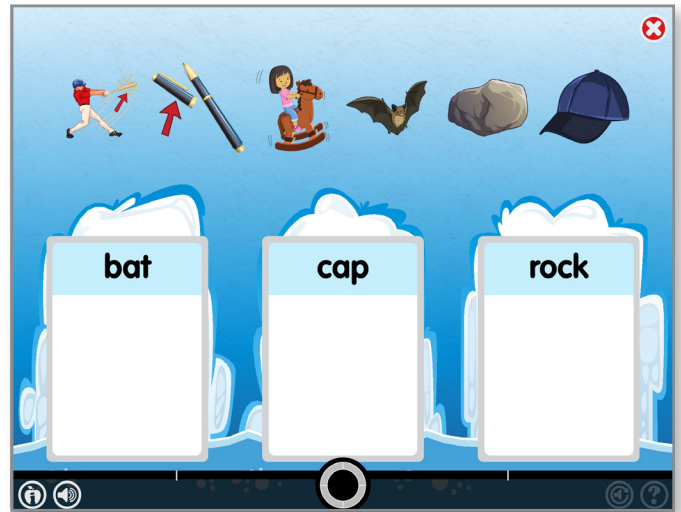
- | | |
|---|---|
| Unit 1 Open and closed syllables (Visual Sort) | ★ Unit 9 Closed and Silent e syllable words (e.g., reptile) (Single Word Construction) |
| Unit 2 Compound words (Single Word Construction) | Unit 10 Closed and Silent e syllable words (Sentence Completion) |
| Unit 3 Compound words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



Level 8 (Mid-End Grade 1 Skills)

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.



Task

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

Unit 1 bat, pen, kid

Unit 2 lap, top, fan

Unit 3 cast, bug, tip

Unit 4 cap, rock, leg

★ **Unit 5** ship, date, clip

Unit 6 shed, trip, snap

Unit 7 note, safe, wave

Unit 8 trunk, stick, shake



Level 8 (Mid-End Grade 1 Skills)

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.



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 2 Frogs (I)
- Unit 3 Kim's Flip Flops (N)
- Unit 4 Trips on a Ship (I)
- Unit 5 Sam Goes to Camp (N)
- Unit 6 The Fast Ride (I)

- ★ Unit 7 Skip and His Dog Spot (N)
- Unit 8 Plugs (I)
- Unit 9 Brad in the Crib (N)
- Unit 10 Plums (I)
- Unit 11 Fran's Big Test (N)
- Unit 12 A Run on a Track (I)

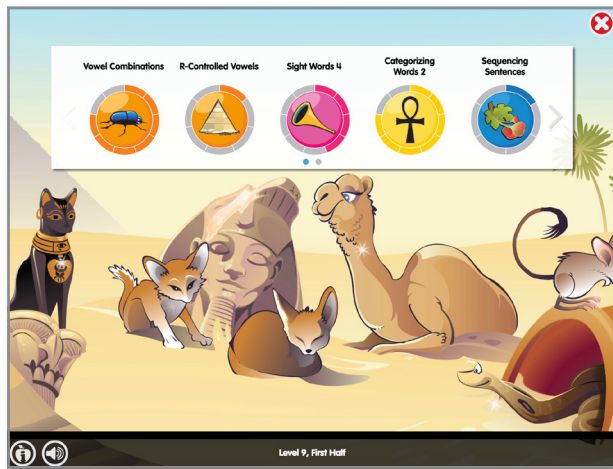
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 9 (End Grade 1 Skills)

The Egyptian Desert



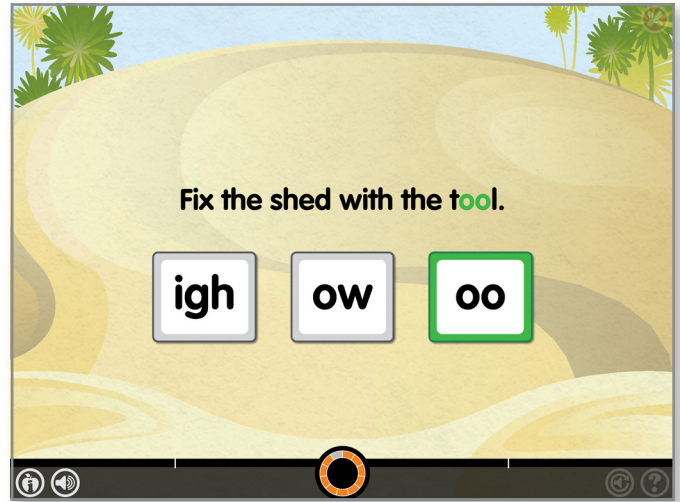
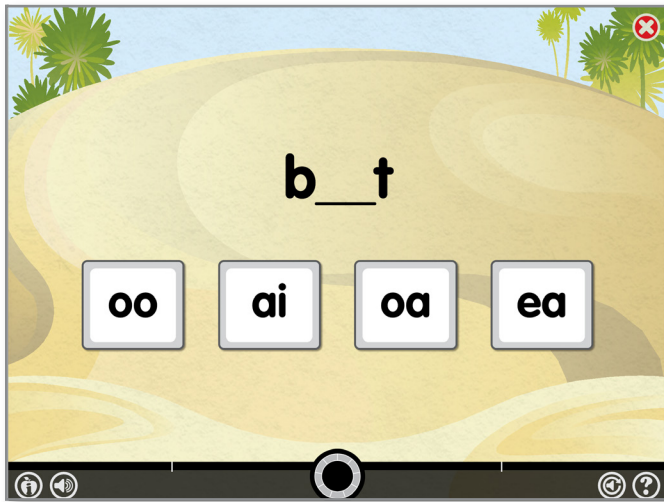
Level 9—Activity Menu

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 main idea questions. Units: 12

Level 9 (End Grade 1 Skills)

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 2 ay, oe, ee, ie (Auditory Recognition)

Unit 3 oo, oa, ee/ea, ai (Sentence Completion)

Unit 4 ow, oo, ea/ee, ai/ay (Word Construction)

Unit 5 ow, oo, ea/ee, oa, ai (Auditory Recognition)

Unit 6 ow, oo, oa, ai (Sentence Completion)

Unit 7 oo, ow, oy/oi (Word Construction)

Unit 8 oo, ow, oy/oi (Auditory Recognition)

Unit 9 oo, ow, oy/oi (Sentence Completion)

★ **Unit 10** ou, igh, ea as /e/ (Word Construction)

Unit 11 ou, igh, ea as /e/ (Auditory Recognition)

Unit 12 ou, igh, ea as /e/ (Sentence Completion)

Unit 13 ie, ue, eigh (Word Construction)

Unit 14 ie, ue, eigh (Auditory Recognition)

Unit 15 ie, ue, eigh (Sentence Completion)

Unit 16 ew, aw, au, ow (Word Construction)

Unit 17 ew, aw, au, ow (Auditory Recognition)

Unit 18 ew, aw, ow (Sentence Completion)

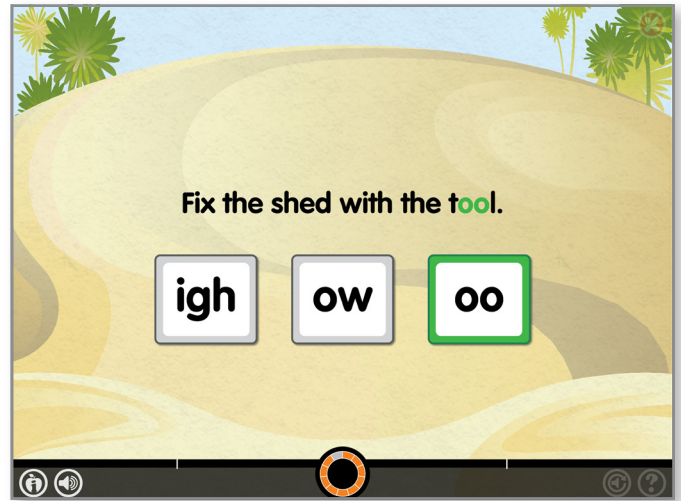
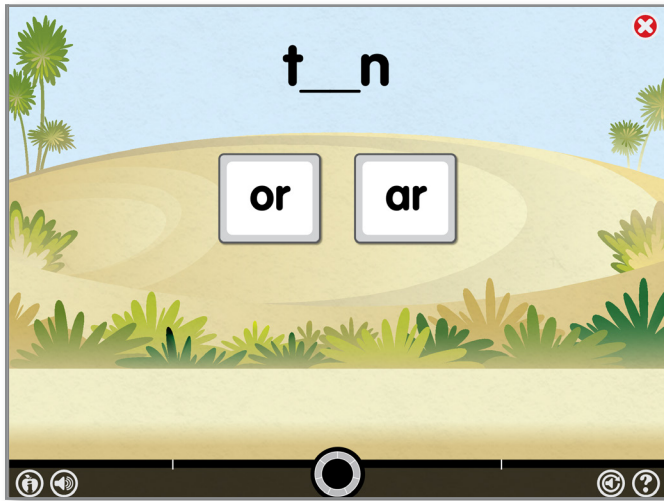
Unit 19 Review (Sentence Completion)

Unit 20 Review (Sentence Completion)

Level 9 (End Grade 1 Skills)

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 2 ar, or (Auditory Recognition)

Unit 3 er, ir, ur (Word Construction)

Unit 4 er, ir, ur (Auditory Recognition)

Unit 5 ar, or, er, ir, ur (Word Construction)

Unit 6 ar, or, er, ir, ur (Auditory Recognition)

Unit 7 ar, or, er, ir, ur (Sentence Completion)

★ **Unit 8** ar, or, er, ir, ur (Word Construction)

Unit 9 ar, or, er, ir, ur (Auditory Recognition)

Unit 10 ar, or, er, ir, ur (Sentence Completion)

Unit 11 ar, or, er, ir, ur (Word Construction)

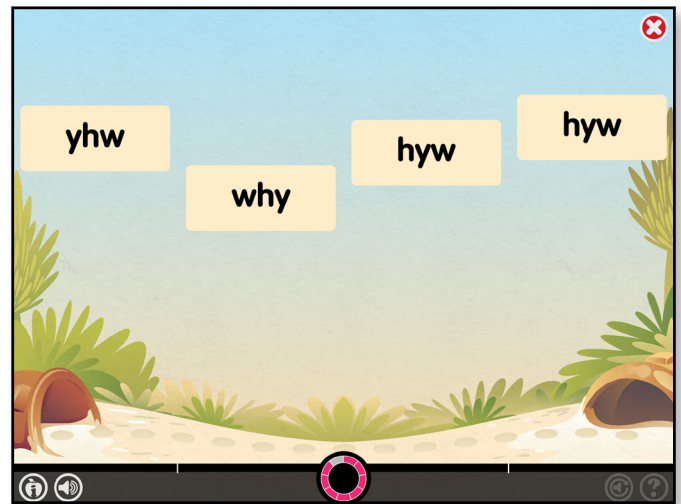
Unit 12 ar, or, er, ir, ur (Auditory Recognition)

Unit 13 ar, or, er, ir, ur (Sentence Completion)

**Level 9** (End Grade 1 Skills)

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.

Phrases/Sentences Task

A picture and a phrase display. The student hears the phrase and then selects the sight word that completes the phrase 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.

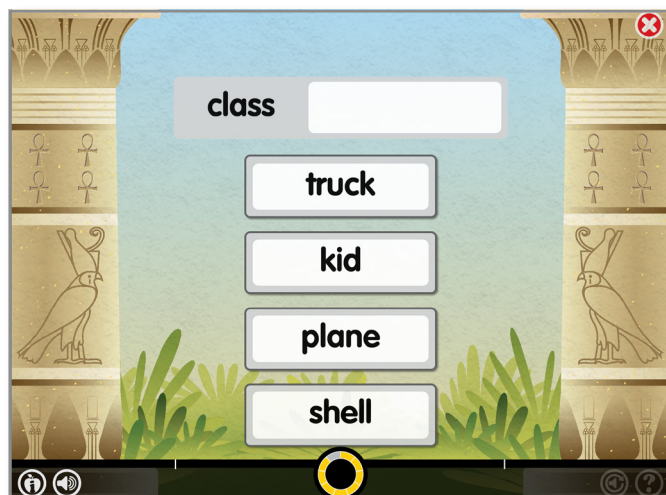
Unit 1 does, says, your, why, many (Recognition)**Unit 2** does, says, your, why, many (Construction)**Unit 3** does, says, your, why, many (Phrases)**Unit 4** does, says, your, why, many (Automaticity)**Unit 5** goes, very, been, always, first (Recognition)**Unit 6** goes, very, been, always, first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



Level 9 (End Grade 1 Skills)

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.

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 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)

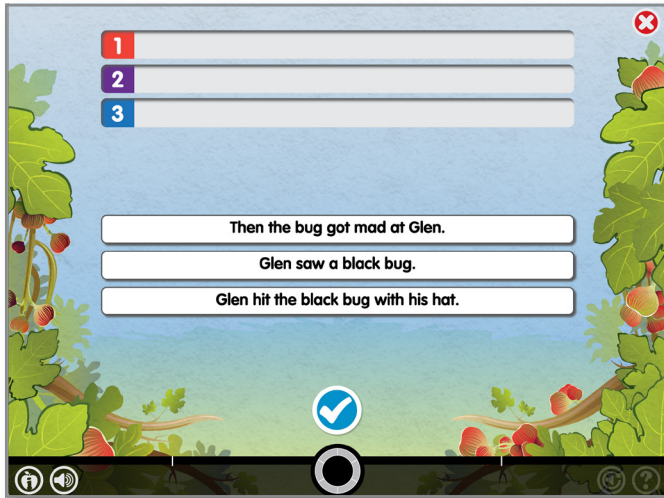
- ★ Unit 10 Living Things/Home (Categorizing)
- Unit 11 School/Beach (Categorizing)
- Unit 12 Clothes/Travel (Categorizing)
- Unit 13 Travel/Beach (Categorizing)
- Unit 14 Home/Living Things (Categorizing)
- Unit 15 Clothes/School (Categorizing)
- Unit 16 Object to Characteristic (Associations)
- Unit 17 Object to Action (Associations)
- Unit 18 Whole to Part (Associations)



Level 9 (End Grade 1 Skills)

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.



