



Lexia® PowerUp Literacy® **Teacher's Manual**

Lexia® PowerUp Literacy® **accelerates literacy gains** for students in grades 6–12 who are at risk of not meeting College- and Career-Ready Standards. PowerUp enables students to make multiple years of growth in a single academic year.



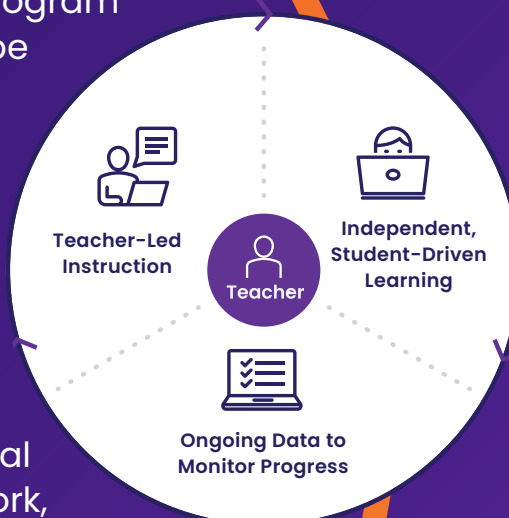
Lexia®

Lexia
POWERUP
LITERACY



Welcome to Lexia PowerUp Literacy

Designed to be used alongside core curriculum, PowerUp's adaptive blended learning model allows you to easily differentiate instruction and target skill gaps for your students. With 180 unique placement profiles, students start the program exactly where they need to be based on their abilities. They then progress at their own pace through personal learning pathways and adaptive instruction in Word Study, Grammar, and Comprehension. PowerUp combines high-interest authentic and original texts, age-appropriate artwork, humorous instructional videos, game-based elements, and self-monitoring tools to encourage adolescent readers to take ownership of their learning.





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Introduction to PowerUp

What Is PowerUp?

[Watch the Video](#)

Lexia® PowerUp Literacy® accelerates literacy gains for students in grades 6–12, whether they are several grade-levels behind or show some risk of not meeting College- and Career-Ready Standards. Proven to be up to 5x as effective as the average middle school intervention, PowerUp enables students to make multiple years of growth in a single academic year. PowerUp respects the maturity of the adolescent learner with high-interest authentic texts and motivational elements. Educators, regardless of their area of expertise, can assess students' skill levels and deliver the right instruction, regardless of the teacher's area of expertise.

Lexia has designed PowerUp to:

- Serve as a blended learning model that includes both online and offline materials, which allow teachers to accelerate student learning.
- Personalize student work with adaptive instruction in the three domains that support reading proficiency: [Word Study](#), [Grammar](#), and [Comprehension](#).
- Respect students' time by focusing on those skills that are most impactful to reading success.
- Motivate students by offering relevant content, supporting success, and promoting engagement.

The blended learning components include:

1. PowerUp online activities for students
2. myLexia data to monitor student progress and to access the PowerUp Resources Hub
3. Lexia Lessons and Lexia Skill Builders, materials that ensure all students receive personalized and comprehensive instruction and practice in key skill areas



Introduction to PowerUp (continued)

What Skills Does PowerUp Teach?

[Watch the Video](#)

Students work online in three different instructional strands that are based on the Simple View of Reading. The three strands—Word Study, Grammar, and Comprehension—improve student proficiency and independence in reading and understanding of complex, authentic texts.

Word Study

Students learn skills and concepts that advance their **accuracy and fluency** in reading texts, as well as their ability to decode and understand multisyllabic academic words.

Grammar

Students build skills with grammar concepts, vocabulary, sentence construction, and the **structure of various text genres**, while further developing comprehension and composition skills.

Comprehension

Students work with literary and informational texts of increasing complexity while learning new vocabulary and skills and strategies that help them **analyze texts** for deep meaning and understanding.

The Simple View of Reading

The essential components of reading proposed in the Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990) are the basis of instruction in PowerUp.



Word recognition and language comprehension are equally important for reading comprehension. Word recognition involves accurate and automatic decoding skills that support fluent reading. Language comprehension involves vocabulary, background knowledge, and syntactic awareness. Non-proficient reading comprehension may be the result of inadequate word recognition, inadequate language comprehension, or both. PowerUp is designed to target students' specific learning needs to support word recognition, language comprehension, and ultimately, reading comprehension.



Introduction to PowerUp (continued)

PowerUp Structure

Zones: Each strand in PowerUp is divided into three instructional zones of skill development.

- Zones are groupings of skills by the grade range in which the skills are typically introduced. Zones are based on the amount of scaffolding and expectations of independent work.
- All content and instruction in each zone has been adapted for the adolescent student. For example, instead of learning short *a* by using words like *cat*, *hat*, or *fat*, students learn short *a* with words like *fantastic*.



Foundational Zone (skills taught in K-2): Students read appropriately leveled texts with scaffolded support, learning the basic skills and concepts required to build a solid foundation for reading proficiency.

Intermediate Zone (skills taught in 3-5): Students read increasingly complex texts and learn more advanced concepts. The instructional scaffolding gradually releases as students progress.

Advanced Zone (skills taught in 6-8+): Students read texts and learn concepts that adhere to grade-level standards. Scaffolding decreases and text complexity increases as students move toward independence.

Levels: Each zone in PowerUp has one or more levels of skill development that introduce skills in a structured and sequential way. As students progress through levels, skills build on each other and the tasks increase in complexity.

Advanced	Increasing Text Complexity	Less scaffolding	More nuanced questions	Independent reading
Intermediate				
Foundational		More scaffolding	More focused questions	Less reliance on independent reading

- A level is not designed to represent a specific grade, but rather a pacing of the content contained in a grade range.
- A student must complete an entire level before moving to the next level.



Introduction to PowerUp (continued)

Activities: Each level in PowerUp consists of several activities that support the instruction of the skills in that level. Students work through activities sequentially in each level; all activities must be completed to finish a level. Skill Check activities provide an additional opportunity for students to demonstrate their understanding of skills from throughout the level. This can serve as additional verification that students have mastered the skills presented, or in some cases, can show skills where a student may still benefit from additional offline practice or review. Skill Checks complement Assessment Without Testing® data recommendations to empower educators to provide additional personalization, reinforcement, or extension opportunities for students.

Strand	Levels	Activity Names
Word Study (7 activities per level)	1-2	Syllables, Letter Patterns & Sounds 1 Spelling 1 Fluency & Comprehension 1 Syllables, Letter Patterns & Sounds 2 Spelling 3 Fluency & Comprehension 2 Skill Check
	3-12	Letter Patterns, Sounds & Meaning Fluency Challenge 1 Spelling Patterns Fluency Challenge 2 Sentence Completion Fluency Challenge 3 Skill Check
	13	Latin Roots 1 Latin Roots 2 Prefixes Suffixes Spelling Patterns Word Construction Skill Check
	14	Greek Combining Forms 1 Greek Combining Forms 2 Greek Combining Forms 3 Greek Combining Forms 4 Greek Spelling Patterns Word Construction Skill Check
Grammar (5 activities per level)	7	Parts of Speech Parts of Sentences Capitalization & Punctuation Text Structure Skill Check
Comprehension (4-5 activities per level)	16	Each activity is focused on a different comprehension strategy. Skill Checks occur in Levels 3, 6, 9, 12, 14 and 16.

Units: Activities are made up of units that focus on a set of skills. The number of units varies depending on the strand and activity. Students must successfully finish all the units in an activity to complete the activity.

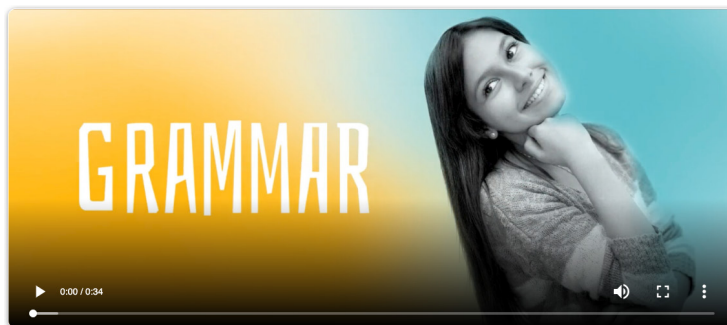


Introduction to PowerUp (continued)

Scope and Sequence

Refer to the [Scope and Sequence](#) to review the skills and strategies taught in PowerUp. Remember that each strand is connected to the Simple View of Reading model. The Word Study strand builds word recognition skills, while the Grammar and Comprehension strands build academic language skills, comprehension, and analysis.

Watch these videos for an overview of each strand:





Accessing PowerUp

Program Components

PowerUp has blended learning components used by the student, as well as data, reports, and resources for teachers.

1. The **PowerUp Student Program** can be accessed at www.lexiapowerup.com. Students log in here to begin their online work in PowerUp. Educators can also log in to the student program using their personal login credentials. This allows educators to see a program overview and access any of the student content in Educator Mode.
2. [myLexia®](http://www.mylexia.com) is the teacher site where student data from the student program is collected. From this information, teachers are able to assess student progress and make appropriate instructional decisions. This is also where teachers will see the prescribed blended learning materials for students.
3. The PowerUp Resources Hub holds a wealth of information, including the Teacher Manual, Scope and Sequence, Learning Now Videos, and more. The PowerUp Resources Hub can be accessed through the *Resources* tab in myLexia.

How do I find the PowerUp Student Program URL for my students?

- Log in to myLexia: www.mylexia.com.
- The site-specific URL for the PowerUp program is displayed below the Student Program link.



Accessing PowerUp (continued)

Quick Start

A [Quick Start Overview](#) can get you up and running in no time.

Just Get Me Started

Lexia POWERUP LITERACY

Set Up Student Access
This step is usually done by school or district technology personnel, but just in case...
[PowerUp Technical Setup Guide](#)

Get Students Started

1. Go to www.lexiapowerup.com or select the shortcut or bookmark set up by your technical staff.
2. Students log in with their unique username and password.
You can print login cards from the Class Overview in myLexia.
3. Be sure students have headphones!
4. Auto Placement activities set student levels and weekly usage goals. Auto Placement in the Word Study and Grammar strands can usually be completed in 5-10 minutes. Auto placement in the Comprehension strand can usually be completed in 30-45 minutes.
5. Ensure that students get opportunities to meet their weekly usage goals.

Watch Video How Are Students Placed in PowerUp?

View Student Data

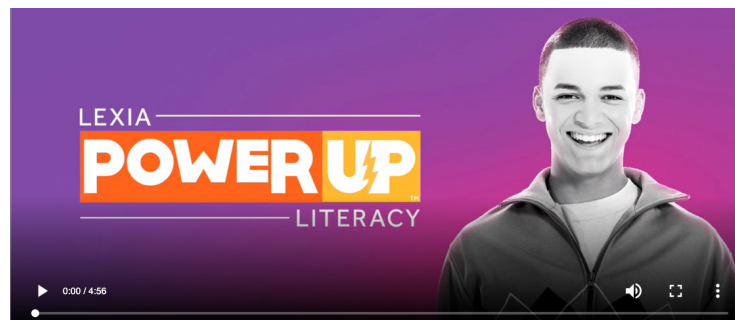
1. Log in to www.mylexia.com

myLEXIA For Educators

Class Overview

- a. Click on the **Need Usage** tab to see who in the class needs more time on the program.
Timesaver: Sort by Time Needed to see who needs the most time.
- b. Click on the **Need Instruction** tab to see who in the class needs help. Click on the Lexia Lesson icon to view and print the lesson.
Timesaver: Sort by Lesson Name to see groups of students who need the same lesson.
- c. Click on the **Skill Builders** tab to see who in the class is ready to practice offline. Click on the Lexia Skill Builders icon to view and print the materials.
Timesaver: Sort by Skill Builder Name to see groups of students who need the same instructional materials.

Before students actually begin the program, it's helpful to show the [PowerUp Student Experience](#) video which demonstrates what they will experience when using PowerUp. *Students will also see the video when they log in for the first time.*



More on getting your students started on PowerUp:

- Bookmark your site-specific URL on student computers.
- Be sure students have headphones and the volume is set appropriately. Audio directions begin as soon as students enter the program.
- Check your students' program assignment to make sure that they are assigned to PowerUp. Visit the "Managing Student Settings" section of this manual for more details.
- Some schools may use a single sign-on option, such as Clever, to access PowerUp. If you have any questions about how to log your students in, ask your school's technology administrator or visit the [Lexia Help Center](#).



Student Experience

Student-Driven Learning

The first component of the blended learning model is independent student-driven learning. Students work online independently in the three strands: Word Study, Grammar, and Comprehension.

Auto Placement

Auto Placement is a tool used when students first log in to PowerUp. It determines where each student is placed in each strand and ensures learning is personalized for each student.

- Help students understand that they should take Auto Placement seriously so they will be placed in the most appropriate instructional level of the program. Be sure to monitor students.
- Students should wear headphones and adjust the volume to an appropriate level.
- Auto Placement can be completed over one or more sessions. If students log out in the middle of the Comprehension placement activity, their information will be saved and the next time they log in, they will start from where they ended. In Word Study and Grammar, they need to complete the activity before logging out. (Since these two activities are so short, student information is not saved if not completed in one sitting. Students will need to start a placement activity from the beginning the next time they log in.)

Comprehension (15–45 minutes)

There are two options to determine Comprehension placement.

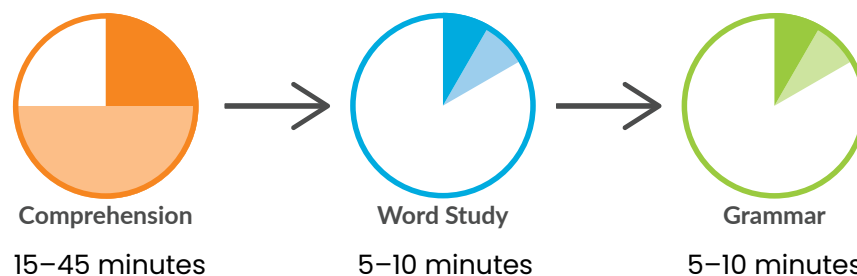
1. Complete the adaptive built-in Comprehension placement. Students will work through 1, 2, or 3 passages depending on their performance.
2. Manual placement by an educator via myLexia.

Word Study (5–10 minutes)

This auto placement consists of reading and spelling of nonwords.

Grammar (5–10 minutes)

This auto placement asks students to identify nouns, verbs, and other parts of speech.





Student Experience (continued)

Weekly Usage Recommendations

The results of the Auto Placement will determine which zone and level students will be placed in to begin their work in each of the three strands. It will also determine how much time is recommended in PowerUp each week.

Recommended Minutes Target

Zone	Foundational	Intermediate	Advanced
Minutes/Week	45	35	25
75–135 minutes each week			

Unit Goals

Strand	Grammar	Word Study	Comprehension
Units/Week	3	6	8

Tips for the Classroom

- Strands will automatically lock once students meet their weekly minutes. Automatic Strand Management can be turned off in myLexia if you want students to continue to work in particular strands, especially if they have not yet met their unit goals.
- Help students learn to use the usage information to make decisions about what they should choose to work on each day. For example, if students have yet to meet their weekly units goal in one strand, they should be encouraged to spend more time in that strand.
- Students should spend time working in each of the three strands during the week. If students need help choosing different strands, write on the board the strand of the day and cycle through the strands.

Native language support is not included in Auto Placement.

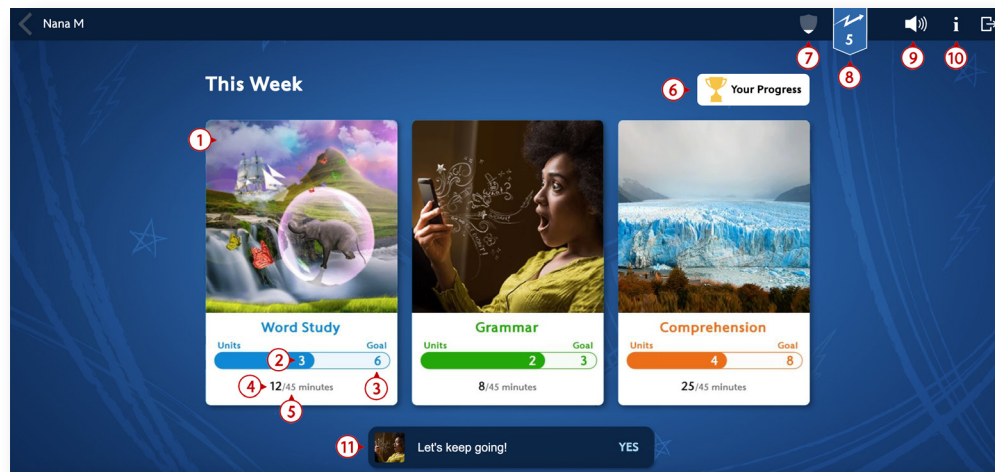
The goal of PowerUp is to develop non-proficient students' reading and language skills in English. The Auto Placement tool is designed to place students in a level where they will gain missing skills needed to increase their proficiency across the areas of Word Study, Grammar, and Comprehension. For this reason, we remove supplemental supports included in the instructional program, such as scaffolding, feedback, and native language support, while students are in Auto Placement. This allows us to conclude that a student's Auto Placement performance represents their current English reading and language proficiency, and that their instructional needs will be addressed through their initial placement and subsequent program levels.




Student Experience (continued)

Student Dashboard

Once students complete the Auto Placement activities, they immediately begin the program. They will see their Student Dashboard with a tile for each strand, the recommended Weekly Usage goals, and the Your Progress button. As students begin to work in each strand, their progress towards their unit and time goals in each strand will automatically be calculated. This can help students make good decisions about how they should spend time in the program.



- 1. Strand Tiles:** Each strand has its own tile. Students can choose which strand to work on.
- 2. Units Complete:** This is the number of units students have completed during the week. It will reset to zero at the beginning of the week.
- 3. Units Goal:** This is the weekly units goal for this strand. The goal is different for each strand.
- 4. Time Complete:** This is the amount of time students have spent in the strand during the week. It will reset to zero at the beginning of each week.
- 5. Time Goal:** This is the weekly minutes goal for this strand. The goal will change as students move from one zone to another.
- 6. Your Progress:** Students can see information about their progress in the program.
- 7. Shield:** This shows whether the student is creating or has a streak shield.
- 8. Streak:** This is the number of correct answers in a row the student currently has. Visit the **Streaks** and **Streak Shield** sections of this manual for more information.
- 9. Volume:** Click on the  icon to adjust the program volume.
- 10. Information:** Click on the **i** icon to see the zone, level, activity, and unit the student is working on.
- 11. Resume Last Activity:** Students can click “Let’s Keep Going” to continue working in the unit they were working in the last time they were in the program.



Student Experience (continued)

Your Progress



1. A summary of streaks, levels completed, and total time can help students create goals related to their progress.
2. Students can see the level they are on and how many units remain until they finish the level.
3. Students see completed activities and which activities are coming next.
4. Students see completed levels and how many levels remain in the strand.

Activities

Once students select a strand to work in, they go to the activity screen. Students progress through the activities sequentially until they complete a level, at which point they advance to the next level.

Saving Student Progress

Most student progress in the program is saved after each question or item so students can pick up where they left off when they log back in. In the following areas, however, progress is saved only after completing the unit: instructional units in Word Study and Grammar, timed tasks, cloze passages, and categorizing tasks.

Tips for the Classroom

- Students can use the *Your Progress* information to set goals for their work for a designated time period (e.g., daily or weekly), such as:
 - Using PowerUp for a certain amount of time
 - Finishing a certain number of units (remember that it may take students longer to complete comprehension units, so expect fewer units in that strand)

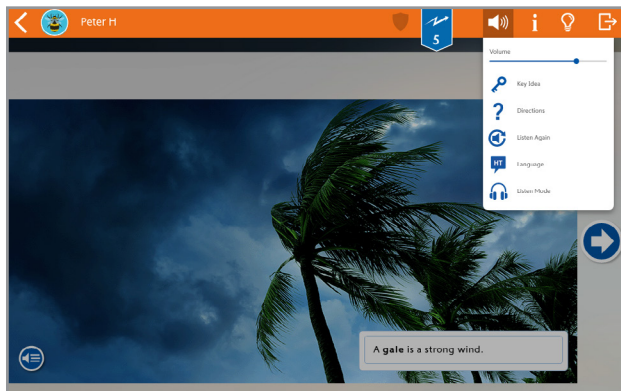







Student Experience (continued)

- Hold a mini-conference with students and use the Scope and Sequence to review the skills they have accomplished.
- Post a leader board for high streaks.
- Provide incentives when students reach their goals, such as:
 - Students can listen to 10 minutes of their favorite music at the end of the week.
 - Students can earn school money to spend at the school store, if your school has one.

Audio Controls

On-demand audio support is available to meet a variety of student needs.



-  **Key Idea:** Listen to the key idea again
-  **Directions:** Listen to the directions again
-  **Listen Again:** Listen to the target word again
-  **Native Language Support:** Listen to the directions in Arabic, French, Haitian Creole, Korean, Mandarin, Polish, Portuguese, Vietnamese, and Spanish
-  **Listen Mode:** Have the text read aloud



Closed Captions

Students may access closed captions in PowerUp videos with audio information.



Audio Descriptions

Allows students to hear audio descriptions, when available.

Grammar Glossary

During highlighting activities in the Grammar strand only, a definition or clarity statement is available to assist students. Students click the blue word above the part of speech in the highlight window to hear the definition or a clarity statement.



Student Experience (continued)



Listen Mode

Listen mode is a feature that helps students whose decoding skills are low. The feature allows students to enter Listen Mode, where they can click on any text (or artwork with text in it) on the screen in select activities and hear that text read aloud.

Availability:

Word Study	Grammar	Comprehension
Never	Varies by task	Available during skill/ strategy modeling and direct instruction

- The student clicks the headphones icon to enter **Listen Mode**.
- A blue banner appears above and below the screen.
- The student must click on the text they wish to hear read to them.
- The student must exit Listen Mode to answer.



How can I tell if Listen Mode was used?

On the student's Skill Report, the headphone icon will appear, indicating the student used Listen Mode.