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 2 Stan and the Slug (N)

Unit 3 Crabs (I)

Unit 4 Glen and Rex (N)

Unit 5 Fran's New Vest (N)

Unit 6 Brad Plays Ball (N)

★ **Unit 7** Set Up a Tent (I)

Unit 8 Kim and Ann (N)

Unit 9 Skip and the Truck (N)

Unit 10 Get Strong (I)

Unit 11 Fish (I)

Unit 12 Get Logs (I)

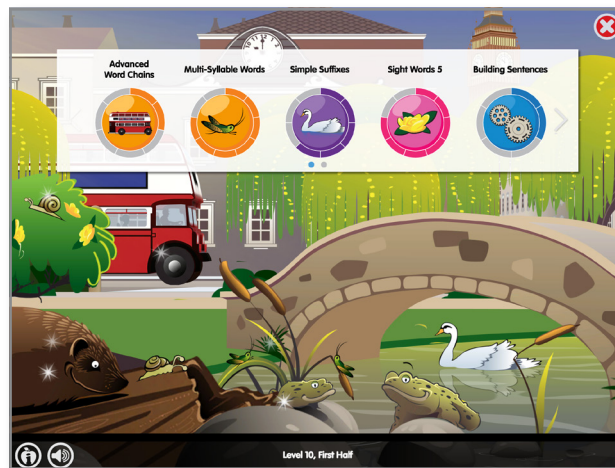
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 10 (Beginning Grade 2 Skills)

An English Garden



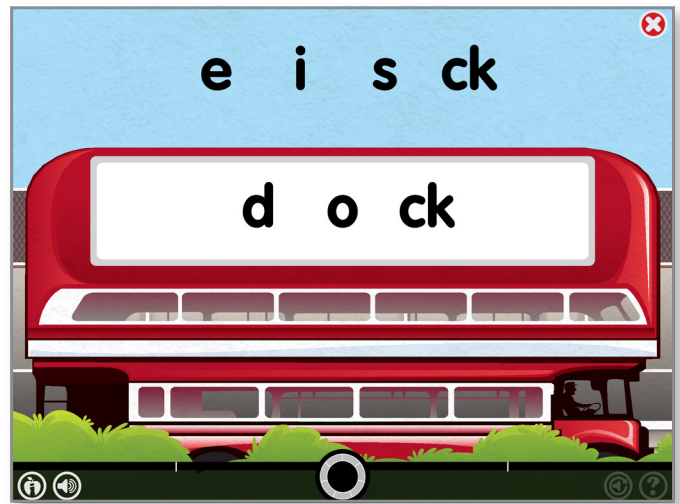
Level 10–Activity Menu

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: 19
 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 Sequence words within sentences to create a narrative or informational text and demonstrate comprehension by answering detail and mainly about or main idea questions. Units: 12

Level 10 (Beg Grade 2 Skills)

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.



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)

Level 10 (Beg Grade 2 Skills)

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.



Visual Sort Task

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

Single Word Construction Task

The student hears a two-syllable word and selects from eight syllable choices to construct the word.

Sentence Construction Task

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

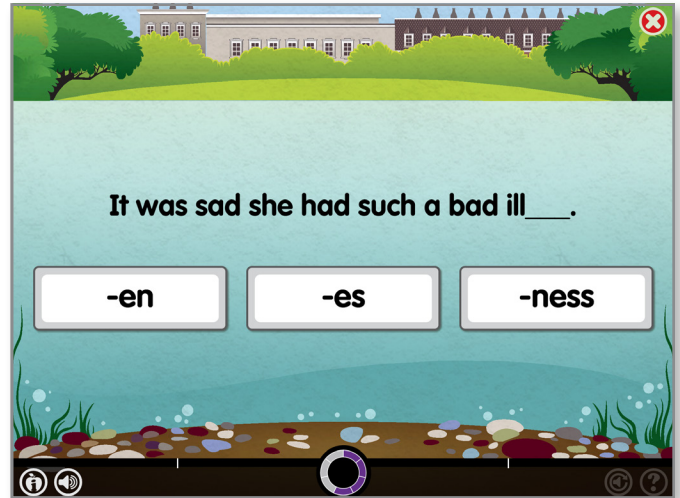
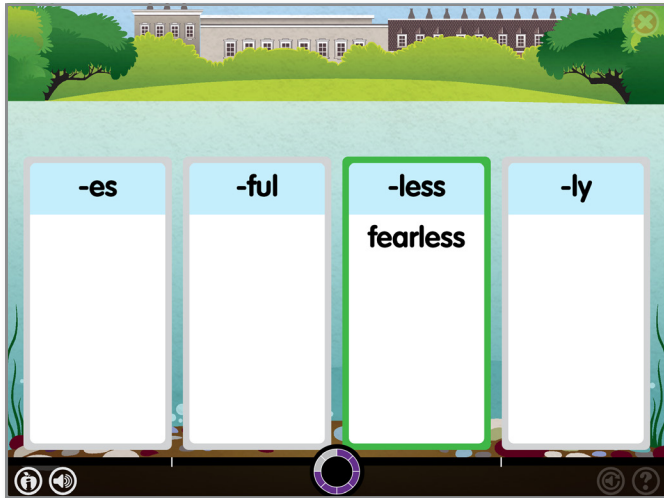
- | | | | |
|------------------|---|----------------|---|
| Unit 1 | Open, closed (Visual Sort) | Unit 11 | Open, closed, vowel combo (Single Word Construction) |
| Unit 2 | Open, closed (Single Word Construction) | Unit 12 | Open, closed, vowel combo (Sentence Construction) |
| Unit 3 | Compound words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



Level 10 (Beg Grade 2 Skills)

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 2 s, ing, ed (Auditory Recognition)

Unit 3 er, est, y (Visual Sort)

Unit 4 er, est, y (Auditory Recognition)

Unit 5 Review Units 1-4 (Sentence Completion)

Unit 6 es, ful, less, ly (Visual Sort)

Unit 7 es, ful, less, ly (Auditory Recognition)

Unit 8 Review Units 1-7 (Sentence Completion)

★ **Unit 9** ment, ness, ish, en (Visual Sort)

Unit 10 ment, ness, ish, en (Auditory Recognition)

Unit 11 y, ly, es, s (Visual Sort)

Unit 12 y, ly, es, s (Auditory Recognition)

Unit 13 Review Units 9-12 (Sentence Completion)

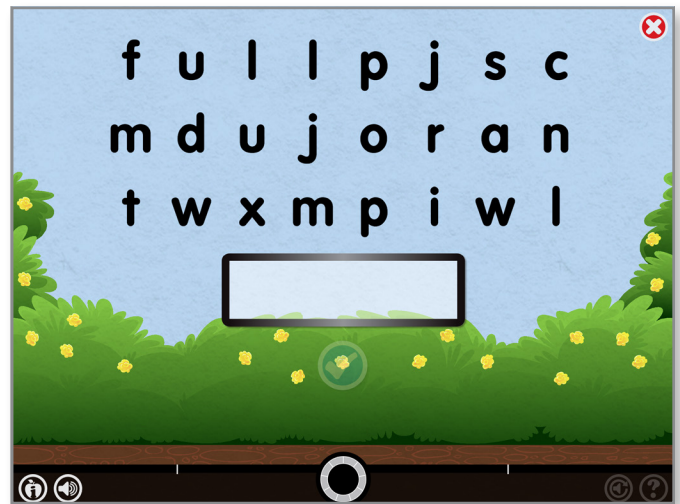
Unit 14 Review All (Sentence Completion)

Unit 15 Three Sounds of -ed: /t/, /d/, /ed/ (Auditory Recognition)

**Level 10** (Beg Grade 2 Skills)

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.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student reads 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.

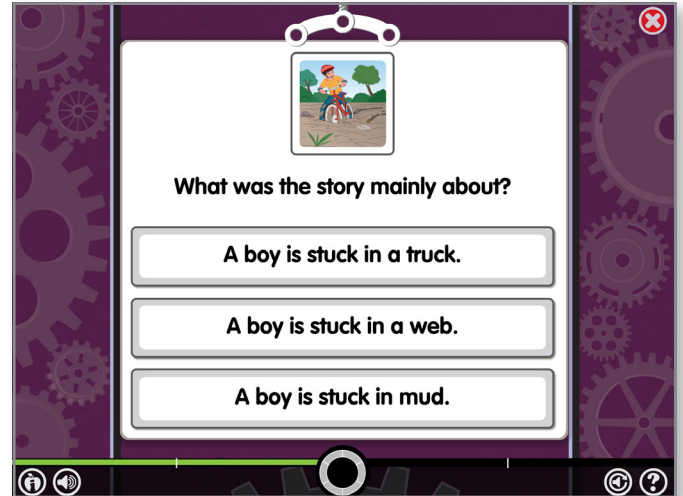
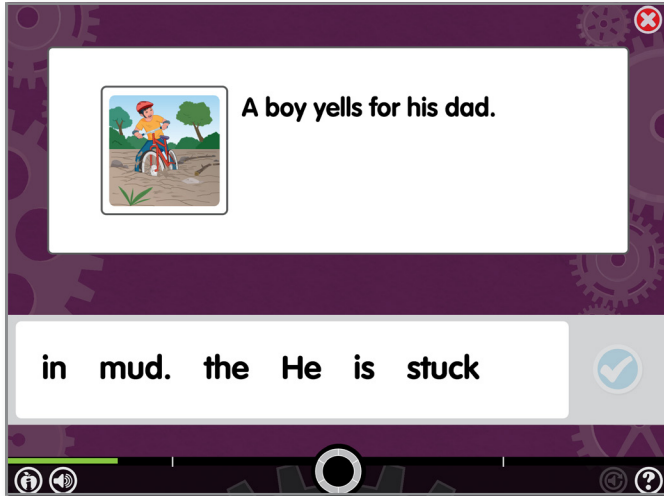
Unit 1 full, try, own, done, laugh (Recognition)**Unit 2** full, try, own, done, laugh (Construction)**Unit 3** full, try, own, done, laugh (Phrases)**Unit 4** full, try, own, done, laugh (Automaticity)**Unit 5** light, hurt, grow, seven, want (Recognition)**Unit 6** light, hurt, grow, seven, want (Construction)**Unit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



Level 10 (Beg Grade 2 Skills)

Building Sentences

The goal of this activity is for students to build an awareness of sentence structure as they sequence words within sentences to create a narrative or informational text. Additionally, students demonstrate comprehension of the completed story by answering detail and mainly-about or main-idea questions.



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 A Leaky Bath (N)

Unit 5 Cats Have Fur (I)

Unit 6 The Sun Can Burn (I)

★ **Unit 7** A Boy in the Mud (N)

Unit 8 The Sailboat (I)

Unit 9 Corn from the Farm (I)

Unit 10 A Boy and His Bike (N)

Unit 11 A Team and Their Coach (N)

Unit 12 Washing the Car (I)

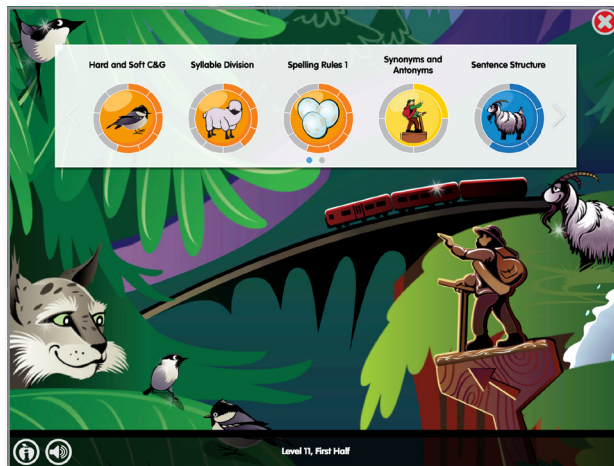
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 11 (Mid Grade 2 Skills)

The Swiss Alps



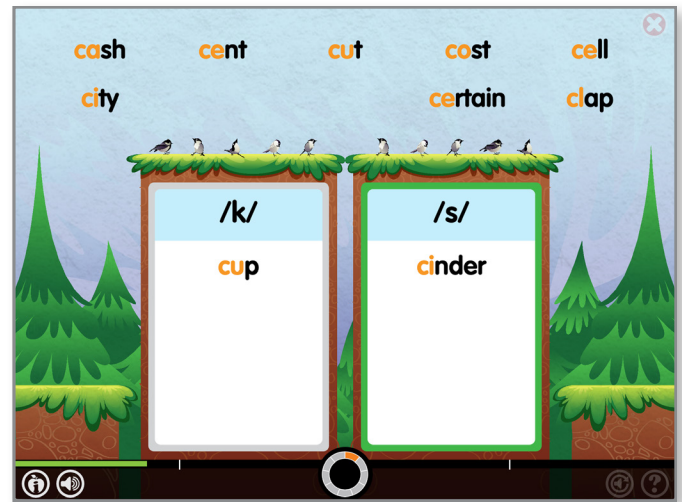
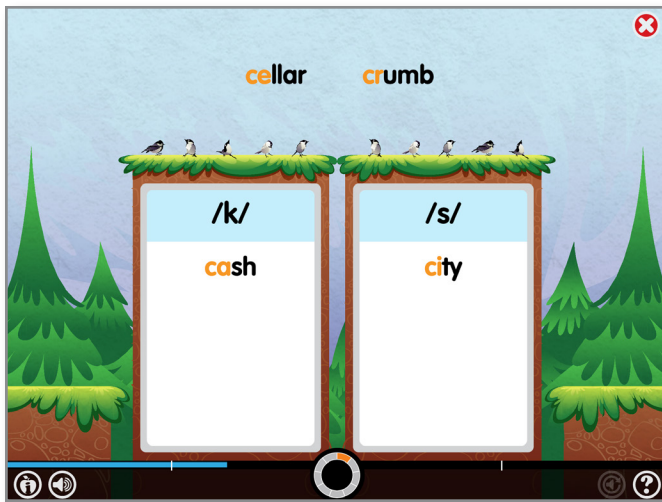
Level 11–Activity Menu