Activity Name	Progress	Units Completed
Level 8: Perceptiveness	<div><div></div></div> 27%	16 of 60
1: Compare & Contrast - Mastodons, Mermaids	<div><div></div></div> 100%	15 of 15
2: Cause & Effect - Titanic, Disease	<div><div></div></div> 6%	1 of 15
3: Making Inferences - Take a Hint, Thirty Seconds	Not Started	0 of 15
4: Characterization - William Tell, The Choice	Not Started	0 of 15

A teacher can choose one of two Listen Mode options by editing the student account in myLexia (under the Program tab).

Default: Listen Mode is *always* available based on a set of program rules.

Never Available: Remove Listen Mode as an option for all activities.



Student Experience (continued)

Native Language Support

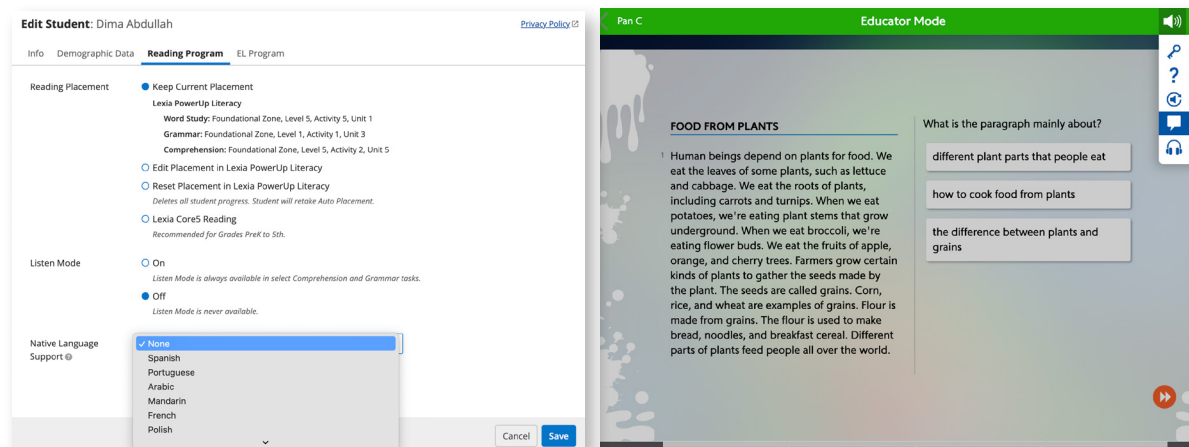
The Native Language Support button provides additional support for English language learners, allowing them to hear task directions in their native language. (Must be enabled by the teacher in myLexia.) Native language support is available in Spanish, Mandarin, Korean, Vietnamese, Arabic, Haitian Creole, French, Portuguese, and Polish.

How does it work?

Once this feature is enabled, students will hear the English version of the voice-over audio, but then have the option to click on the Native Language Support button to hear the introduction and directions summary in their native language. This will be followed by the presentation audio and the rest of the activity in English.

How do I turn it on?

See the **Managing Student Settings** section of this manual.



Streaks

[Watch the Video](#)

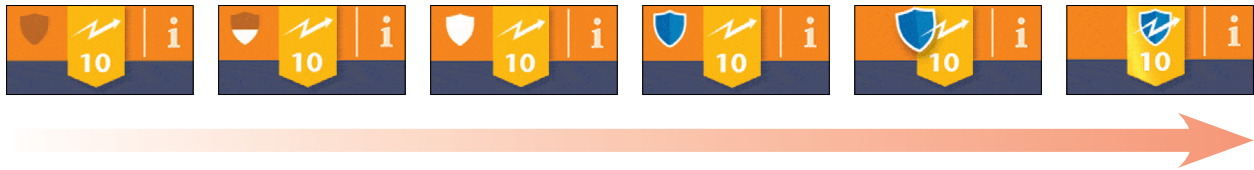
Once students answer five consecutive questions correctly, they begin to collect streaks. They will continue to add to their streak record with each correct answer. Students can maintain their streaks even if they get the answer wrong on the first try, as long as they get it correct on the second try. Streaks are disabled during Skill Check activities.



Student Experience (continued)

Streak Shield

Once a student has completed 5 units, they earn a shield. Students can use a streak shield to protect their current streak. When a student answers a question incorrectly, the earned shield will deploy automatically to save the streak.



Logging Out

Students are able to log out from wherever they are in the program. The log out button is located in the upper right corner of the screen.

- Encourage students to complete a unit before logging out.
- Encourage students to log out completely at the end of their session to ensure time on task is accurate.

Videos

There are three types of videos students will encounter in the program.

- Introduction videos introduce concepts students will learn in the upcoming activities and units.
- Instructional videos provide instruction on skills and strategies.
- In the comprehension strand, videos provide background information related to texts students will read.

Video Likes: After students view videos, they receive a poll that allows them to rate the video. The video percentage scores represent all students in the world using PowerUp.



Student Experience (continued)

Standard vs. Instruction

In each unit, students are expected to demonstrate proficiency as they progress. Students who demonstrate success applying skills move seamlessly through units and onto more advanced skills. When a student struggles with a particular skill and falls below the required accuracy level for the strand, the program provides scaffolded support and instruction. This two-step instructional branching ensures individualized learning and instruction for every student.

Proficiency Percentage Goals

		Word Study	Grammar	Comprehension
Branching	STANDARD	90%–100% accuracy	90%–100% accuracy	75% accuracy
	INSTRUCTION	100% accuracy to return to Standard	100% accuracy to return to Standard	all units complete to return to Standard
	BRANCH POINT	Students will branch to instruction once they answer incorrectly two times in a unit. The instruction will be targeted to the round they struggled on.	Students will branch to instruction once they answer incorrectly two times in a unit. The instruction will be targeted to the round they struggled on.	In Comprehension, students will branch to instruction at key, designated units if their overall accuracy is less than 75%.

Standard Step

The Standard Step is the independent task. The independent task may include some up-front instruction on the skill. The student must demonstrate a certain level of accuracy (see chart above) to avoid dropping to the Instruction Step.

Instruction Step

If students get two answers incorrect in the same unit, they move to the Instruction Step, which explicitly teaches the skill and further scaffolds the task. When students successfully complete this step, they move back to the Standard Step, where they can demonstrate knowledge of the skill. They do not need to start the unit over; they will return to the point in the unit where they dropped to Instruction.

When a student drops to instruction for the fourth time on a particular skill in Word Study or Grammar, they are flagged for a Lexia Lesson. (Learn more about Lexia Lessons and other offline resources in the *Taking Action* and *Implementation* sections of this guide.) Flagging a student for a Lexia Lesson after their fourth drop to Instruction ensures that teachers are alerted when students require teacher intervention. Once the student is flagged for a Lexia Lesson, the Lexia Lesson will be shown on the *Need Instruction* tab in myLexia until the student successfully completes the unit.

In the Comprehension strand, performance in the Practice units of an Activity determines whether a student must complete the Instruction units. (The Practice units are labeled “PRACTICE” in the *Student Detailed Skill Report* in myLexia.) A score of less than 75% in Practice units means that a student’s personalized path includes Instruction units. These students are also flagged for a Lexia Lesson. The Lexia Lesson will be shown on the *Need Instruction* tab in myLexia until the student successfully completes the activity.




Student Experience (continued)

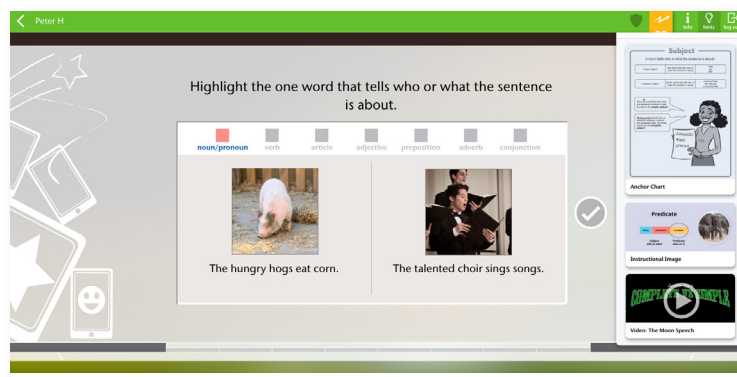
Comprehension Content

The goal of PowerUp Literacy reading comprehension instruction is for students to become independent and strategic readers. Proficient readers use their prior knowledge and experience, in combination with their understanding of vocabulary and knowledge of language structure, to derive meaning from a text. During the reading process, skilled readers interpret a text, integrate it with prior knowledge, and constantly monitor their comprehension with attention to the purpose for reading. PowerUp teaches students the skills and strategies needed for higher-order analysis. Reading comprehension guides students through the process of reading a text deeply using spiraling scaffolded content.

On-Demand Instruction (Hint)

The On-Demand Instruction feature provides students with support. It's designed to teach students to use available resources rather than guessing, when and if they find themselves struggling. This feature also empowers adolescent readers with an authentic opportunity to discover resources that work best for them.

Students can access On-Demand Instruction by clicking the  Hint button in the top navigation bar. The icon is grayed out and unavailable if the feature has been disabled or when audio is playing. On-Demand Instruction is not available in Skill Check activities.



1. Instructional Video



The On-Demand Video feature allows students to replay a video lesson in the current unit (or activity in the Comprehension strand) they are working in. The replay video button is available in all strands, in any standard or instruction unit where at least one instructional video is included. Students will watch the most relevant instructional video for each question.

When clicked, the most recently watched video in the unit will be launched. If the replay button is not displayed, this indicates there are no videos in the unit.



Student Experience (continued)

When accessing an On-Demand Video, students will be able to:

- Pause/resume/replay the video.
- See the progress indicator and the time remaining on the video.
- Close the video by clicking or tapping anywhere outside the player or by clicking the X button.

2. Instructional Image

The instructional image, when available, appears while the specific skill is being described. The image is intended to be a visual anchor for the concept students are working on. Only one image per round is available.

3. Anchor Chart

Anchor Charts define the skill, give examples, and provide precise instructional language. Students have access to the most relevant anchor chart at the question level.

Anchor Charts also provide teachers with the information they need to support their learner “just in time” so they can move forward in the online program. Anchor Charts are designed to give all of the information needed at a glance.



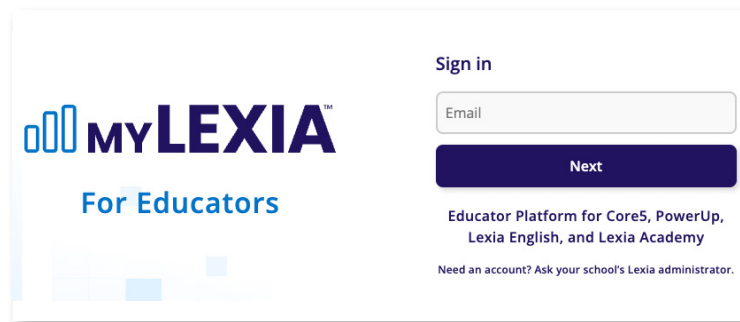
Monitoring Progress

The Information Button



At any time, you can click on the icon at the top right-hand corner of the screen to learn where a student is working in the program.

Overview of myLexia



myLexia Educator Login

myLexia is Lexia's reporting and administrative website for educators. After students complete the PowerUp Auto Placement and begin to use the program, teachers and administrators receive real-time reports in myLexia (www.mylexia.com) on student progress, as well as student-specific action plans to provide intervention. Teachers should log in to myLexia at least weekly to monitor student progress and access instructional support materials.

PowerUp Class Overview

The Class Overview Report provides a summary of student progress, usage, skills, and placement. This report provides the key actionable data educators need to support students using PowerUp. From this report, educators can access detailed skills, usage, progress, and performance data.

How do I find my Class Reports?

- Log in to myLexia.
- Click the *Reading* tab.
- Click on any class name to access the overview for that class, or enter the class name in the Search field in the upper right corner of the screen.



Monitoring Progress (continued)

What does this report display and how do I use it?

The *Class Overview* is organized to allow you to quickly find the actionable data you need to support your students. If you only have 5 minutes to log in to myLexia, use the Action Plan to find out who needs more time, who needs help, and who has Lexia Skill Builders® available to practice newly learned concepts and skills. The Class Overview also provides access to more detailed information that you can monitor on a weekly or monthly basis.

The *Skill Status* card shows the profile of the class's reading skill ranges in each PowerUp instructional zone to help you monitor and inform instruction based on the domain-specific literacy needs of your students.

The *Usage* report allows you to quickly see how many students in the class have been meeting their recommended minute and unit targets.

Use the *Manage* button to add students to your class, create new students, remove students from your class, or edit the class information. Use the *Print* button to print a PDF of the Class Overview, login cards, or a class roster with usernames and passwords, and to bulk-print student reports (including the Student Overview and Student Skills).

Note: Depending on how student accounts are provisioned in your school or district, the Manage menu, Print menu, and other options may not be available.

The *Resources* card gives you direct access to the PowerUp Resources Hub, as well as helpful educator tools such as reports guides and instructional materials.

Student Name ↑	Grade ↓	Zone ↓			Usage This Week ↓			Needs Instruction ↓
		WS ↓	GR ↓	Comp. ↓	Total Minutes ↓	Target ↓	Time Needed ↓	
Bennett, Christina	6th	■	■	■	88	105	+17	7
Bermudez, Jose	6th	■	■	■	164	145	0	25
Chen, Jui	6th	■	■	■	114	145	+31	13
Davis, Amber	6th	■	■	■	59	135	+76	16
Delgado, Andre	6th	■	■	■	59	105	+46	13
Diaz, Xavier	6th	■	■	■	0	105	+105	0
Garcia, Daniel	6th	■	■	■	91	125	+34	6
Green, Hunter	6th	■	■	■	46	115	+69	5
Ivanov, Dmitri	6th	■	■	■	48	135	+87	6
Jackson, Cody	6th	■	■	■	73	115	+42	22
Johnson, Jennifer	6th	■	■	■	138	95	0	43
Jones, Ethan	6th	■	■	■	86	125	+39	27
Juarez, Amalia	6th	■	■	■	103	135	+32	22
Kaminsky, Jacob	6th	■	■	■	59	125	+66	18
Lewis, Tyler	6th	■	■	■	210	135	0	72
Moore, Kelly	6th	■	■	■	133	125	0	29
Myers, Emily	6th	■	■	■	65	125	+60	27
Price, Benjamin	6th	■	■	■	166	125	0	33
Reed, Morgan	6th	■	■	■	127	115	0	38
Richardson, Zoe	6th	■	■	■	123	135	+12	57

Resources
Use these resources to support your student learning.
[PowerUp Resources Hub](#)
[More Resources](#)
Help with this page:
[PowerUp Class Overview Guide](#)
[Class Report Tour](#)
Educator Resources
[PowerUp Resources Hub](#)
[Learning More About Us](#)
Student Program
Instructional Materials
[All PowerUp Lessons](#)
[All PowerUp Skill Builders](#)
[Resources Overview](#)

Usage
Students who are meeting targets:
100%
75%



Monitoring Progress (continued)

Action Plan and 5-Minute Check-In

The Action Plan at the top of the screen provides educators with a quick to-do list to support your students, answering these key questions:

☐

Who needs more time online?

Check the *Needs Usage* tab in the Class Action Plan. Schedule additional time online for students who are not meeting usage targets.

☐

Who needs help?

Check the *Needs Instruction* tab in the Class Action Plan to see which students would benefit from a teacher-led Lexia Lesson.

☐

Who is ready to apply what they've learned?

Check the *Skill Builders* tab in the Class Action Plan to see which students are ready to work on Lexia Skill Builders.

☐

Who is ready to celebrate?

Print out certificates to help celebrate student success.

☐

What are my next steps?

Make a plan to deliver Lexia Lessons®, Lexia Skill Builders®, and additional instructional resources.



Monitoring Progress (continued)

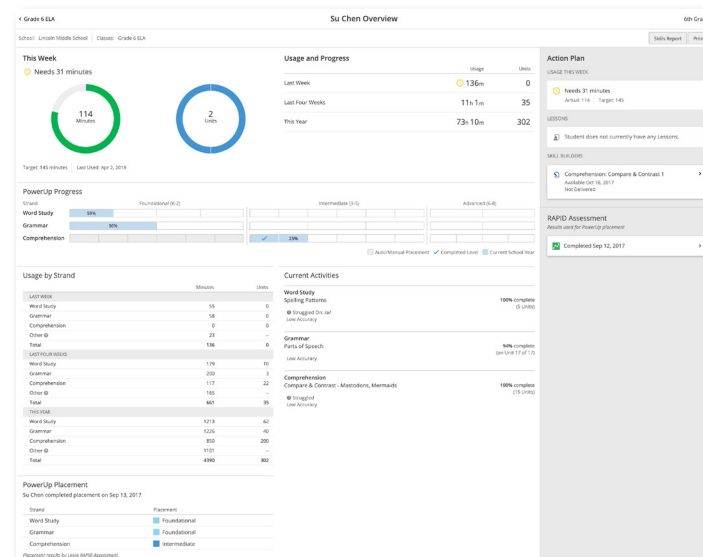
PowerUp Student Overview

What does this report display, and how do I use it?

The Student Overview Report provides a summary of individual student progress, usage, skills, as well as the student action plan that provides educators with a quick to-do list to support that student. Use this report to plan instruction, conference with students to review progress and/or set goals, and share with parents to report their child's progress.

How do I find the Student Overview Report?

- Log in to myLexia.
- Click the *Reading* tab.
- Click on any class name to access the student list for that class, and click on the student's name. Or, in the Search field in the upper right corner of the screen, type in the student's name and select.



For more information about the PowerUp Student Overview Reports, see the [myLexia Reports Guides](#).



Monitoring Progress (continued)

PowerUp Student Detailed Skills Report

The Student Detailed Skills report provides detailed information about students' work for each activity they are currently working on. This report can be used to diagnose potential skill deficiencies, identify patterns in skill gaps, and alert and direct educators to targeted offline instructional resources to support students.

How do I find the Student Detailed Skills Report?

- Log in to myLexia.
- Click the *Reading* tab.
- Click on any class name to access the student list for that class, and click on the student's name. Or, in the Search field in the upper right corner of the screen, type in the student's name and select.
- Click on any Current Activity title.

Roman Ritchie Detailed Skills

9th Grade

Word Study Level 3: Closed Syllable Words (/a/ & /i/)

48% Complete (14 out of 29 Units) | Started On: Oct 25, 2019 | Last Used: Mar 6, 2020 | As of: Dec 8, 2020

Activity/Unit	Unit Time	Unit Description	Type of Error	Step Attempts	<div><div>Standard Instruction</div><div>Direct Instruction</div></div>	Flagged for Lesson
1: Letter Patterns, Sounds & Meaning Total Unit Time: 155:12 Current Unit: 8 out of 8 Accuracy: High Rate: Slow						
1	30:55	Syllable Identification - 1 syllable	2 syllable, 1 syllable	7	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
2	11:36	Syllable Identification - 1-2 syllables	1 syllable, 2 syllable, 3 syllable	5	<div><div></div><div></div><div></div><div></div><div></div></div>	
3	1:17	Syllable Identification - 1-3 syllables	1 syllable, 2 syllable	1	<div><div></div></div>	
4	78:48	Syllable Division	VC CV	15	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div></div>
5	15:41	Short Vowel Categorization	i, a	5	<div><div></div><div></div><div></div><div></div><div></div></div>	
6	3:00	Short Vowel Automaticity	i, a & i	1	<div><div></div></div>	
7	6:12	Word Meaning	infant, picnic, atlas	1	<div><div></div></div>	
8	7:43	Word Meaning	admit, candid, frantic, impact	1	<div><div></div></div>	
2: Fluency Challenge 1 Total Unit Time: 18:53 Current Unit: 4 out of 4 Accuracy: High Rate: Slow						
1	2:47	Sight Word Identification		1	<div><div></div></div>	
2	3:55	Sentence Comprehension	put	1	<div><div></div></div>	
3	9:20	Sentence Comprehension	your, could, does	3	<div><div></div><div></div><div></div></div>	
4	7:51	Sight Word Spelling		1	<div><div></div></div>	



Taking Action

Instructional Resources

Lexia Lessons® and Lexia Skill Builders® allow for personalized and comprehensive instruction and practice in all skill areas. The materials can be accessed in the *Need Instruction* and *Skill Builders* tabs. Anchor Charts, Fluency Passages, and Writing Prompts provide additional support to educators and students. Lexia Lessons and Skill Builders are found in myLexia, and the supplemental resources are found in the PowerUp Resources Hub.

Lexia Lessons

What are they?

Lexia Lessons provide targeted, teacher-led instruction and are automatically recommended when a student struggles on a skill in the online program. The lessons are thoughtfully designed to support the secondary teacher or paraprofessional who delivers them and are personalized for the students who use them. Answer keys are included in each lesson.

Parts of a Lexia Lesson

Lexia Lessons are made up of three main components.

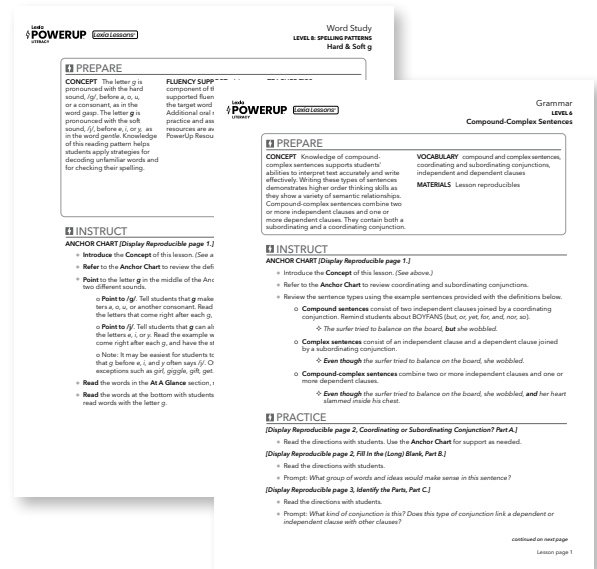
- *Prepare*: Introduces the main concepts and relevant vocabulary for the lesson.
- *Instruct*: Includes suggestions for the teacher and background information to support the lesson.
- *Practice*: Provides opportunity for students to practice and apply the target skill, often in the context of building oral reading fluency. The scaffolded activities on these reproducible pages build in complexity to reinforce online learning. Anchor Charts always appear on the first reproducible page.