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	Sentence Structure Demonstrate understanding of sentence structure to aid comprehension. Units: 10

Level 11 (Mid Grade 2 Skills)

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

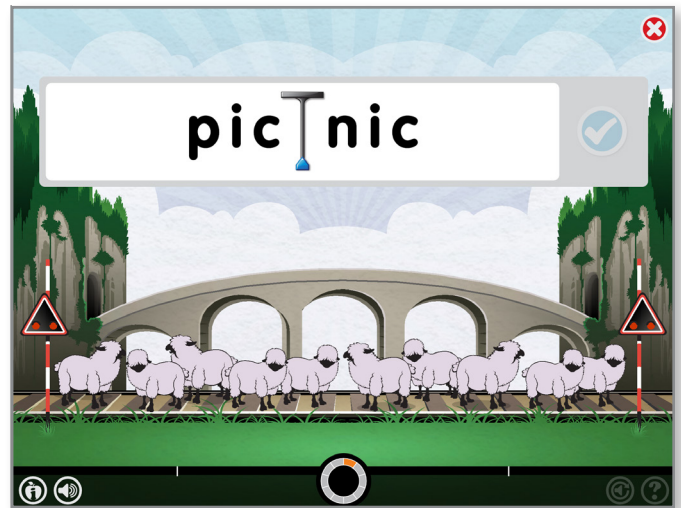
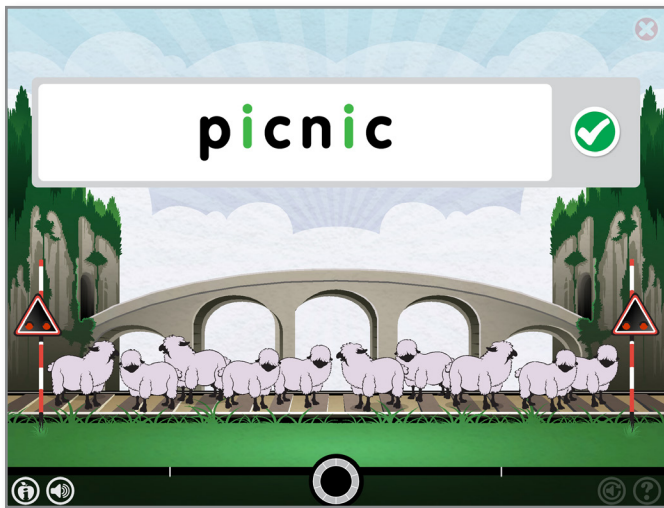
Six words display, and the student selects the word that they hear.

- | | |
|--|--|
| 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) | |

Level 11 (Mid Grade 2 Skills)

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

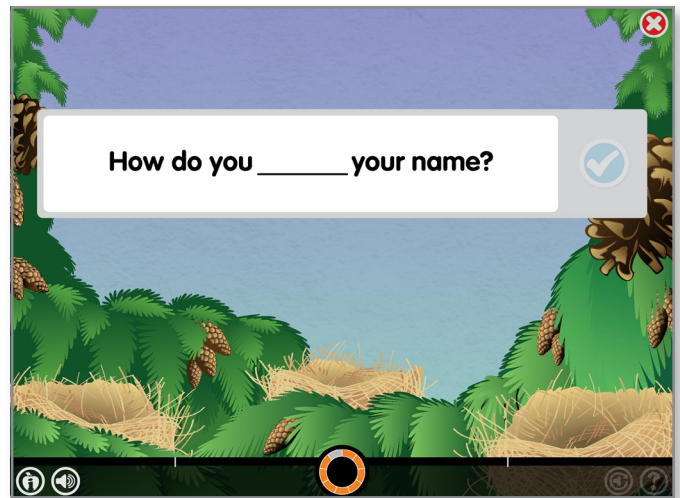
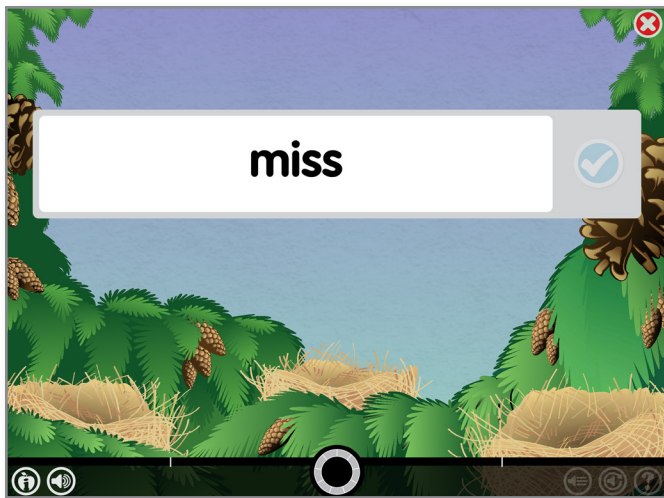
The student sees a word and divides it into syllables.

- ★ **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)

Level 11 (Mid Grade 2 Skills)

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.

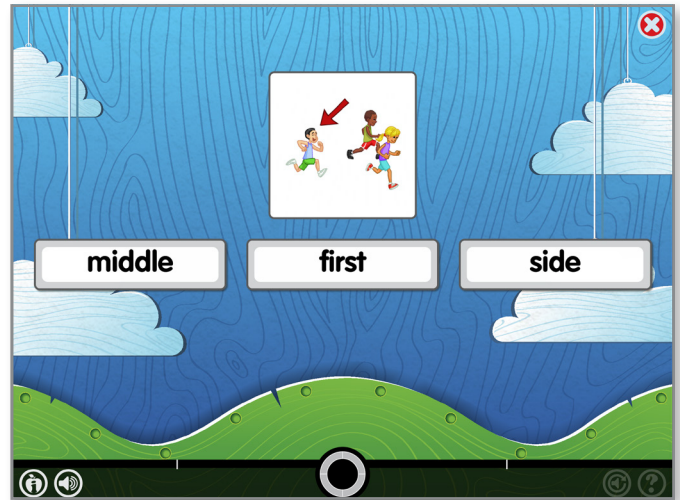
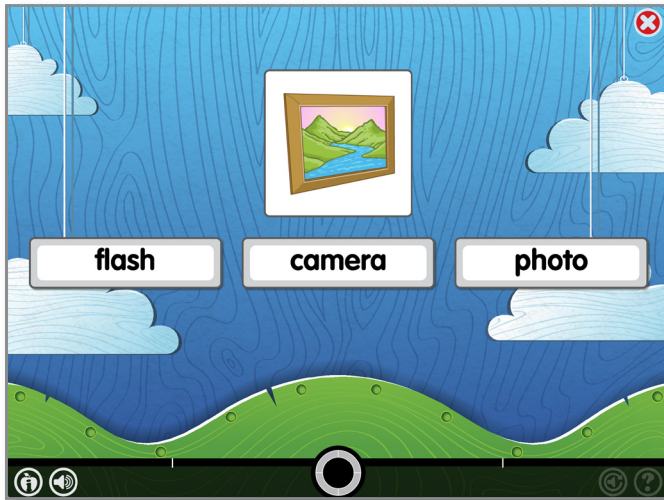
- ★ **Unit 10** ck (e.g., duck) (Spelling Dictated Words)
- Unit 11** tch (e.g., ditch) (Spelling Dictated Words)
- Unit 12** dge (e.g., lodge) (Spelling Dictated Words)
- Unit 13** ck, tch, dge (Spelling Dictated Words)
- Unit 14** ck, tch, dge (Spelling Dictated Words)
- Unit 15** ck, tch, dge (Spelling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



Level 11 (Mid Grade 2 Skills)

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.



Task

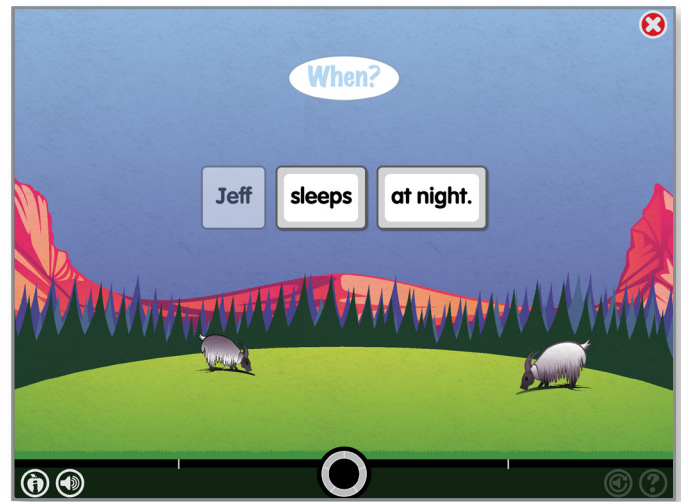
The student sees a picture and hears the name of the picture. Three words display, and the student selects the word that is the synonym or the antonym for the named picture.

- 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)

**Level 11** (Mid Grade 2 Skills)

Sentence Structure

The goal of this activity is for students to build their awareness of sentence structure to aid in text comprehension. Students choose the part of a sentence that answers a *who*, *what*, *where*, *when*, *why*, or *how* question.



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 1** Identifying Subject and Predicate Phrases
- Unit 2** Identifying Subject and Predicate Phrases
- Unit 3** Identifying Subject, Predicate, and Interrogative Pronoun (*where*)
- Unit 4** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*)
- Unit 5** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*)
- ★ **Unit 6** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*)
- Unit 7** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*, *why*)
- Unit 8** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*, *why*)
- Unit 9** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*, *why*)
- Unit 10** Identifying Subject, Predicate, and Interrogative Pronouns (*where*, *how*, *when*, *why*)

Level 12 (End Grade 2 Skills)

A Russian Circus



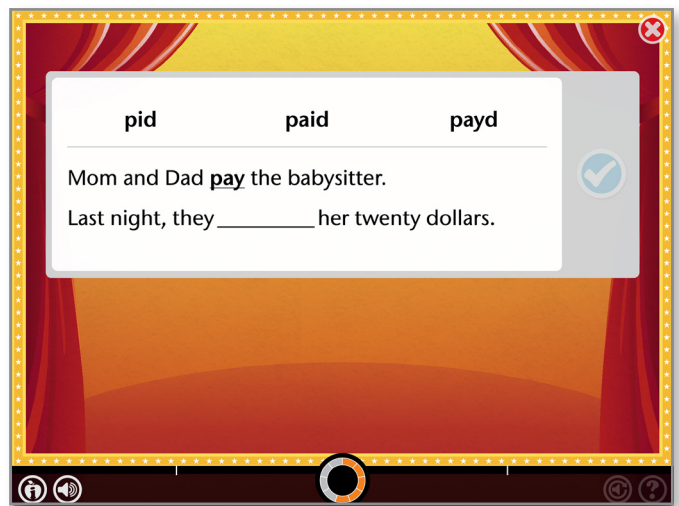
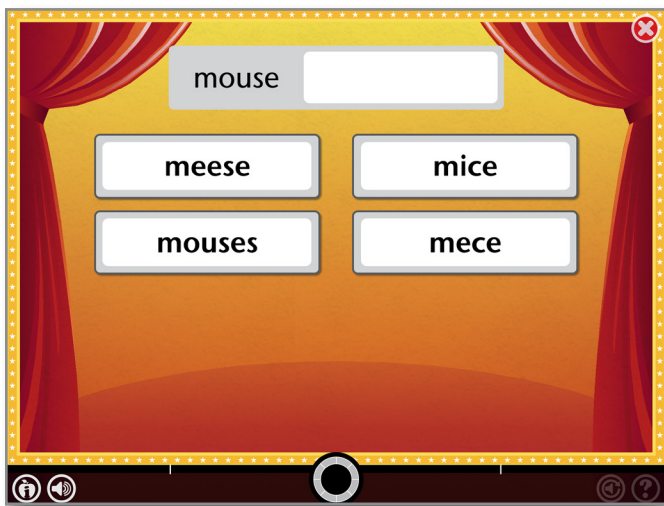
Level 12–Activity Menu

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: 300–450
 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: 420–610

Level 12 (End Grade 2 Skills)

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.

- Unit 1 Irregular plural nouns (Identifying)
- Unit 2 Irregular plural nouns (Identifying)
- Unit 3 Irregular plural nouns (Identifying)
- Unit 4 Irregular plural nouns (Sentence Completion)
- Unit 5 Irregular plural nouns (Sentence Completion)
- Unit 6 Irregular past tense verbs (Identifying)
- Unit 7 Irregular past tense verbs (Identifying)
- Unit 8 Irregular past tense verbs (Sentence Completion)

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.

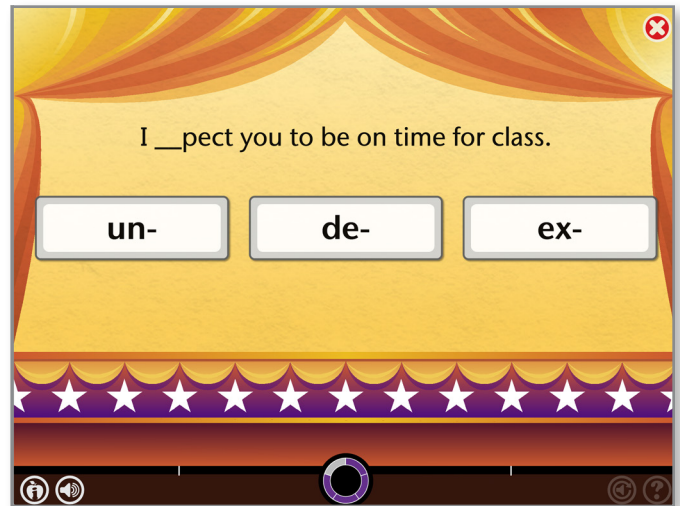
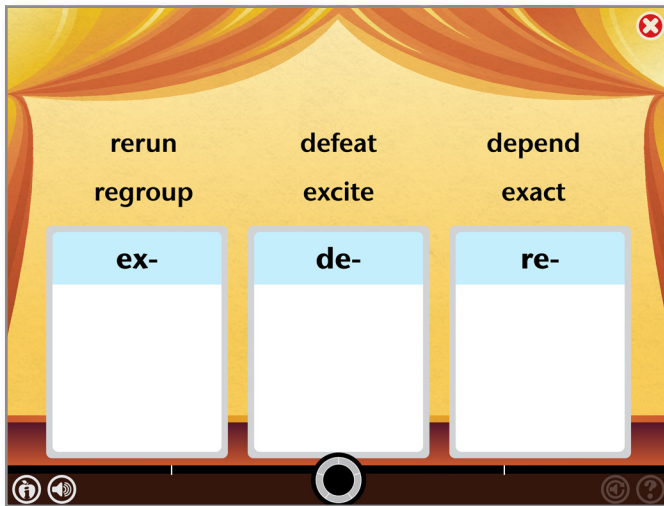
- ★ Unit 9 Irregular past tense verbs (Identifying)
- Unit 10 Irregular past tense verbs (Identifying)
- Unit 11 Irregular past tense verbs (Sentence Completion)
- Unit 12 Irregular past tense verbs (Identifying)
- Unit 13 Irregular past tense verbs (Identifying)
- Unit 14 Irregular past tense verbs (Sentence Completion)
- Unit 15 Irregular past tense verbs (Identifying)
- Unit 16 Irregular past tense verbs (Identifying)
- Unit 17 Irregular past tense verbs (Sentence Completion)



Level 12 (End Grade 2 Skills)

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.



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 2 ex, de, re (Auditory Recognition)

Unit 3 un, non, in, con (Visual Sort)

Unit 4 un, non, in, con (Auditory Recognition)

Unit 5 Review Units 1-4 (Sentence Completion)

★ **Unit 6** dis, mis, pre, pro (Visual Sort)

Unit 7 dis, mis, pre, pro (Auditory Recognition)

Unit 8 sub, ob, ad, ab (Visual Sort)

Unit 9 sub, ob, ad, ab (Auditory Recognition)

Unit 10 Review (Sentence Completion)

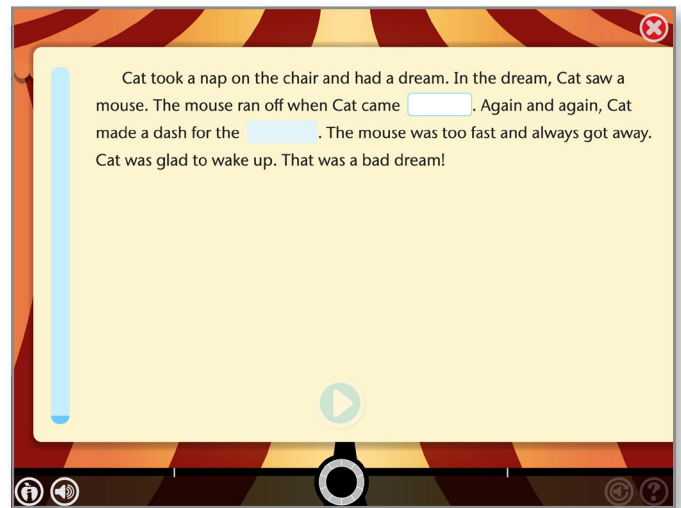


Level 12 (End Grade 2 Skills)

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: 300–450



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 > Resource Materials.

Unit 1 Cat and Mouse Dream (N)

Unit 2 Swimming at the Lake (N)

Unit 3 Zane's New Sled (N)

Unit 4 The Frog's New Home (N)

Unit 5 Sam Bakes a Cake (N)

Unit 6 Kay and Dad at the Beach (N)

Unit 7 Cat Plays Chase (N)

Unit 8 Fox and Crow (N)

Unit 9 Pet Tricks (N)

Unit 10 Life on Gray Street (N)

★ **Unit 11** Eve Makes a Mask (N)

Unit 12 Roy's Big Race (N)

Unit 13 Frog and His Boat (N)

Unit 14 Mixed Up Liz (N)

Unit 15 Russ and Ben Go Camping (N)

Unit 16 Mac Makes a Mess (N)

Unit 17 Liz Meets a Friend (N)

Unit 18 A Card for Chang (N)

Unit 19 A Trip to the Farm (N)

Unit 20 Friends at the Park (N)

(I) - Informational Text

(N) - Narrative Text

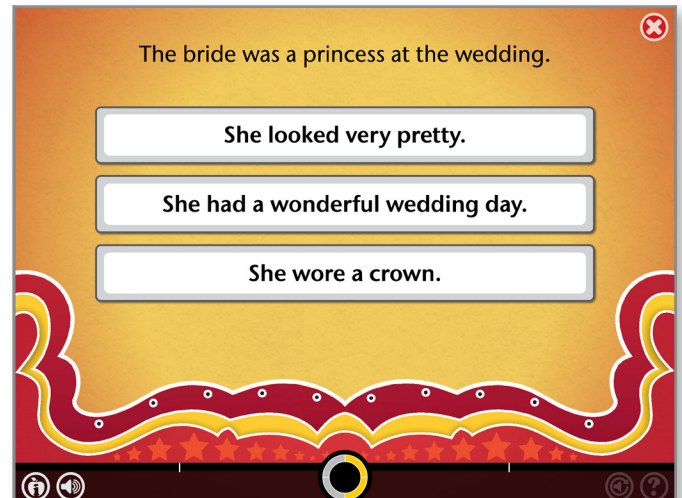
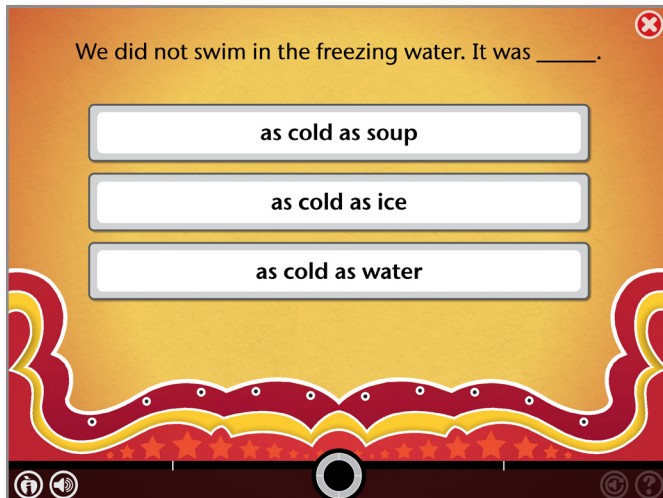
★ start of second half



Level 12 (End Grade 2 Skills)

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.



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.")

**Level 12** (End Grade 2 Skills)

Passage Comprehension 1

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author’s perspective.

Lexile® Range: 420–610

Sam Gets a New Book

Sam hops on his bike. He rides his bike to the bookstore. When Sam gets to the bookstore, he leans his bike on the pole. He then grabs a chain from his bag. Then he locks the bike to the pole.

In the store, Sam asks the store clerk for a book on bikes. The store clerk shows him two books. Sam takes one book and pays the clerk. He slips the

Task

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

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 > Resource Materials.

Unit 1 Mixed Up Bear (N)**Unit 2** A Trip to the Beach (N)**Unit 3** The Helpful Cat (N)**Unit 4** The Bike Ride (N)**Unit 5** The Fox and the Crow (N)**Unit 6** The Girl and the Bird (N)**Unit 7** Mystery at the Dog Shelter (N)**Unit 8** Hide and Seek (N)**Unit 9** Liberty in New York Harbor (I)**Unit 10** A Dog’s Mistake (N)★ **Unit 11** A Day at the Park (N)**Unit 12** The Crab and the Fox (N)**Unit 13** The House on Pine Road (N)**Unit 14** Becoming a Frog (I)**Unit 15** A Very Unusual Family (N)**Unit 16** Team Work (N)**Unit 17** What Do You Mean? (I)**Unit 18** You Are a Hero, Jessica Watson! (I)**Unit 19** The Camping Trip (N)**Unit 20** Pip Learns to Fly (N)

(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 13 (Beginning Grade 3 Skills)

The Indian Rainforest



Level 13–Activity Menu

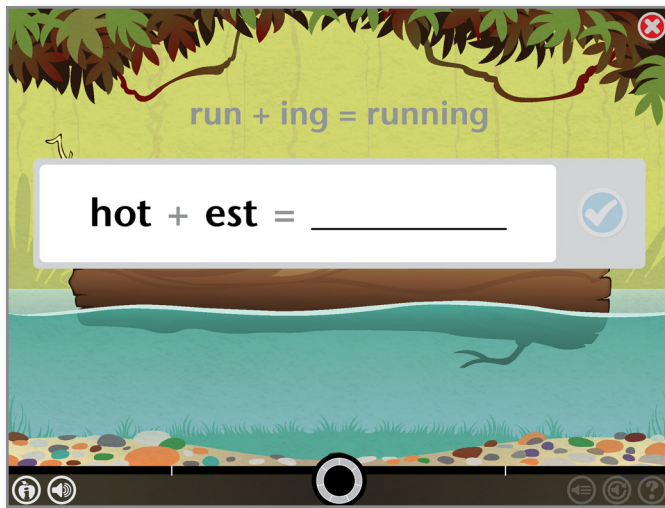
Area	Activity
 Automaticity Warm-up	Irregular Plurals and Suffixes (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Spelling Rules 2 Demonstrate knowledge of common spelling rules used when adding suffixes to base words. Units: 13
 Structural Analysis	Latin Suffixes 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: 390–670
 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: 16 Lexile® Range: 530–770



Level 13 (Beg Grade 3 Skills)

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.



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 1 Doubling rule (Constructing Words)

Unit 2 Doubling rule (Constructing Words)

Unit 3 Doubling rule (Spelling Dictated 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** Drop e rule (Constructing Words)

Unit 9 Drop e rule (Spelling Dictated Words)

Unit 10 Drop e rule (Constructing Words)

Unit 11 Drop e rule (Spelling Dictated Words)

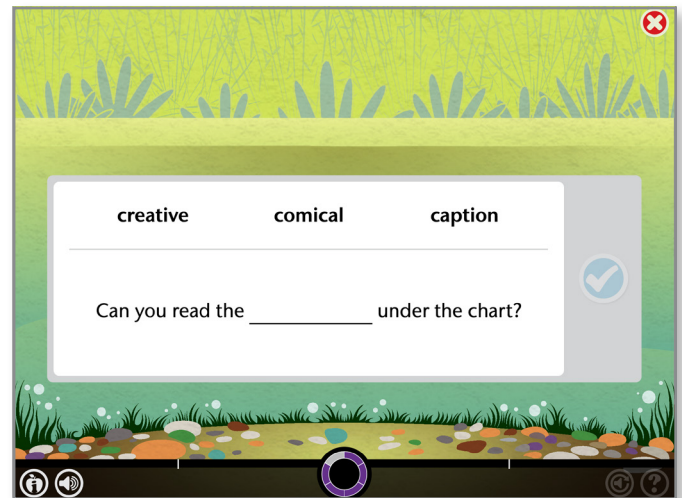
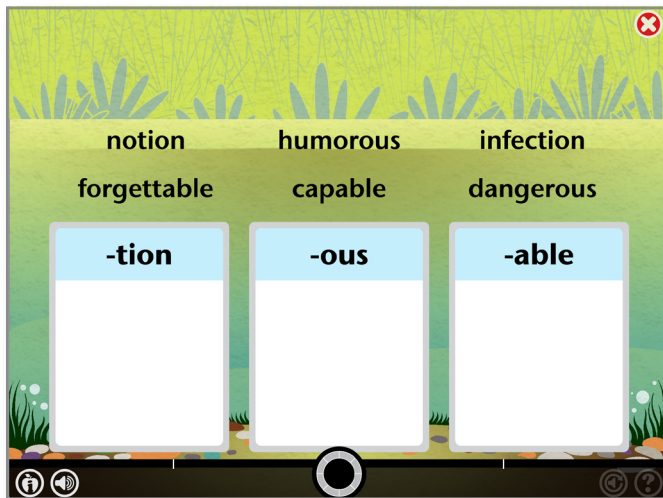
Unit 12 Doubling and Drop e rule (Spelling Dictated Words)

Unit 13 Doubling and Drop e rule (Spelling Dictated Words)

**Level 13** (Beg Grade 3 Skills)

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 2 able, tion, ous (Auditory Recognition)

Unit 3 ture, al, ive (Visual Sort)

Unit 4 ture, al, ive (Auditory Recognition)

Unit 5 Review (Sentence Completion)

Unit 6 ty, ize, age (Visual Sort)

Unit 7 ty, ize, age (Auditory Recognition)

Unit 8 Review (Sentence Completion)

★ **Unit 9** ent, ance, sion (Visual Sort)

Unit 10 ent, ance, sion (Auditory Recognition)

Unit 11 Review (Sentence Completion)

Unit 12 ence, ant, ible (Visual Sort)

Unit 13 ence, ant, ible (Auditory Recognition)

Unit 14 Review (Sentence Completion)

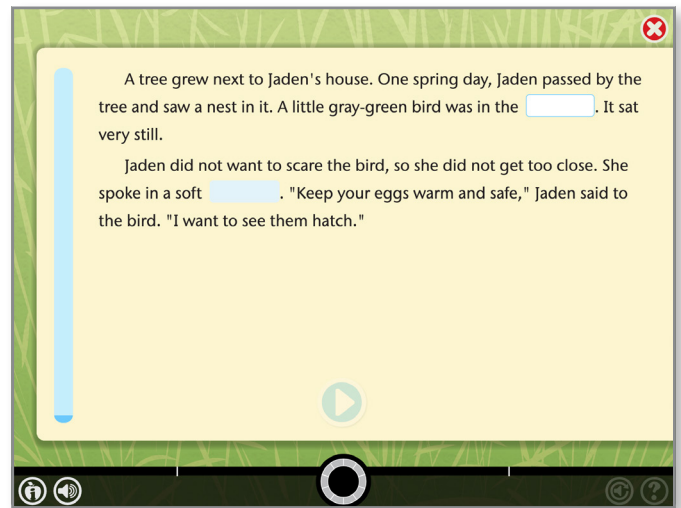


Level 13 (Beg Grade 3 Skills)

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: 390–670



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 > Resource Materials.