Tips for the Classroom

- Prioritize students working in the Foundational Zone; they are at greater risk.
- Group students who struggle with the same skill even if they are working in different zones.
- Lexia Lessons were designed to complement the student program by presenting concepts consistently. Be sure to use the same vocabulary and graphic organizers that are in the lesson.

Tracking Delivered Lessons

To track whether a Lexia lesson has been delivered, click on *Not Delivered* and it will toggle to *Delivered*. The lesson name and supporting information will be captured in the *All Delivered Lessons* list.





Taking Action (continued)

Lexia Skill Builders

What are they?

Skill Builders provide an opportunity for students to independently practice newly learned skills and, when applicable, apply them to fluent oral reading of controlled and grade-level passages. These resources are available in paper-based or digital format and are automatically assigned when students complete an online level (Word Study and Grammar strands) or activity (Comprehension strand). Skill Builders may be distributed as a complete packet, or a few pages at a time.

Where can I find Lexia Lessons and Skill Builders?

- myLexia Resources tab
- Class Overview report resource card

Tips for the Classroom

- Assign them for homework.
- Assign them during class time if students are unable to complete them at home.
- Grading Skill Builders is recommended as they demonstrate whether the student has integrated the skills learned online. The results can be used as formative evaluations.

Marking Skill Builders as delivered

On the PowerUp Class Overview, click the *Skill Builders* tab. Select one, many, or all Skill Builders by checking the boxes to the left of the Student Name column. Once selected, click the *View and Mark as Delivered* button in order to generate a packet of the selected PDFs and mark the selected Skill Builders as delivered. You may use the *All Skill Builders* button to see a history of both delivered and undelivered Skill Builders.

Skills Builders can also be marked delivered on the *Student Overview* report.

The image shows three sample Lexia Skill Builder cards. The first card is titled 'INSTRUCTIONAL VOCABULARY CARDS' and 'Context clues', featuring a cat illustration and a definition. The second card is titled 'imagery' and 'Grammar', featuring a list of interjections and their meanings. The third card is titled 'setting' and 'Grammar', featuring a landscape illustration and a definition.

Context clues
hints about the meaning of a word

protagonist
the main character in a story

setting
the time and place of events in a story

imagery
Interjections are words that express strong emotions. They are usually followed by an exclamation mark or comma and are often found in dialogue. Interjections are not used in academic writing. Circle the interjections in the following sentences.

- Wow! That lasagna tastes incredible!
- Stop! Buckle your seatbelt before you start driving.
- She's just a kid, gee whiz, not a full grown adult!
- I can't believe we are going to that concert! Wooh!
- His outfit was, uh, an interesting choice.
- Bingo! That's the answer I was looking for.

Draw a line from the interjection to the meaning it conveys.

Brao!	expresses pain
Yippee!	expresses disappointment
Darn,	stops an action
Freeze!	gains attention
Um,	gives congratulations
Hey,	expresses excitement
Oops!	shows a thinking process

Look at a familiar short story or novel. Add interjections to the short that you use in the book.

Interjections			
Show excitement or amazement	Stop action	Express disappointment	Greet someone

On the back, write ten sentences using interjections from your list.



Taking Action (continued)

PowerUp Resources Hub

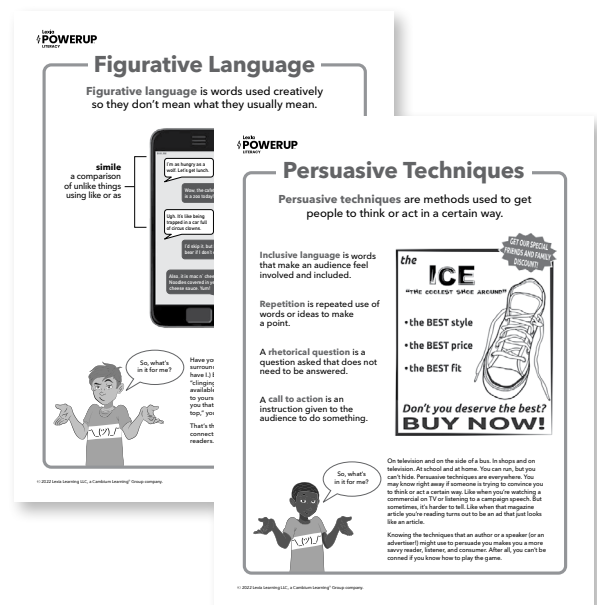
The PowerUp Resources Hub provides access to a variety of supplemental resources to support teaching and learning: graphic organizers, writing prompts, fluency passages, technical support information, student goal setting, achievement certificates, at-home literacy activities, and more. The PowerUp Resources Hub can be accessed via *myLexia* > *Resources*.



Anchor Charts

What are they?

Anchor Charts are encapsulations of the key points related to a specific skill with illustrations designed to engage students visually. The powerful “So, what’s in it for me?” section of the Reading Comprehension Anchor Charts is intended to resolve the age old question many adolescent learners ask, “Why do I have to learn this?”, by explaining why it is important to learn the skill being taught. Used to support instruction and promote academic success, Anchor Charts provide the teacher with a chance to tap into the precise instructional language, skill, and vocabulary students learned in the online program. Designed for on-the-spot instruction, Anchor Charts are visual, succinct, and engaging.



Where can I find Anchor Charts?

- Embedded in Lexia Lessons
- On the *Support for Instruction* page of the PowerUp Resources Hub
- Selecting the *Hints* button in the student program

Tips for the Classroom

- Provide a printed copy for students to refer to while they work online.
- Share them with other content teachers so they can use the same strategies and vocabulary in their teaching.
- Send them home when students complete a level to share with families.



Taking Action (continued)

Fluency Passages

What are they?

The Fluency Passage Packs provide opportunities for fluency assessment and supported fluent reading practice. Text-based questions accompany each passage to ensure that students are able to construct meaning from the text. The packs also include student checklists to increase agency and engagement, as well as a teacher-facing rubric to guide educators in evaluating fluent reading.

Writing Prompts

What are they?

Writing Prompts promote the ideal reading-writing connection, enabling students to practice authentic, focused writing across genres.

- Aligned to PowerUp themes
- Writing practice
- Provide Student Checklists and Teacher Rubrics

All of these resources are available in the *Support for Instruction* page of the PowerUp Resources Hub.

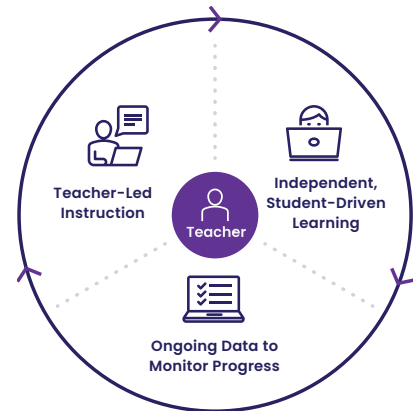


Implementation

Best Practices

Here are ways to maximize student learning and minimize the time it takes for each student to reach proficiency.

1. Include all three elements of PowerUp's instruction every week:
 - Independent work in the student program
 - Lexia Lessons as recommended
 - Lexia Skill Builders
2. Ensure that students meet all usage requirements for each component every week. *Usage requirements are typically higher for students who are at greater risk.*



Changes in school schedules and identifying additional resources may be necessary to satisfy usage requirements for all three components. Occasionally, school schedules and the usage recommendations in PowerUp will differ. When that is the case, consistent week-by-week usage and emphasis on the blended model is important. If time is a challenge, try to help students work towards their weekly unit goals and achieve at least 75 minutes per week.

Recommended	Not Recommended
Consistent week-by-week usage means students are engaged with the online component and Lexia Lessons and Skill Builders, as recommended, on a regular basis.	<ul style="list-style-type: none">• Working on PowerUp one week, and then not using it for another two or three weeks.• Working on PowerUp for a rating period, then moving to some other area of the curriculum the next week where PowerUp is no longer used.

Emphasis on the blended model means students are engaged with the online component and Lexia Lessons and Skill Builders as recommended.

Recommended	Not Recommended
If time is a challenge, students may spend less time in the online component of the program in order to ensure they also have time to work on the recommended Lexia Lessons and Skill Builders.	Only using the student program, with no attention to Lexia Lessons and Skill Builders.



Implementation (continued)

3. Determine whether students consistently meet weekly recommended usage.

- Refer to your Implementation Plan to ensure all available technology resources in your school (classroom computers, computer lab, laptop carts) are being used.
- Consider alternative times for students who need additional units and minutes (before/after school programs, home use, another intervention block).

4. Monitor student progress in myLexia, and plan instruction based on students needs.

- Set a regular time each week to check your *Class Overview Action Plan* and the Class Usage Report. Monitor which students have met their unit and minute goals for the week and which students could benefit from more targeted instruction.
- Schedule conversations with students to share information from the *Student Overview*.

5. Deliver targeted instruction with Lexia Lessons®, and practice with Skill Builders®.

- Use the *Class Overview Action Plan* to identify students who need a Lexia Lesson or Skill Builder.
- Designate specific times during the day to deliver targeted instruction (Lexia Lessons) and for students to practice independently (Skill Builders).
- Set aside time to explore, prepare, and organize materials.

Classroom Implementation

Lexia PowerUp Literacy is designed to be used alongside the core curriculum to further differentiate instruction and target skill gaps for readers who are not yet proficient. The goal is for students to work in online activities for 75–135 minutes and complete 17 total units each week. The 5-minute check-in helps identify the students who need more time in the student program, with Lexia Lessons or Skill Builders.

Where can I use PowerUp with my students?	When can I use PowerUp with my students?	Who will provide support to students?
<ul style="list-style-type: none">• Classroom (Center Rotations)• Computer Lab Period/Class• Intervention Block/Special Education• Before/After School• Homework	<ul style="list-style-type: none">• During ELA Classes• During Remedial or Resource Classes• During Elective Classes• Before School• After School• At Home	<ul style="list-style-type: none">• ELA Teachers• Emergent Bilingual Teachers• Resource Room Teachers• Reading Teachers• SPED Teachers• Specialists• Elective Teachers• Paraprofessionals



Implementation (continued)

Sample Models

Use these example models to guide the implementation of PowerUp in your classroom.