Unit 1 Jaden and the Bird Nest (N)

Unit 2 Mike's Big Move (N)

Unit 3 A Guessing Game (N)

Unit 4 Making Craft Projects (I)

Unit 5 The Rules of Tennis (I)

Unit 6 All About Glass Snakes (I)

Unit 7 Your Teeth (I)

Unit 8 Marta and Sam Play in the Snow (N)

Unit 9 Keesha Gets the Flu (N)

Unit 10 A Clumsy Friend (N)

★ **Unit 11** The Best Birthday Gift (N)

Unit 12 New Year's Eve (N)

Unit 13 Turtle's Travels (N)

Unit 14 Mammals that Fly (I)

Unit 15 A Budgie: The Perfect Pet (I)

Unit 16 Lighthouse Facts (I)

Unit 17 Carmen Tries to Take a Nap (N)

Unit 18 Wild Animal Advice (I)

Unit 19 Yoko's Lost Phone (N)

Unit 20 Cave Paintings (I)

(I) - Informational Text

(N) - Narrative Text

★ start of second half



Level 13 (Beg Grade 3 Skills)

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.

Jan got cold feet and would not sky dive.

She became too afraid to jump.

Her toes began to tingle.

The rain is coming down hard like it's...

on thin ice

catching Zs

raining cats and dogs

Idioms Meanings Task

The idiom is presented in isolation and in context. The student selects the meaning of the idiom from three choices.

Review Task

An unfinished sentence is presented. The student chooses the idiom that best completes the sentence from three choices.

- Unit 1** cold feet, tied up, spill the beans, catch Zs, down in the dumps (Idioms Meanings)
- Unit 2** wrong side of bed, have a ball, in hot water, off the hook, under the weather (Idioms Meanings)
- Unit 3** saved by the bell, on thin ice, down to earth, chicken out, break a leg (Idioms Meanings)
- Unit 4** hit the sack, top of the world, pull your leg, pins and needles, all in same boat (Idioms Meanings)
- Unit 5** Review Units 1-4 (Review)
- ★ **Unit 6** hold your horses, cloud nine, in a pickle, have a heart of gold, to be fishy (Idioms Meanings)
- Unit 7** stay on your toes, caught red-handed, stick out like a sore thumb, sleep on it, all ears (Idioms Meanings)
- Unit 8** hit the nail on the head, get a kick out of it, last straw, start from scratch (Idioms Meanings)
- Unit 9** run out of steam, let the cat out of the bag, hit the spot, hang on, twist someone's arm (Idioms Meanings)
- Unit 10** Review Units 5-9 (Review)



Level 13 (Beg Grade 3 Skills)

Passage Comprehension 2

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author's perspective.

Lexile® Range: 530-770

Termites

Some insects live together in a kind of insect city. Insects such as ants and bees live like this. Termites do, too. Termites have strange eating habits. They like to eat wood and also eat plastic. They eat a huge amount of food every day. Termites often live underground. They travel through tunnels to get around. When their termite city gets too crowded, they throw wings and fly off. They set up a

Task

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

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 > Resource Materials.

Unit 1 A Sweet Invention (I)

Unit 2 Play a Party Game (I)

Unit 3 The Great Idea (N)

Unit 4 The Fishing Trip (N)

Unit 5 A Record Jump (I)

Unit 6 A Snail Story (N)

Unit 7 A Cave Full of Bats (I)

Unit 8 Let's Take a Vote (N)

★ **Unit 9** The Ant and the Dove (N)

Unit 10 What Happened to the Giant Kangaroo? (I)

Unit 11 First Snow (N)

Unit 12 The Unbelievable Bamboo (I)

Unit 13 The War Hero with Feathers (I)

Unit 14 The Clownfish's Poisonous Home (I)

Unit 15 Earth's Neighbor (I)

Unit 16 The Tricky Death Cap (I)

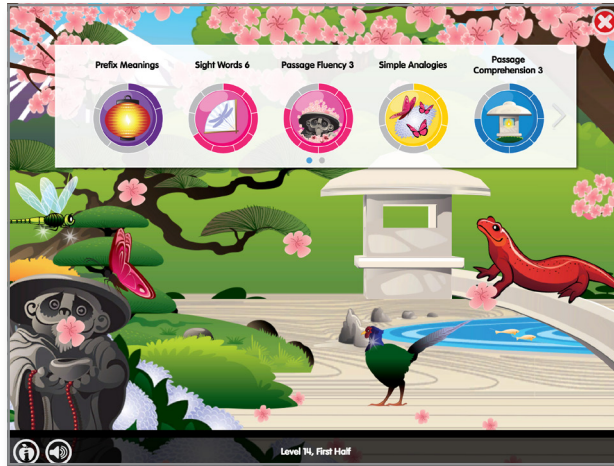
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 14 (End Grade 3 Skills)

A Japanese Garden



Level 14–Activity Menu

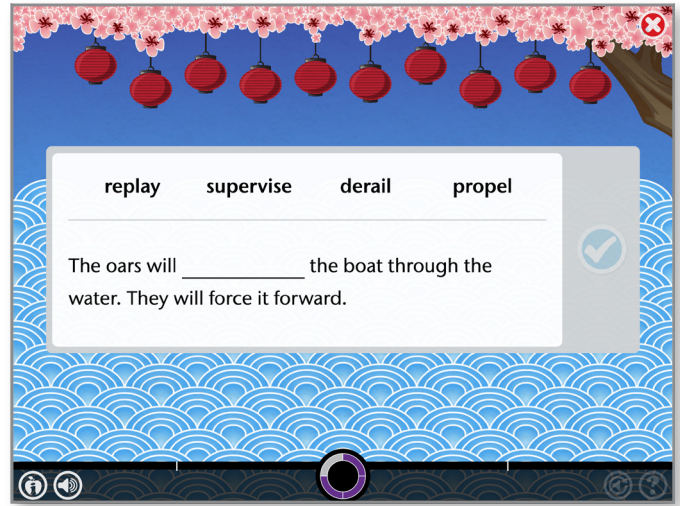
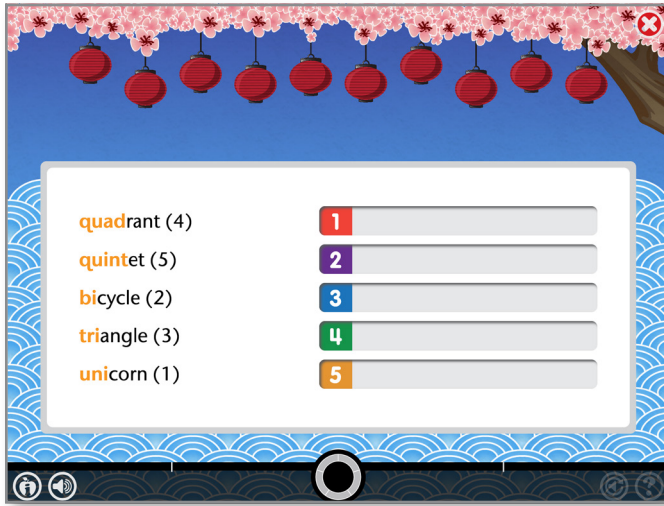
Area	Activity
 Automaticity Warm-up	Suffixes and Spelling Rules (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Prefix Meanings Demonstrate knowledge of meanings of common prefixes. Units: 9
 Fluency	Sight Words 6 Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
 Fluency	Passage Fluency 3 Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 600–740
 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: 16 Lexile® Range: 540–780



Level 14 (End Grade 3 Skills)

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 2 Numeral prefixes (Visual Sort)

Unit 3 semi, milli, multi, centi (Auditory Recognition)

Unit 4 un, non, in, dis (Auditory Recognition)

Unit 5 Review (Sentence Completion)

★ **Unit 6** con, pre, sub, re (Auditory Recognition)

Unit 7 mis, dis, ex/e, in (Auditory Recognition)

Unit 8 trans, pro, super, de (Auditory Recognition)

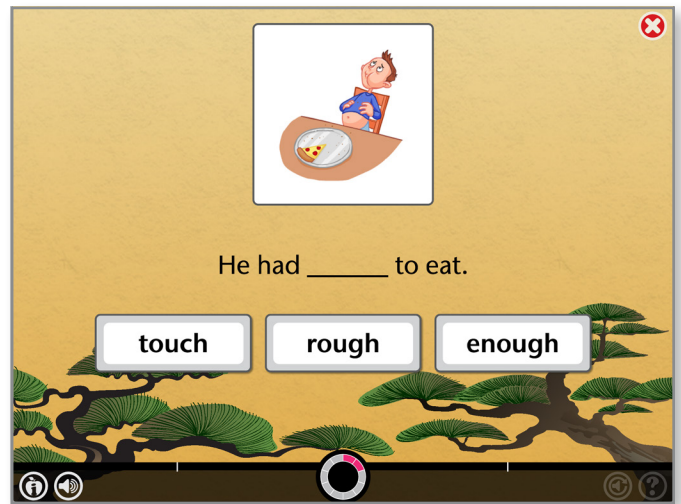
Unit 9 Review (Sentence Completion)



Level 14 (End Grade 3 Skills)

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.



Recognition Task

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

Construction Task

The student hears the word and then spells it.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student reads 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.

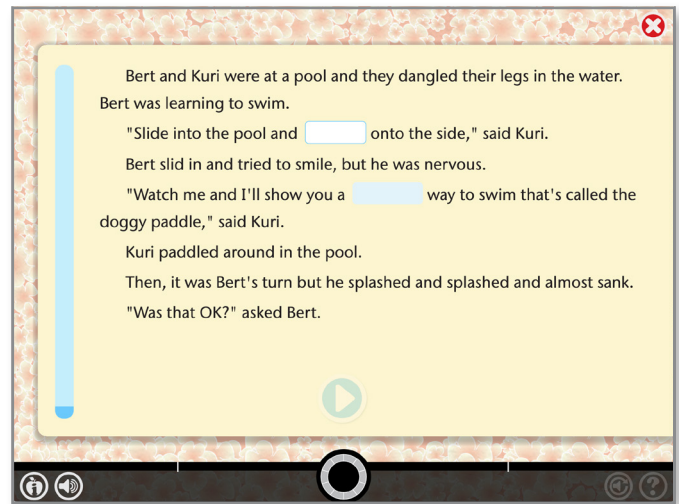
- Unit 1** gone, half, sure, busy, none (Recognition)
- Unit 2** gone, half, sure, busy, none (Construction)
- Unit 3** gone, half, sure, busy, none (Phrases)
- Unit 4** gone, half, sure, busy, none (Automaticity)
- Unit 5** should, above, carry, choose, ninth (Recognition)
- Unit 6** should, above, carry, choose, ninth (Construction)
- Unit 7** should, above, carry, choose, ninth (Phrases)
- 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 (Phrases)
- 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 (Phrases)
- Unit 17** tough, against, brought, sugar, almost (Automaticity)
- Unit 18** Review (Automaticity)
- Unit 19** Review (Automaticity)

**Level 14** (End Grade 3 Skills)

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: 600–740

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 > Resource Materials.

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



Level 14 (End Grade 3 Skills)

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 2 Antonyms (Recognizing Relationships)

Unit 3 Object to Feature (Identifying Related Words)

Unit 4 Object to Feature (Recognizing Relationships)

Unit 5 Part to Whole (Identifying Related Words)

Unit 6 Part to Whole (Recognizing Relationships)

Unit 7 Mixed relationships (Analogy Completion)

★ **Unit 8** Action to Object (Identifying Related Words)

Unit 9 Action to Object (Recognizing Relationships)

Unit 10 Object to Place (Identifying Related Words)

Unit 11 Object to Place (Recognizing Relationships)

Unit 12 Synonyms (Identifying Related Words)

Unit 13 Synonyms (Recognizing Relationships)

Unit 14 Mixed relationships (Analogy Completion)

**Level 14** (End Grade 3 Skills)

Passage Comprehension 3

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author's perspective.

Lexile® Range: 540–780

Nikki's New Shoes

Nikki had brand-new sneakers. They were bright white, and she loved looking at them. "I'm going to be so careful with these sneakers," Nikki said to Momma. "I won't get a **speck** of dirt on them."

"You can try," Momma said. "But you'll have to be very careful."

Outside, Nikki watched where she stepped on the sidewalk. Her head

Task

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

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 > Resource Materials.

Unit 1 The Donkey and the Salt: A Fable (N)**Unit 2** High, Higher, Highest (N)**Unit 3** Nikki's New Sneakers (N)**Unit 4** Louis Braille (I)**Unit 5** Gifts of Trees (N)**Unit 6** Your Own Rhythm Band (I)**Unit 7** Watching Clouds (I)**Unit 8** Seeds on the Move (I)★ **Unit 9** Pergrin and the Mermaid (N)**Unit 10** The Underground Army of Emperor Qin (I)**Unit 11** The Invasion (N)**Unit 12** The Hot Art of Glass Blowing (I)**Unit 13** A Blue-Ribbon Friend (N)**Unit 14** Cricket's Songs (N)**Unit 15** Glaciers: Rivers of Ice (I)**Unit 16** Strange, Squishy . . . and Smart! (I)

(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 15 (Beginning Grade 4 Skills)

The Great Barrier Reef



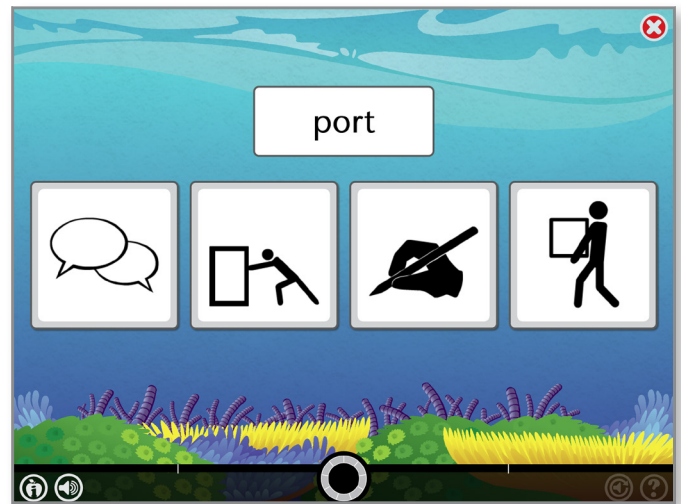
Level 15–Activity Menu

Area	Activity
 Automaticity Warm-up	Prefixes and Sight Words (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Root Meanings Demonstrate knowledge of meanings of Latin-based roots. Units: 14
 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: 690–780
 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: 14 Lexile® Range: 640–890

**Level 15** (Beg Grade 4 Skills)

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.



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.

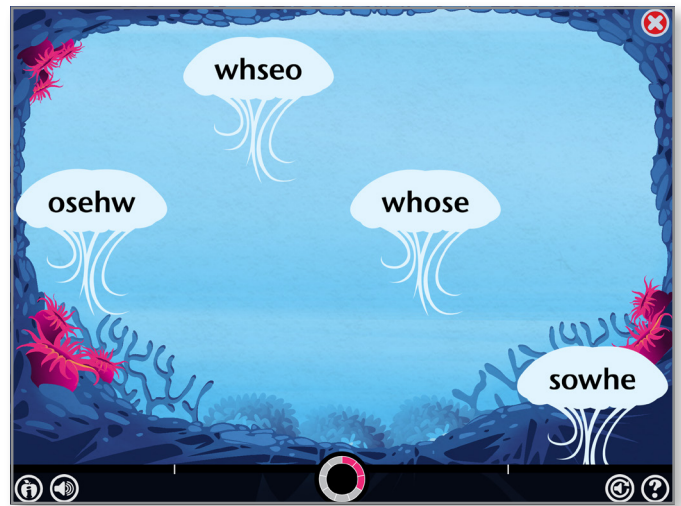
Unit 1 ject, struct, port, rupt (Picture Matching)**Unit 2** ject, struct, port, rupt (Auditory Recognition)**Unit 3** ject, struct, port, rupt (Matching Words to Definitions)**Unit 4** ject, struct, port, rupt (Sentence Completion)**Unit 5** dict, scrib/script, pel, spect (Picture Matching)**Unit 6** dict, scrib/script, pel, spect (Auditory Recognition)**Unit 7** dict, scrib/script, pel, spect (Matching Words to Definitions)**Unit 8** dict, scrib/script, pel, spect (Sentence Completion)**Unit 9** Review (Picture Matching)★ **Unit 10** duct/duce, vis, aud, tract (Picture Matching)**Unit 11** duct/duce, vis, aud, tract (Auditory Recognition)**Unit 12** duct/duce, vis, aud, tract (Matching Words to Definitions)**Unit 13** duct/duce, vis, aud, tract (Sentence Completion)**Unit 14** Review (Picture Matching)



Level 15 (Beg Grade 4 Skills)

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.

Phrases/Sentences Task

A picture and a phrase or sentence display. The student reads 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** earth, whose, young, danger, during (Recognition)
- Unit 2** earth, whose, young, danger, during (Construction)
- Unit 3** earth, whose, young, danger, during (Phrases)
- Unit 4** earth, whose, young, danger, during (Automaticity)
- Unit 5** except, answer, through, caught, together (Recognition)
- Unit 6** except, answer, through, caught, together (Construction)
- Unit 7** except, answer, through, caught, together (Phrases)
- Unit 8** except, answer, through, caught, together (Automaticity)
- Unit 9** Review (Automaticity)
- ★ **Unit 10** instead, though, either, ocean, certain (Recognition)
- Unit 11** instead, though, either, ocean, certain (Construction)
- Unit 12** instead, though, either, ocean, certain (Phrases)
- Unit 13** instead, though, either, ocean, certain (Automaticity)
- Unit 14** although, beautiful, separate, usually, opinion (Recognition)
- Unit 15** although, beautiful, separate, usually, opinion (Construction)
- Unit 16** although, beautiful, separate, usually, opinion (Phrases)
- Unit 17** although, beautiful, separate, usually, opinion (Automaticity)
- Unit 18** Review (Automaticity)
- Unit 19** Review (Automaticity)

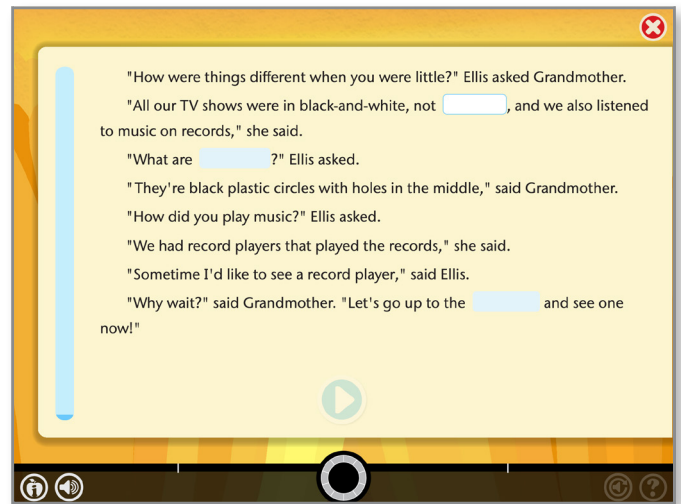


Level 15 (Beg Grade 4 Skills)

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: 690–780



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 > Resource Materials.

Unit 1 In Grandmother's Day (N)

Unit 2 Clever Mules (N)

Unit 3 Silly Races (I)

Unit 4 Lin Bakes a Cake (N)

Unit 5 Whale Sharks (I)

Unit 6 How Deer Got His Horns (N)

Unit 7 Stylish Socks (N)

Unit 8 Elephant Trunks (I)

Unit 9 The Fastest Race Cars (I)

Unit 10 Cultural Difference (I)

★ **Unit 11** Animal Enemies (N)

Unit 12 Memory Games (I)

Unit 13 All About Igloos (I)

Unit 14 The Class Party (N)

Unit 15 Laughter (I)

Unit 16 Sand Sculpting (I)

Unit 17 Bedtime Stories (N)

Unit 18 Raining Cats and Dogs (I)

Unit 19 Feeding the Birds (N)

Unit 20 The Melon Trick (N)

(I) - Informational Text

(N) - Narrative Text

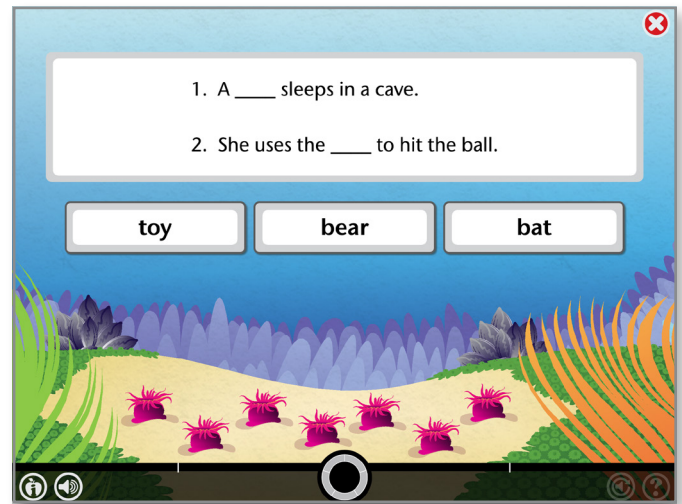
★ start of second half



Level 15 (Beg Grade 4 Skills)

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.



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



Level 15 (Beg Grade 4 Skills)

Passage Comprehension 4

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author's perspective.

Lexile® Range: 640–890

Human Space Travel

Between 1969 and 1972, astronauts landed on the moon and returned to Earth six times. In 2000, astronauts began circling Earth in a low orbit on the International Space Station. Astronaut crews have taken turns on the space station ever since.

What should the next step in human space travel be? Some space scientists say that astronauts should go to Mars.

Sending people to Mars is not a new idea, but the details have yet to be figured out

Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with three choices for each question. The text is available for the student to reference in the Guided Practice and Instruction Steps.

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 > Resource Materials.

Unit 1 Trading Places (N)

Unit 2 Owen and Mzee (N)

Unit 3 Attack of the Spreading Plant (I)

Unit 4 The Crowded House: A Folktale (N)

Unit 5 Two Deserts (I)

Unit 6 In Grandfather's Day (N)

Unit 7 Tall Tale Heroes (I)

★ **Unit 8** A Change of Heart (N)

Unit 9 Potatoes and Tomatoes: From Poisonous to Popular (I)

Unit 10 The Proud Weaver: A Retelling of the Greek Myth of Arachne (N)

Unit 11 You Can't Always Tell (N)

Unit 12 Ant and Hopper (N)

Unit 13 Pluto, the Ex-Planet (I)

Unit 14 A Modern-Day Dragon (I)

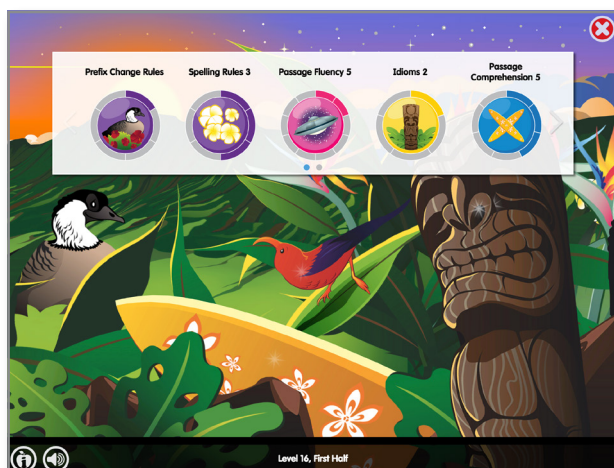
(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 16 (End Grade 4 Skills)

A Hawaiian Paradise



Level 16–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: 12
 Structural Analysis	Spelling Rules 3 Demonstrate knowledge of common spelling generalizations and spelling rules used when adding suffixes to base words. Units: 12
 Fluency	Passage Fluency 5 Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 700–840
 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: 14 Lexile® Range: 690–930

**Level 16** (End Grade 4 Skills)

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.



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 ad, ob, sub (Combining)**Unit 2** ad, ob, sub (Spelling)**Unit 3** in, con (Combining)**Unit 4** in, con (Spelling)**Unit 5** in, con, ad, sub, ob (Combining)**Unit 6** in, con, ad, sub, ob (Spelling)★ **Unit 7** dis, ex when they change (Combining)**Unit 8** dis, ex when they change (Spelling)**Unit 9** dis, ex when they drop (Combining)**Unit 10** dis, ex when they drop (Spelling)**Unit 11** Review all (Combining)**Unit 12** Review all (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

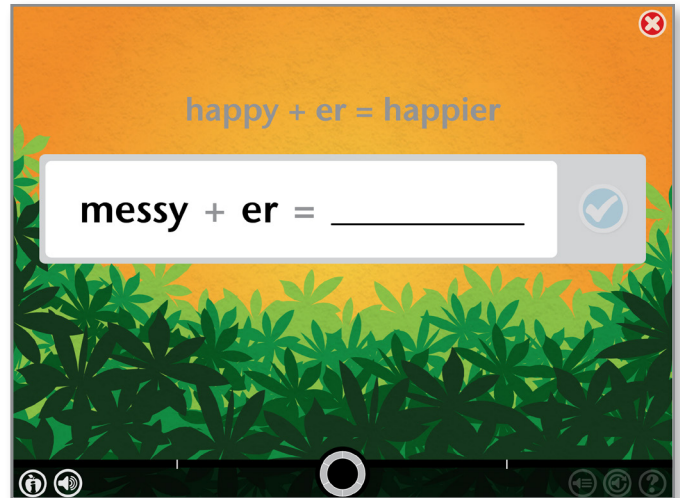
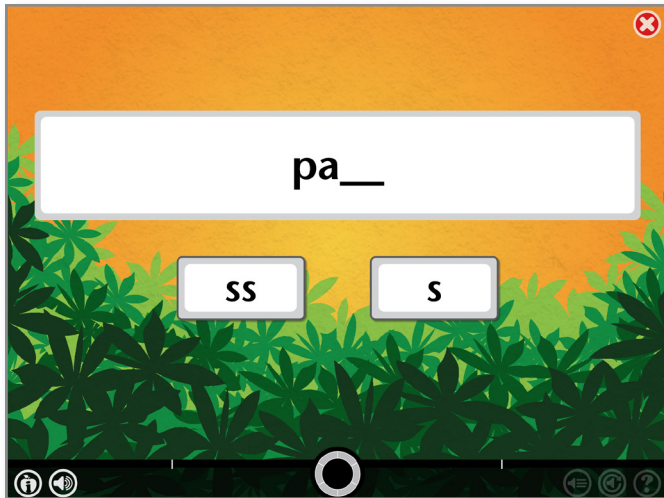
ex (when they drop) words: eject, elect, emit, erase, erode, event, evoke



Level 16 (End Grade 4 Skills)

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.