Classroom Implementation of PowerUp Components—Example 1			
Targeted Students: 6th grade, all students	PowerUp Student Program (17 units/wk)	Lexia Lessons (varies/wk)	Lexia Skill Builders (20–30 min/wk)
Where (instructional block)	ELA classroom	ELA intervention classroom	In class or at home
When (days and times)	ELA rotations— Mon, Wed, Thurs, Fri 1:30–2:30	ELA intervention— Mon, Wed, Thurs, Fri 2:00–2:30	ELA rotations or homework
Who (educator responsible)	ELA teacher	Intervention or Special Education Teacher	ELA teacher

Classroom Implementation of PowerUp Components—Example 2			
Targeted Students: 6th grade, all students	PowerUp Student Program (17 units/wk)	Lexia Lessons (varies/wk)	Lexia Skill Builders (20–30 min/wk)
Where (instructional block)	Resource Room, home, before/after school programs	Resource Room	Resource Room, home, before/after school programs
When (days and times)	Mon, Tues, Wed, Thurs 12:45–1:30	Mon, Tues, Wed, Thurs 12:45–1:30	Home, in class when finished with online PowerUp
Who (educator responsible)	Resource Room Teacher	Resource Room Teacher or Paraprofessional	Resource Room Teacher



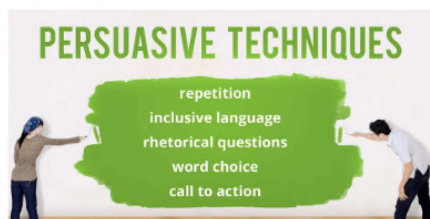
Implementation (continued)

Using PowerUp for Whole Class Instruction

- Teach or reinforce key skills and concepts.
- Deliver Lexia Lessons in vocabulary, grammar, and comprehension to enrich whole-class instruction.

POWERUP WHOLE-CLASS INSTRUCTION

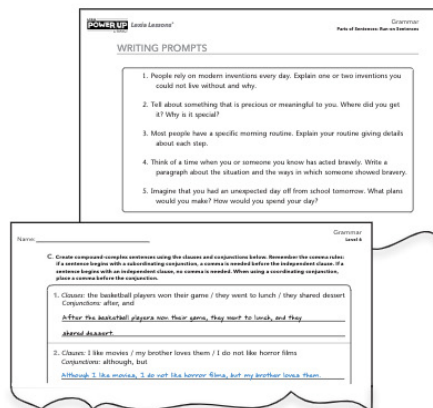
Enhance core English language arts curriculum for all students by incorporating these PowerUp Teacher Resources into whole-class instruction.



INSTRUCTIONAL VIDEOS

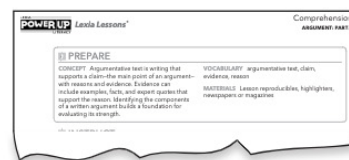
Teach and reinforce key skills and concepts to the entire class.

- Key Idea and Details
- Craft and Structure
- Integration of Knowledge and Ideas



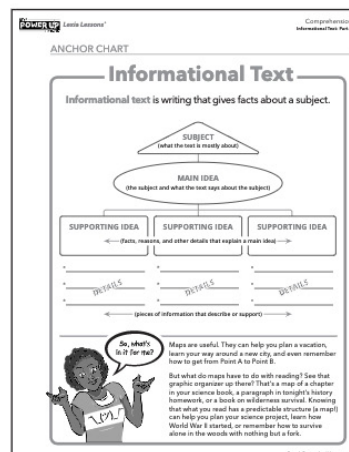
GRAMMAR AND WRITING ACTIVITIES

In-class and homework assignments help students reinforce grammar concepts while improving composition skills.



LESSON PLANS

Use lessons in vocabulary, grammar, and comprehension to enrich whole-class instruction.



ANCHOR CHARTS

Posters and graphic organizers provide visual representations of key concepts. Share them with content-area teachers to help build literacy across the curriculum.



Implementation (continued)

Using PowerUp at Home

- Students can log in anytime and from anywhere as long as they have access to a proper device.
- A letter to parents/guardians to introduce PowerUp for home is available in 8 different languages on the [School to Home](#) page of the PowerUp Resources Hub.

Student Goal Setting

Setting goals is a great opportunity for teachers to empower students to take ownership of their learning, promote a growth mindset, and improve academic achievement. The goal-setting process recognizes that each student is different and allows them to choose where they want to improve and what they want to achieve. It also encourages students to have a long-term vision of what they want to accomplish, and a plan to monitor their progress.

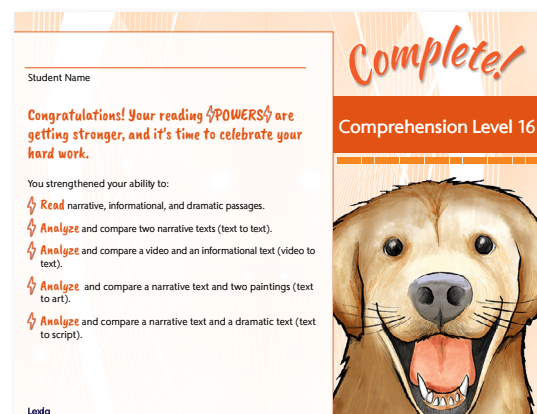
Student Progress Tracking

The PowerUp progress tracking resources give students a tool to monitor their progress and empower their learning. The Student Tracker allows them to consistently document their progress in PowerUp and reflect on and make the necessary changes needed to drive their learning. This resource pairs well with and supports educator efforts to conference and collaboratively goal set with students, in an overall effort to promote a growth mindset among adolescent readers.

Achievement Certificates

Award a certificate to students as they progress through the program. Ideas for when to award a certificate include when students:

- Complete a list of the skill(s) they have developed
- Increase usage
- Complete a zone, level, activity, or specific units
- Complete a Lexia Lesson or Skill Builder





Implementation (continued)

Conferencing

Preparing for an IEP Meeting

When preparing for an IEP meeting, it's important to focus on general skills rather than specific levels or strands in PowerUp. Rather than using the labels Foundational, Intermediate, or Advanced, the focus should remain on the skills students are refining through their current placement in the program. *In addition, it's important to note that the grade levels identified within each strand refer to the specific skills and materials rather than the student.* Instead, teachers can outline the Grammar, Word Study, and Comprehension skills and focus on how students' work in the program is strengthening their foundation across the strands. Using the Student Overview feature of myLexia can also help highlight the specific skills that students are practicing. For example, teachers can leverage the Usage and Progress section to highlight students' units completed and progress in the program in the past week, month, and year. They can also reference the This Week section to focus on students' usage goals.

Preparing for a Parent-Teacher Conference

Just as with an IEP meeting, parent-teacher conferences should be focused on the student's skills rather than specific labels from the program (levels, strands, etc.). Before the conference, compile data from myLexia (*Student Overview* and *Usage Report*) in order to review student growth and progress. Consider using these reports and the *Student Action Plan* to highlight a student's weekly usage patterns, identify where the student is meeting their unit and minute targets, and review the current recommended Lexia Lessons and Skill Builders that help reinforce specific skills. In addition, you can show parents/guardians how both they and their student might use the *Your Progress* information from the student dashboard and the *Student Progress Tracking* document to monitor progress at home. Print the *PowerUp Parent/Guardian Skills Report* as a conference takeaway.

Be sure parents understand that the grade equivalents are only to be used to indicate that a student lacks a particular skill typically taught at a particular grade level. This information is not a measure of students' grade level performance—it represents the grade level of the skill a student is learning.

Preparing for a Teacher-Student Goal-Setting Meeting

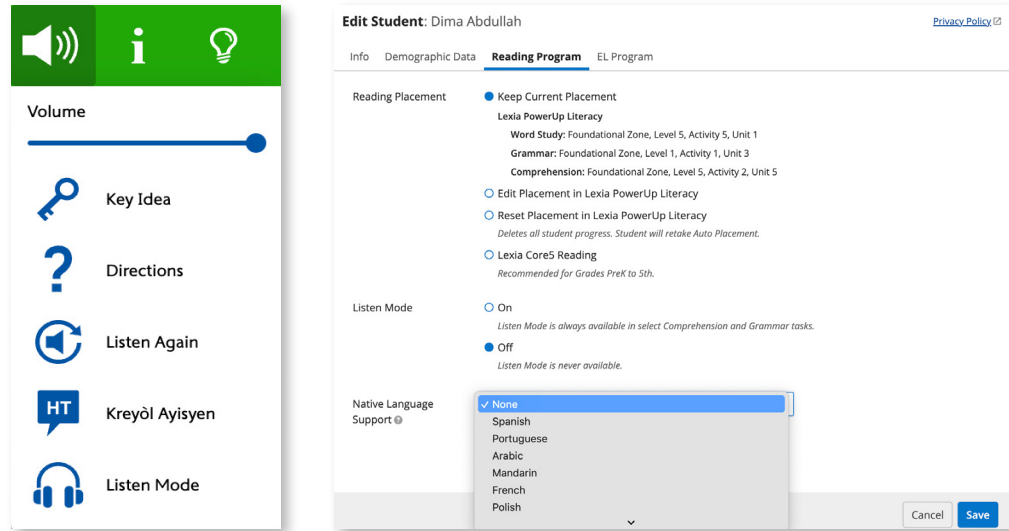
When preparing for a teacher-student conference or goal-setting meeting, it's important to help students take ownership of their progress and learning. One way to support this is through the use of the *Student Goal Setting Worksheet*.

Students can complete a self reflection prior to the meeting and share their thoughts as a way to begin the conversation. The teacher can then collaboratively work with students to formulate a plan for meeting their weekly unit and minute targets as well as create attainable goals related to their growth and progress in the PowerUp Literacy program.



Managing Student Settings

Enabling Native Language Support



How do I enable native language support?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select *Program* tab.
6. Click the *Native Language Support* arrow to open the drop-down menu.
7. Choose a language: Spanish, Mandarin, Korean, Vietnamese, Arabic, Haitian Creole, French, Portuguese, or Polish.
8. Click *Save*.

The student can use the button to hear instructional audio in the native language after the English audio plays.



Managing Student Settings (continued)

Changing a Student's Placement

Generally, it is not recommended that you change a student's placement in PowerUp. The program is designed to place students where they need to be in each strand. However, as the instructional decision maker, you may deem changes necessary for select students.

How do I change a student's placement?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab.
6. Choose *Edit Placement in Lexia PowerUp*. This will bring you to where you can make changes.
7. Select the strand.
8. Make desired level, activity, and/or unit changes.
9. Click *Save*.

Repeat steps 4-9 to alter additional strands.

Edit Student: Dima Abdullah [Privacy Policy](#)

Info Demographic Data **Reading Program** EL Program

Reading Placement

- ☐ Keep Current Placement
Lexia PowerUp Literacy
- ☒ Edit Placement in Lexia PowerUp Literacy

Word Study: Foundational Zone, Level 5, Activity 5, Unit 1
[Edit Word Study](#)

Grammar: Foundational Zone, Level 1, Activity 1, Unit 3
[Edit Grammar](#)

Comprehension: Foundational Zone, Level 5, Activity 2, Unit 5
[Edit Comprehension](#)

☐ Reset Placement in Lexia PowerUp Literacy
Deletes all student progress. Student will retake Auto Placement.

☐ Lexia Core5 Reading
Recommended for Grades PreK to 5th.