Spelling Dictated Words Task

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

- Unit 1 ff, ll, ss, zz (Spelling Dictated Words)
- Unit 2 ck, tch, dge (Spelling Dictated Words)
- Unit 3 Review (Spelling Dictated Words)
- Unit 4 Doubling Rule (Spelling Dictated Words)
- Unit 5 Drop-e Rule (Spelling Dictated Words)
- Unit 6 Review (Spelling Dictated Words)

Combining Base and Suffix Task

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

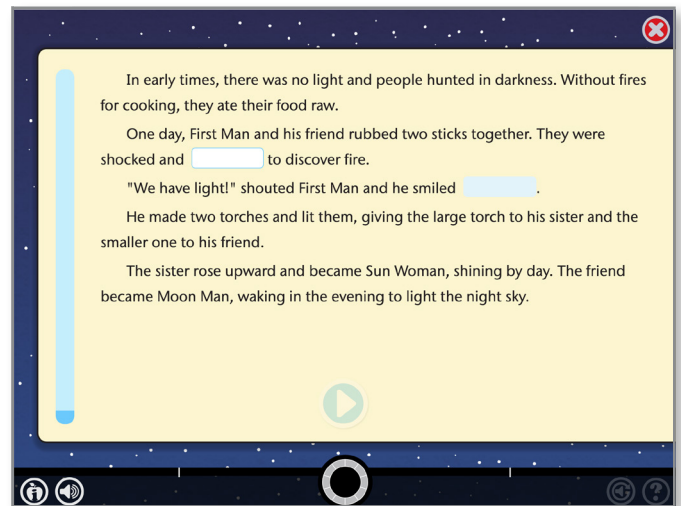
- ★ Unit 7 Change y to i (Combining Base and Suffix)
- Unit 8 Change y to i (Spelling Dictated Words)
- Unit 9 Change y to i (Combining Base and Suffix)
- Unit 10 Change y to i (Spelling Dictated Words)
- Unit 11 Review (Spelling Dictated Words)
- Unit 12 Review (Spelling Dictated Words)

★ start of second half

**Level 16** (End Grade 4 Skills)

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: 700–840

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 > Resource Materials.

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

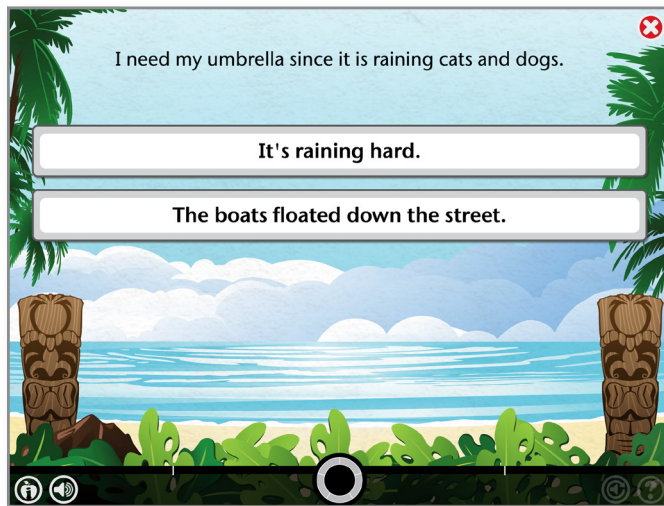
(I) - Informational Text

(N) - Narrative Text

★ start of second half

**Level 16** (End Grade 4 Skills)**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.

- 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

Sentence Completion Task

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

**Level 16** (End Grade 4 Skills)

Passage Comprehension 5

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author's perspective.

Lexile® Range: 690–930

THE LEGEND OF THE African Crowned Crane

Once, long ago, an African king became separated from his companions while out hunting in the dry grasslands. The king was lost and he did not know how to find the oasis where the royal court was set up. It was a hot day, and the king knew that he would die of thirst if he did not find water soon.

Zebra were grazing nearby. "Please help me," the king said to the zebra chief. "I must find my court. Can you lead me to it?"

Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with three choices for each question. The text is available for the student to reference in the Guided Practice and Instruction Steps.

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 > Resource Materials.

Unit 1 The Legend of the African Crowned Crane (N)**Unit 2** What Lester Heard (N)**Unit 3** The Boy with the Ball (N)**Unit 4** Cellphone Signals (N)**Unit 5** The Great Blondin (I)**Unit 6** Animal Fact, Animal Fiction (I)**Unit 7** The Ups and Downs of the Yo-Yo (I)★ **Unit 8** Lost on the Trail (N)**Unit 9** An Old Tale Retold: The Silent Couple (N)**Unit 10** The Tarahumara Indians: Life on the Run (I)**Unit 11** Flamingos in the Snow (I)**Unit 12** All the Wrong Places (N)**Unit 13** Saving the Rainforests of the Ocean (I)**Unit 14** Expressions from the Ancients (I)

(I) - Informational Text

(N) - Narrative Text







★ start of second half

Level 17 (Beginning Grade 5 Skills)

The Southwest, USA



Level 17–Activity Menu

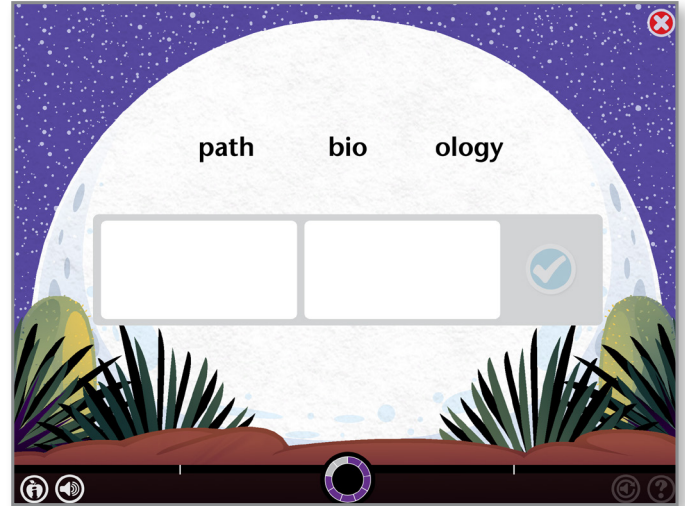
Area	Activity
 Automaticity Warm-up	Prefix Change Rule and Spelling Rules (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Greek Combining Forms 1 Demonstrate knowledge of meanings of Greek combining forms. Units: 17
 Fluency	Passage Fluency 6 Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 730–890
 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: 10 Lexile® Range: 780–1000



Level 17 (Beg Grade 5 Skills)

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

Three 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 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)

- ★ 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)

**Level 17** (Beg Grade 5 Skills)

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: 730–890

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.

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 > Resource Materials.

Unit 1 Quentin's New Friend (N)**Unit 2** The Purpose of Sleep (I)**Unit 3** Whale Watching (N)**Unit 4** The Greedy Farmer (N)**Unit 5** Rare Comet Sightings (I)**Unit 6** The Fuss About Fall (N)**Unit 7** Lunch Bag Science (N)**Unit 8** The Hodja (I)**Unit 9** Charles Dickens (I)**Unit 10** Food Advertising (I)★ **Unit 11** Dinosaur Bones (N)**Unit 12** Time Capsules (I)**Unit 13** Famous Shipwrecks (I)**Unit 14** Greek Gods (N)**Unit 15** Drawing in 3D (I)**Unit 16** The Tale of Wang the Hunter (N)**Unit 17** Garlic's Super Powers (I)**Unit 18** The Piano Recital (N)**Unit 19** The Function of Fingernails (I)**Unit 20** The Night Sky (I)

(I) - Informational Text

(N) - Narrative Text

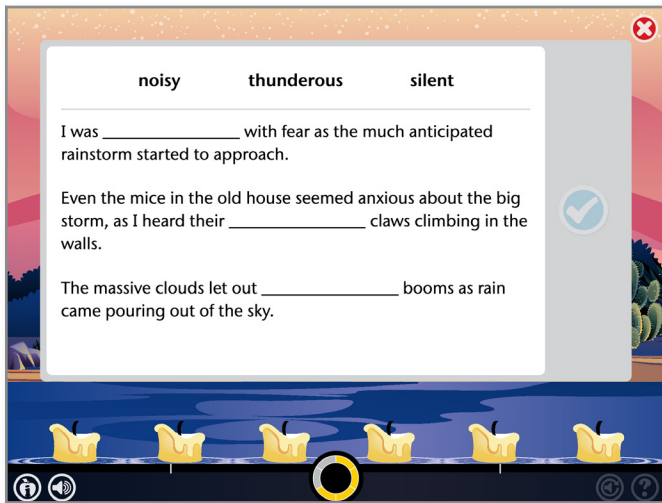
★ start of second half



Level 17 (Beg Grade 5 Skills)

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

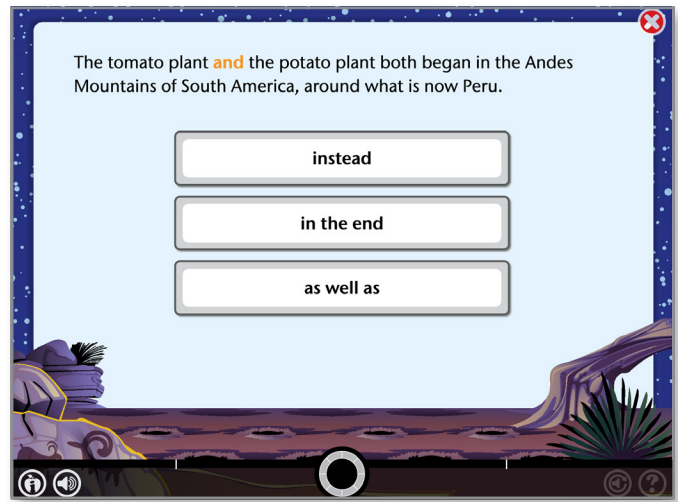
The student places four words in order according to their shades of meaning. The student uses two images as clues to help order the words.

- 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)

**Level 17** (Beg Grade 5 Skills)

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.



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 2** Addition (Identifying Signal Words)**Unit 3** Contrast (Identifying Signal Words)**Unit 4** Contrast (Identifying Signal Words)**Unit 5** Time (Identifying Signal Words)**Unit 6** Time (Identifying Signal Words)**Unit 7** Review (Sentence Completion)**Unit 8** Review (Sentence Completion)★ **Unit 9** Comparison (Identifying Signal Words)**Unit 10** Example (Identifying Signal Words)**Unit 11** Example (Identifying Signal Words)**Unit 12** Summary (Identifying Signal Words)**Unit 13** Summary (Identifying Signal Words)**Unit 14** Review (Sentence Completion)**Unit 15** Review (Sentence Completion)

**Level 17** (Beg Grade 5 Skills)

Passage Comprehension 6

The goal of this activity is for students to read and comprehend grade-appropriate nonfiction text (informational and opinion) by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author’s perspective.

Lexile® Range: 780-1000

The Birth of Science Fiction

In 1818, the English writer Mary Shelley published a story that became her best-known work. She wrote about a scientist who combines parts from dead bodies to build a monster. The scientist, whose name is Frankenstein, then uses electric current to bring the monster to life. The monster looks too different and frightening to join human society, and he is terribly lonely. At the end, the monster destroys his creator.

English speakers today use the term Frankenstein or Frankenstein monster to name something that people make and then cannot

Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with three choices for each question. The text is available for the student to reference in the Guided Practice and Instruction Steps.

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 > Resource Materials.

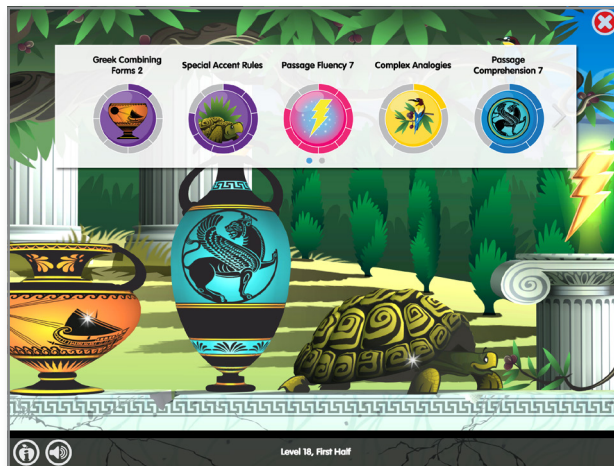
- Unit 1** Join the North School Walkers (O)
- Unit 2** We Can All Be Winners Here! (O)
- Unit 3** Splendid Spiders (I)
- Unit 4** When Lightning Strikes (I)
- Unit 5** A Review of Treasure Island (O)

- ★ **Unit 6** A Movie for Everyone (O)
- Unit 7** Just Listen to This! (I)
- Unit 8** Support Art in the Park (O)
- Unit 9** The Business of Zoos (I)
- Unit 10** Balancing the Needs of People and Plovers (I)







*(I) - Informational Text**(O) - Opinion Text*★ *start of second half*

Level 18 (End Grade 5 Skills)

The Ancient Greek Countryside



Level 18–Activity Menu

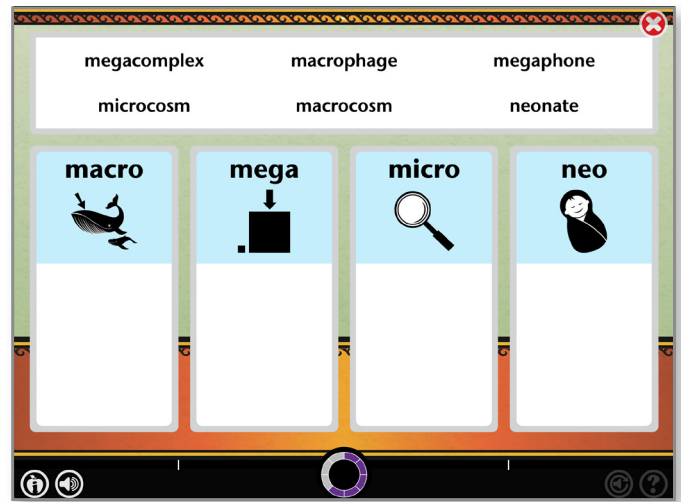
Area	Activity
 Automaticity Warm-up	Signal Words and Greek Combining Forms (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Greek Combining Forms 2 Demonstrate knowledge of meanings of Greek combining forms. Units: 17
 Structural Analysis	Special Accent Rules Demonstrate 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: 790-970
 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: 10 Lexile® Range: 780-1000



Level 18 (End Grade 5 Skills)

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

Three 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 2 dem, therm, hypo, hyper (Visual Sort)

Unit 3 crat, hydro, mania, photo (Picture Matching)

Unit 4 crat, hydro, mania, photo (Visual Sort)

Unit 5 macro, mega, micro, neo (Picture Matching)

Unit 6 macro, mega, micro, neo (Visual Sort)

Unit 7 Review (Word Construction)

Unit 8 Review (Sentence Completion)

★ **Unit 9** poly, mono, gon, deca (Picture Matching)

Unit 10 poly, mono, gon, deca (Visual Sort)

Unit 11 phil, anthro, pyro, stat (Picture Matching)

Unit 12 phil, anthro, pyro, stat (Visual Sort)

Unit 13 pod, morph, nym, cycl (Picture Matching)

Unit 14 pod, morph, nym, cycl (Visual Sort)

Unit 15 Review (Word Construction)

Unit 16 Review (Word Construction)

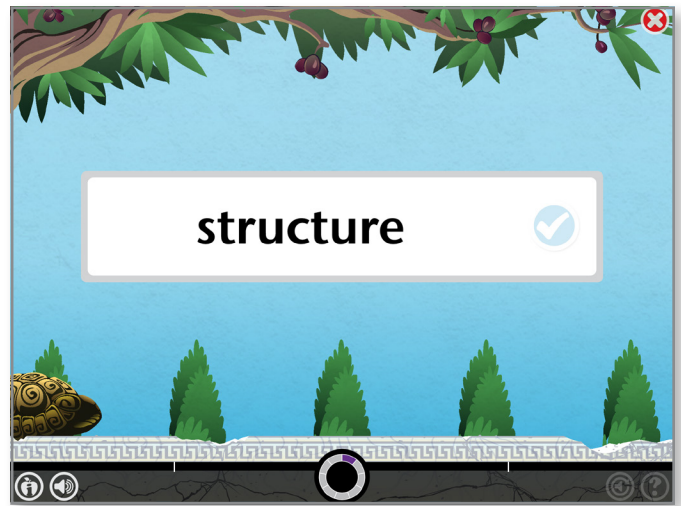
Unit 17 Review (Sentence Completion)



Level 18 (End Grade 5 Skills)

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 2 Prefix/root, root/suffix (Identifying)

Unit 3 Multisyllabic words (Auditory Recognition)

Unit 4 Multisyllabic words (Identifying)

Unit 5 Multisyllabic words (Identifying)

Unit 6 ity, ic, ical (Auditory Recognition)

Unit 7 ity, ic, ical (Identifying)

Unit 8 ity, ic, ical (Identifying)

Unit 9 Review (Sentence Completion)

★ **Unit 10** ate, ite, ive (Auditory Recognition)

Unit 11 ate, ite, ive (Identifying)

Unit 12 ate, ite, ive (Identifying)

Unit 13 Connective i and u (Auditory Recognition)

Unit 14 Connective i and u (Identifying)

Unit 15 Connective i (ee, y) (Identifying)

Unit 16 si, ti, ci (Auditory Recognition)

Unit 17 si, ti, ci (Identifying)

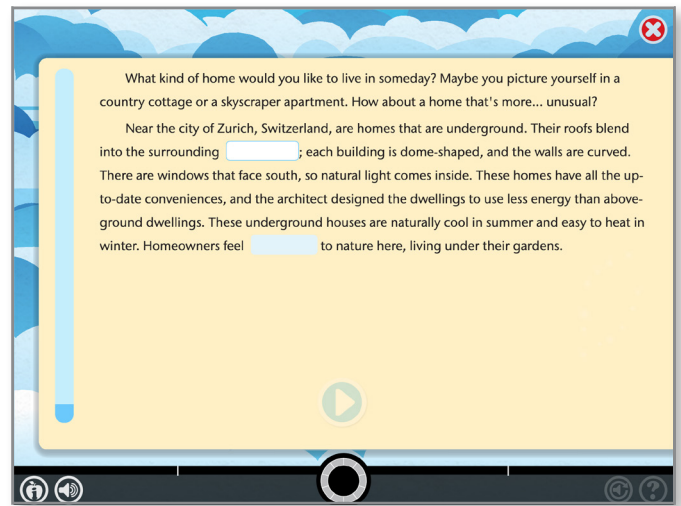
Unit 18 si, ti, ci (Identifying)

Unit 19 Review (Sentence Completion)

**Level 18** (End Grade 5 Skills)

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: 790–970

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 > Resource Materials.

Unit 1 Unusual Homes (I)**Unit 2** The Land of Fire (I)**Unit 3** Erika, the Future Helicopter Pilot (N)**Unit 4** The Story Behind the Fairy Tale (I)**Unit 5** Grandma's Cats (N)**Unit 6** Who Can Stump Tec? (N)**Unit 7** William Tell (N)**Unit 8** Left Handed in a Right Hand World (I)**Unit 9** The Story of the Seas (N)**Unit 10** Skyscrapers (I)★ **Unit 11** Learning to Water Ski (N)**Unit 12** Frankenstein (I)**Unit 13** New Year's Traditions (I)**Unit 14** How Hibernation Works (I)**Unit 15** The Clever Poet Arion (N)**Unit 16** Escaping the Hornets (N)**Unit 17** All-Powerful Glooscap (N)**Unit 18** Atlanta's Race (N)**Unit 19** Bird Talk (I)**Unit 20** Robots Among Us (I)

(I) - Informational Text

(N) - Narrative Text

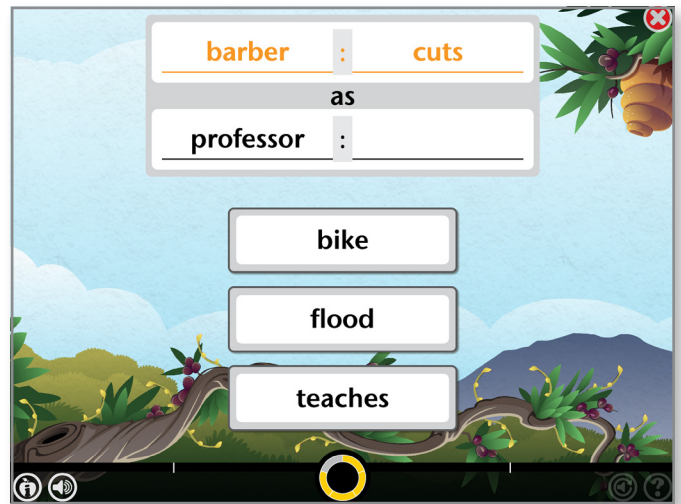
★ start of second half



Level 18 (End Grade 5 Skills)

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 2 Person to Task (Recognizing Relationships)

Unit 3 Person to Object (Identifying Related Words)

Unit 4 Person to Object (Recognizing Relationships)

Unit 5 Review (Analogy Completion)

★ **Unit 6** Person to Location (Identifying Related Words)

Unit 7 Person to Location (Recognizing Relationships)

Unit 8 Object to Category (Identifying Related Words)

Unit 9 Object to Category (Recognizing Relationships)

Unit 10 Cause and Effect (Identifying Related Words)

Unit 11 Cause and Effect (Recognizing Relationships)

Unit 12 Review (Analogy Completion)

**Level 18** (End Grade 5 Skills)

Passage Comprehension 7

The goal of this activity is for students to read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Students read text and answer multiple-choice questions involving main idea, details, vocabulary, inferences, cause/effect, compare/contrast, fact/opinion, and author's perspective.

Lexile® Range: 780-1000

**Phaethon:
A GREEK MYTH**

Phaethon was just a boy when he **ventured** into the land of the sunrise. The Sun's home could not be visited by **mortals**, but Phaethon was only half-mortal because his mother was mortal but his father was a god, the Sun himself. Phaethon had never met his father before.

Phaethon entered the Sun's brilliant palace, shielding his eyes from the blazing light. As he approached the Sun's sparkling throne, the Sun asked "What brings you here?"

"My mother tells me that you are my father, but my schoolmates tease me for saying that I am

Task

The student reads a passage silently. The student answers six questions (one at a time) about the passage, with three choices for each question. The text is available for the student to reference in the Guided Practice and Instruction Steps.

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 > Resource Materials.

- Unit 1** Dora, the Dog Wonder (N)
- Unit 2** Mysteries of the Deep Sea (I)
- Unit 3** Phaethon: A Greek Myth (N)
- Unit 4** The Tunguska Blast (I)
- Unit 5** The Travels of Marco Polo (I)

- ★ **Unit 6** The Maiden Wiser than the Tsar (N)
- Unit 7** Rip Tide! (N)
- Unit 8** A Close Circle of Friends (N)
- Unit 9** Living with "Good Germs" (I)
- Unit 10** The Mystery of the Nazca Lines (I)

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

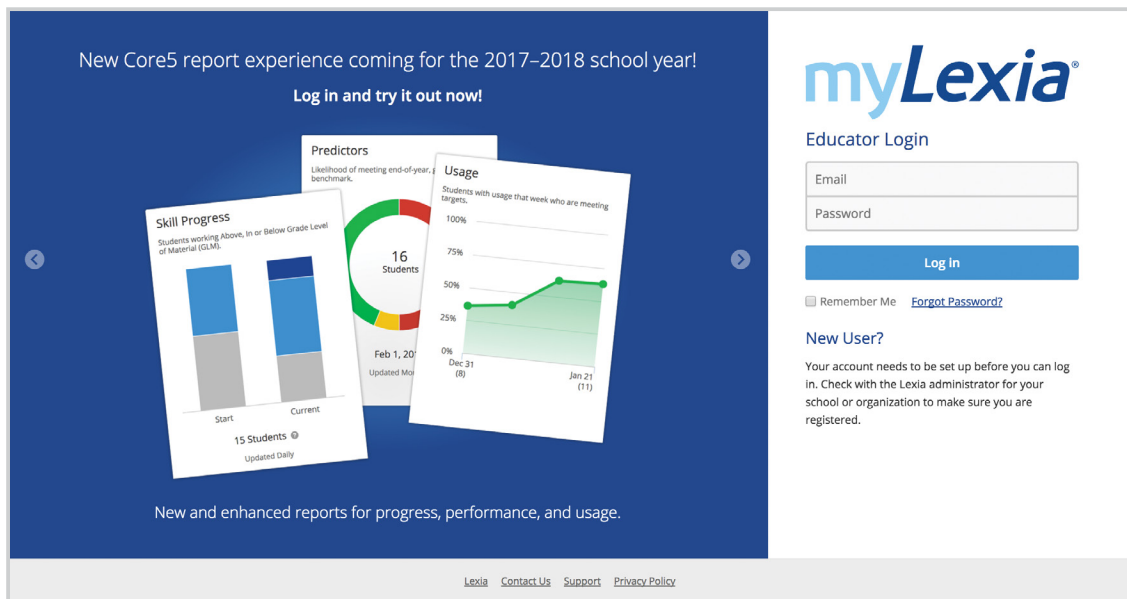
Overview of myLexia.com

myLexia.com is Lexia’s reporting and administrative website for educators. You should log in to myLexia.com regularly in order to monitor student progress and access instructional support materials.

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

Logging into myLexia.com

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 and password. Your school or district Lexia Administrator should have created your account.
 - Click the **Remember Me** checkbox to “save” your email address for future log ins.
 - Click **Forgot Password?** to reset your password via a secure link that will be emailed to you.
4. Click the **Log in** button.



www.myLexia.com Educator Login

Changing your myLexia.com Account Settings

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

1. After logging in to myLexia.com, hover your mouse over your name in the upper-right hand corner and click **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) and 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, click 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 on myLexia.com. See your Lexia Administrator for more information.

1. Log in to myLexia.com:
 - 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, click the **Manage** tab. Make sure you are on the Classes list, and click the plus button.
2. On the Create Class screen, define the class:
 - a. Enter the Class Name and select the Grade (required).
 - b. Click the **Add Students** button. Select the students you want to add to the class. Make sure you click the **Add to Selected Students** button so that the students display in the Selected Students list. When you are finished, click 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, click the **Modify Staff** button.
3. To create the class, click 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.com and click the **Manage** tab. Make sure you are on the **Classes** list.
2. Select the classes:
 - To print rosters, click the **Print Rosters** button.
 - To print login cards, click 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.com and click the **Manage** tab. Make sure you are on the **Students** list.
2. Click 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 click 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, click 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.com and click the **Manage** tab. Make sure you are on the **Students** list.
2. Find the student you want to edit and click the pencil icon in the student's row.
3. Make any modifications to the student. To edit a reading program assignment or direction language, click the **Program** tab.
4. When you are finished, click 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 Lexia 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.com and click the **Manage** tab. Make sure you are on the **Students** list.
2. Find the student you want to edit and click the pencil icon in the student's row.
3. Click 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. Click 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 Strategies[®], and vice versa).

1. Log in to myLexia.com and click the **Manage** tab. Make sure you are on the **Students** list.
2. Find the student you want to edit and click the pencil icon in the student's row.
3. Click the **Program** tab, and then select the Reset Placement option. Then, click 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 click 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 160 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:

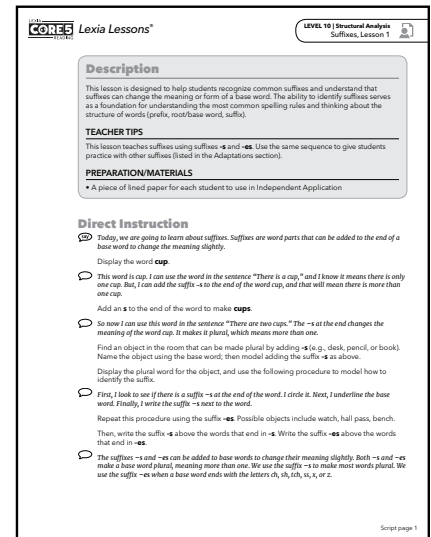
1. The **Information Apple** in the lower left-hand corner of the student activity screen will turn red if the student is struggling in the current activity. This can be noted when observing students on the program in the classroom or computer lab.
2. Struggling students are shown with a lesson icon () 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 www.myLexia.com, 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 89 online activities, for a total of over 430 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 www.myLexia.com, 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 clicking 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 www.myLexia.com 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.

Appendix: Core5 UK References

Grade-Year Comparison Chart

This chart shows the equivalence of US grades and UK years in Lexia Core5® Reading.

US Grade	UK Year
Pre-K	R (Reception)
K (Kindergarten)	Year 1
Grade 1	Year 2
Grade 2	Year 3
Grade 3	Year 4
Grade 4	Year 5
Grade 5	Year 6



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