Listen Mode

- ☐ On
Listen Mode is always available in select Comprehension and Grammar tasks.
- ☒ Off

[Cancel](#) [Save](#)

☒ Edit Placement in Lexia PowerUp Literacy

Word Study: Foundational Zone, Level 5, Activity 5, Unit 1

[Edit Word Study](#)

Edit Placement in Lexia PowerUp: Word Study

Enable the Word Study Strand

☒ Yes

Zone

Intermediate

Level

Level 5: Consonant-le Syllables

Activity

Activity 1: Letter Patterns, Sounds & Meaning

Unit

Unit 1: Vowel Team Identification

[Cancel](#) [Update](#)

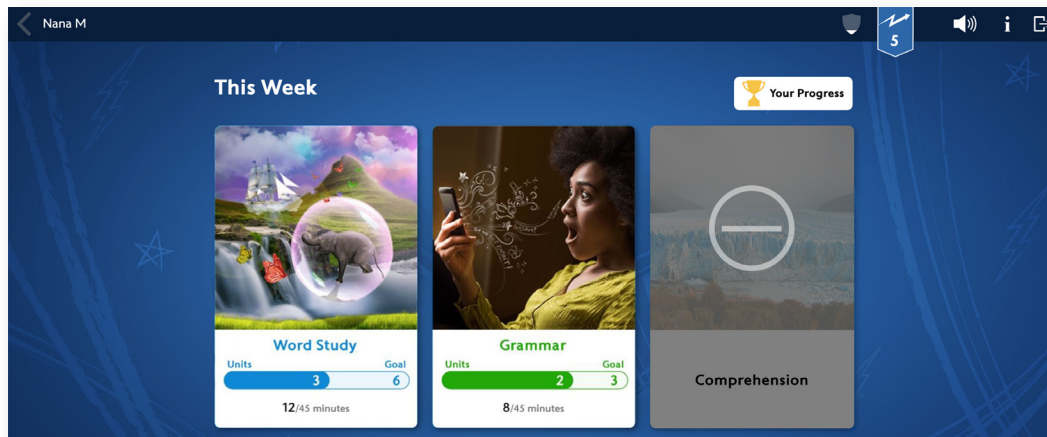


Managing Student Settings (continued)

Turning Off a Strand

Why would I want to do this?

It can be helpful for students to focus their work on a single strand in order to make faster gains in that strand. You can turn off multiple strands to prevent a student from accessing those strands. *You must turn the strand back on when you want the student to continue working.*



Turning Off a Strand: Pros

- Certain students may benefit from focusing on a single strand in order to make faster, more consistent gains in that strand.
- Educators may find it beneficial to approach each strand as a class, focusing on one strand for whole or small group instruction.
- Limited time—teachers may feel they want to focus on a specific strand that aligns with the particular strengths and weaknesses of a student.

Turning Off a Strand: Cons

- Overall success in achieving strong reading comprehension can be impacted.
- Student ownership over progress and learning can be weakened.
- Engagement and choice is diminished.

Student Goal Setting: An Alternative to Turning Off a Strand

Setting goals is a great opportunity for educators to help encourage work across all three domain strands and to empower adolescent readers to take ownership of their learning, promote a growth mindset, and improve academic achievement. The goal-setting process recognizes that each student is different. Students can choose the areas in which they would like to improve along with what they want to achieve. This process also encourages students to have a long-term vision of what they want to accomplish, and identify short-term motivators needed to keep them inspired.



Managing Student Settings (continued)

How do I turn off a strand?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab.
6. Choose the radio button *Edit Placement in Lexia PowerUp*.
7. Select the strand you wish to turn off.
8. Toggle the *Enable* button to turn the strand off.
9. Click *Update*.
10. Click *Save*.

Repeat steps 6–10 to disable an additional strand.

The student will see a grayed-out box for the disabled strand(s).



Managing Student Settings (continued)

Reset Auto Placement for One Strand

Why would I want to do this?

If you suspect that a student did not do their best on one of the PowerUp Auto Placement assessments, or you find that the student is struggling consistently in their current level in a strand, you may want to reset their placement. This action deletes any data the student created while working in PowerUp, so it is best to do this only when there is a compelling reason to do so.

How do I reset Auto Placement for one strand?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab (top of screen).
6. Choose the radio button *Edit Placement in Lexia PowerUp*.
7. Select the strand you wish to reset.
8. Click the drop-down menu beneath *ZONE* and select *Auto Placement*.
9. Click *Update*.
10. You will receive a warning that all of the student's data in that strand will be deleted.
11. Click *Save*.

The image displays three overlapping screenshots from the Lexia PowerUp interface. The top-left screenshot shows the 'Edit Student: Kali A' page with the 'Program' tab selected. A red arrow points to the 'Edit Placement in Lexia PowerUp' radio button. The top-right screenshot shows the 'Edit Placement in Lexia PowerUp' page with a warning message: 'Warning! Returning a student to Auto Placement will delete all of the student's data in this strand. This student will take placement activities the next time they log in.' The bottom screenshot is a modal window titled 'Edit Placement in Lexia PowerUp: Comprehension'. It has a toggle for 'Enable the Comprehension Strand' set to 'Yes'. A dropdown menu for 'Auto Placement' is open, showing 'Foundational' selected with a checkmark, and 'Intermediate' and 'Advanced' as options. Below this is a dropdown for 'Level 1: Curiosity' and another for 'Activity 1: Informational Text & Summary - Text 1: Eight-Eye'. At the bottom are 'Cancel' and 'Update' buttons.



Managing Student Settings (continued)

Re-Administer Auto Placement

Why would I want to do this?

If you suspect that a student did not do their best on the PowerUp Auto Placement, you may want to reset all strands so they can take the placement again. This action deletes any data the student created while working in PowerUp, so it is best to do this as close to the initial placement as possible.



Warning! Resetting this student's placement will delete all of the student's data. This student will take placement activities the next time they log in. Note that if it has been less than 8 weeks since the student took PowerUp Auto Placement, the Comprehension strand placement will be reset according to the results of the student's last Auto Placement. The student will bypass the Comprehension placement.

How do I re-administer Auto Placement?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab.
6. Choose the radio button for *Reset PowerUp Placement*.
7. You will see a warning box reminding you that all data will be deleted.
8. Click *Save*.

Edit Student: Dima Abdullah [Privacy Policy](#)

Info Demographic Data **Reading Program** EL Program

Reading Placement

☐ Keep Current Placement
Lexia PowerUp Literacy

☒ Edit Placement in Lexia PowerUp Literacy

Word Study: Foundational Zone, Level 5, Activity 5, Unit 1
[Edit Word Study](#)

Grammar: Foundational Zone, Level 1, Activity 1, Unit 3
[Edit Grammar](#)

Comprehension: Foundational Zone, Level 5, Activity 2, Unit 5
[Edit Comprehension](#)

☒ Reset Placement in Lexia PowerUp Literacy
Deletes all student progress. Student will retake Auto Placement.

☐ Lexia Core5 Reading
Recommended for Grades PreK to 5th.

Listen Mode

☐ On
Listen Mode is always available in select Comprehension and Grammar tasks.

☒ Off

[Cancel](#) [Save](#)



Managing Student Settings (continued)

Restart an Activity or Redo a Unit

How do I restart an activity or unit?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab.
6. Select the appropriate strand.
7. From the drop-down menus, select the activity and/or unit you would like the student to redo.
8. Click *Update*.
9. Click *Save*.

Edit Placement in Lexia PowerUp: Word Study

Enable the Word Study Strand

☒ Yes

Zone

Intermediate

Level

Level 5: Consonant-le Syllables

Activity

Activity 1: Letter Patterns, Sounds & Meaning

Unit

Unit 1: Vowel Team Identification

Cancel

Update



Managing Student Settings (continued)

Moving Students from Core5 to Powerup

Students who previously worked in Core5 do not need to have a new account created for them to work in PowerUp. Instead, their reading placement can be reset by a staff member.

As resetting placement will delete all progress and history for the student's account, Lexia recommends printing or saving any necessary reports before doing so.

How do I move students from Core5 to PowerUp?

1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Program* tab.
6. Beside *Reading Placement*, select Lexia PowerUp Literacy. PowerUp is recommended only for students in Grade 6 and above.
7. Click **Save**.


Edit Student: Emily Zeigler

Info Demographic Data **Program**

Reading Placement

☒ Lexia Core5 Reading (Recommended for Grades PreK to 5th)

Select Level ⚙

 ☐ Lexia PowerUp Literacy (Recommended for Grades 6th and above)

Native Language Support ⓘ

Assessment Status Not Started

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Word Study

Level 1
Foundational

Closed Syllables 1



Activity

Syllables, Letter Patterns & Sounds 1

Segment and blend syllables; discriminate between similar-sounding consonants; associate short vowel sounds with letters; identify the number of phonemes in words.

Units: 11

Spelling 1

Manipulate phonemes in word chains; spell closed syllables with vowels a, i, o.

Units: 4

Fluency & Comprehension 1

Blend phonemes into words; demonstrate understanding of written phrases and spoken sentences.

Units: 5

Syllables, Letter Patterns & Sounds 2

Discriminate between similar-sounding consonants; associate short vowel sounds with letters; demonstrate letter-sound knowledge for consonant digraphs.

Units: 9

Spelling 2

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

Units: 4

Fluency & Comprehension 2

Demonstrate understanding of written phrases and spoken sentences.

Units: 3

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

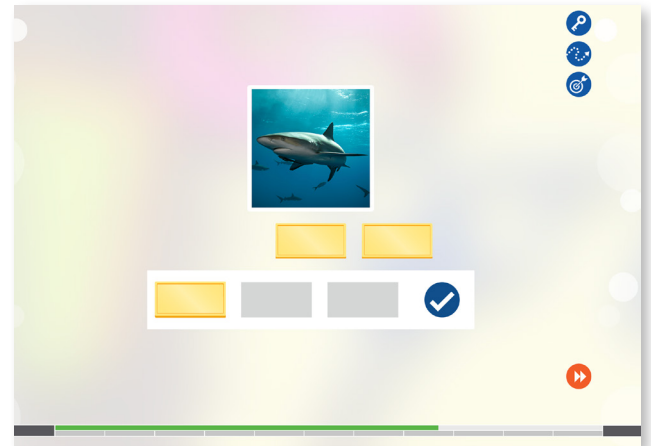


Level 1 | Activity 1

Syllables, Letter Patterns & Sounds 1

The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are asked to:

- Segment and blend syllables
- Discriminate consonant sounds
- Identify and differentiate vowel letters and sounds (a, i, o)
- Complete words with missing initial vowels
- Segment words into sounds



Unit 1	Segmenting Syllables	An image displays. Students hear a corresponding one- to three-syllable word and identify the number of syllables. 🎥	Placing Tokens
Unit 2	Blending Syllables	Students hear a two- to five-syllable word with a pause between syllables. They identify the corresponding image.	Multiple Choice (Image)
Unit 3	Beginning & Ending Sounds	Students hear a consonant sound and three words. They identify the image that corresponds with the target sound.	Multiple Choice (Image)
Unit 4	Confusable Consonants	Students hear a word and identify the initial consonant (p/b, f/v, t/d). 🎥	Multiple Choice
Unit 5	Confusable Consonants	Students hear a word and identify the initial consonant (s/z, k/g, p/b). 🎥	Multiple Choice
Unit 6	Keyword Introduction: Short Vowels (a, i, o)	Students construct keyword cards by identifying the vowel that completes the card (a, i, o). 🎥	Building Keyword Cards
Unit 7	Symbol to Sound: Short Vowels	A vowel displays. Students identify the corresponding keyword image (a, i, o).	Multiple Choice (Image)
Unit 8	Sound to Symbol: Short Vowels	Students hear a vowel sound and identify the corresponding keyword image card (a, i, o).	Multiple Choice (Image)
Unit 9	Completing Words: Short Vowels	A partial word displays. Students hear the word and identify the missing initial vowel (a, i, o).	Typing
Unit 10	Automaticity: Short Vowels	An image displays. Students hear a word and identify the initial vowel sound (a, i, o).	Sorting (Timed)
Unit 11	Segmenting Sounds	Students hear a word and identify the number of sounds (2, 3, or 4). 🎥	Placing Tokens

🎥 Indicates that the unit has an instructional video

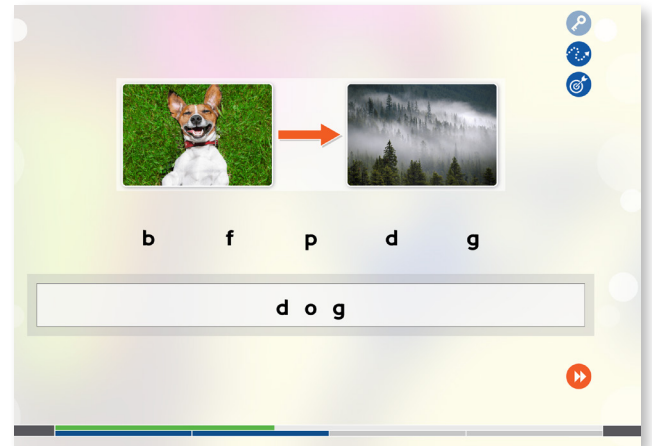


Level 1 | Activity 2

Spelling 1

The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students are asked to:

- Manipulate letters to spell CVC words
- Complete multi-syllable words with missing medial vowels in the first syllable



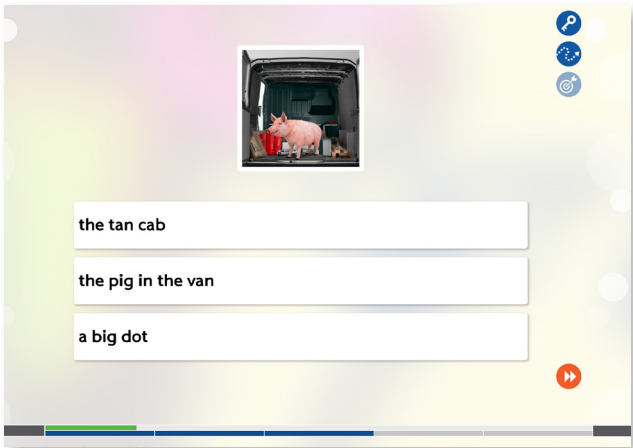
Unit 1	Word Chains: Closed Syllables	A closed syllable displays. Students replace letters to create a new word. The focus is on CVC words with short a. 🎬	Word Chains
Unit 2	Word Chains: Closed Syllables	A closed syllable displays. Students replace letters to create a new word. The focus is on CVC words with short i.	Word Chains
Unit 3	Word Chains: Closed Syllables	A closed syllable displays. Students replace letters to create a new word. The focus is on CVC words with short o.	Word Chains
Unit 4	Spelling Closed Syllables	A partial word displays. Students hear the word and identify the missing vowel in the first syllable (a, i, o). 🎬	Typing



Fluency & Comprehension 1

The goal of this activity is for students to build their awareness of the individual sounds (phonemes) in words and the words and phrases used to construct sentences. Students are asked to:

- Identify parts of a spoken sentence to answer text-based comprehension questions
- Blend phonemes to form words
- Read and attach meaning to phrases (CVC words)
- Divide sentences based on auditory cues



Unit 1	Listening Comprehension	Students hear a sentence and identify the section that answers a who/what or action question.	Multiple Choice
Unit 2	Listening Comprehension	Students hear a sentence and identify the section that answers a who/what, action, how, or why question.	Multiple Choice
Unit 3	Blending Sounds	Students hear a word with a pause between phonemes. They identify the corresponding image.	Multiple Choice (Image)
Unit 4	Phrase Comprehension	An image displays. Students identify the corresponding phrase.	Multiple Choice
Unit 5	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases and identify where to divide it.	Dividing Sentences

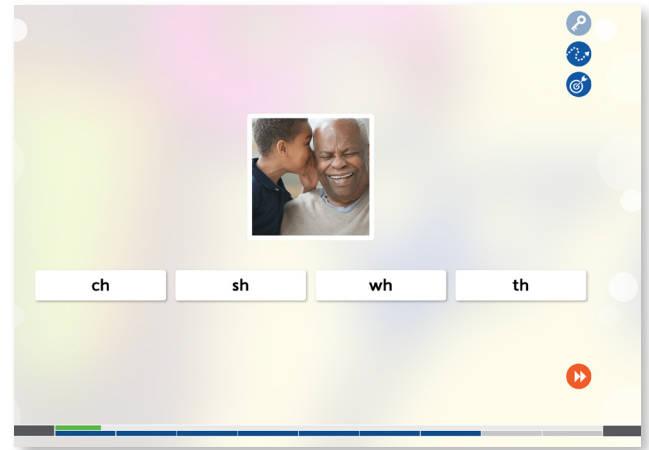


Level 1 | Activity 4

Syllables, Letter Patterns & Sounds 2

The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are asked to:

- Segment and blend syllables
- Discriminate consonant sounds
- Identify and differentiate vowel letters and sounds (e, u)
- Complete multi-syllable words with missing initial vowels
- Segment words into sounds



Unit 1	Confusable Consonants	Students hear a word and identify the initial consonant (m/n, l/r). 🎥	Multiple Choice
Unit 2	Confusable Consonants	Students hear a word and identify the initial consonant (c/g, h/w). 🎥	Multiple Choice
Unit 3	Keyword Introduction: Short Vowels (e, u)	Students construct keyword cards by identifying the vowel that completes the card (e, u). 🎥	Building Keyword Cards
Unit 4	Symbol to Sound: Short Vowels	A vowel displays. Students identify the corresponding keyword image.	Multiple Choice (Image)
Unit 5	Sound to Symbol: Short Vowels	Students hear a vowel sound and identify the corresponding keyword image card.	Multiple Choice (Image)
Unit 6	Completing Words: Short Vowels	A partial word displays. Students hear the word and identify the missing initial vowel (e, u).	Typing
Unit 7	Automaticity: Short Vowels	An image displays. Students hear a corresponding word and identify the initial vowel sound (e, i, o, u).	Sorting (Timed)
Unit 8	Identifying Consonant Digraphs	An image displays. Students hear a corresponding word and identify the initial or final digraph (ch, sh, wh, th, ng). 🎥	Multiple Choice
Unit 9	Completing Words: Closed Syllables	A partial word displays. Students hear the word and identify the missing syllable.	Combining Syllables

🎥 Indicates that the unit has an instructional video

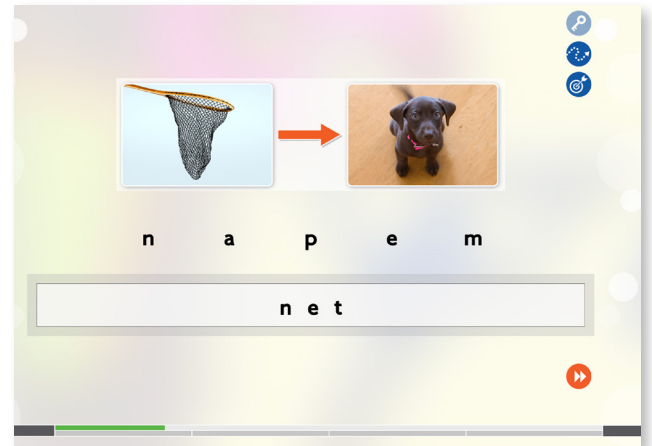


Level 1 | Activity 5

Spelling 2

The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students are asked to:

- Manipulate letters to spell words with short vowels and consonant blends
- Spell closed syllables



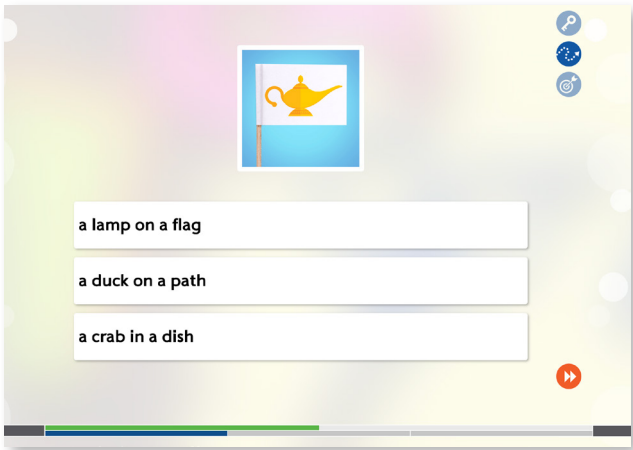
Unit 1	Word Chains: Closed Syllables	A closed syllable displays. Students replace letters to create a new word. The focus is on CVC words with short a, e, u.	Word Chains
Unit 2	Constructing Words: Consonant Blends	An image displays. Students hear a corresponding word and reorder letters to build the word. The focus is on CCVC or CVCC words.	Ordering Letters
Unit 3	Word Chains: Closed Syllables	A closed syllable displays. Students add, replace, or delete letters to create a new word. The focus is on words with initial consonant blends. 🎬	Word Chains
Unit 4	Spelling Closed Syllables	A partial word displays. Students hear the word and identify the missing letters in the first syllable.	Combining Letters



Fluency & Comprehension 2

The goal of this activity is for students to refine their awareness of the words and phrases used to construct sentences. Students are asked to:

- Identify parts of a spoken sentence to answer text-based comprehension questions
- Read and attach meaning to phrases with CVC words
- Divide sentences based on auditory cues



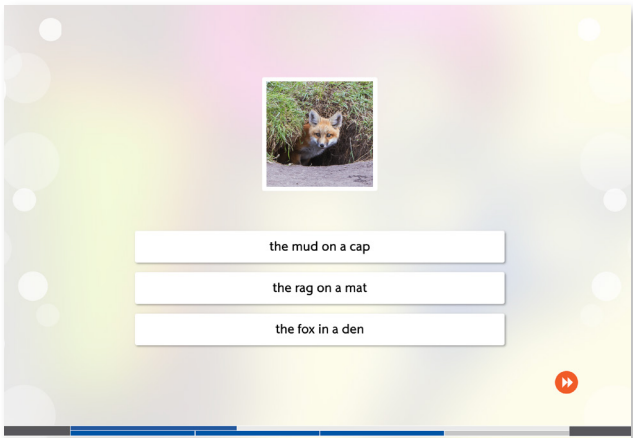
Unit 1	Listening Comprehension	Students hear a sentence and identify the section that answers a who/what, action, how, why, when, or where question.	Multiple Choice
Unit 2	Phrase Comprehension	An image displays. Students identify the corresponding phrase.	Multiple Choice
Unit 3	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases and identify where to divide it.	Dividing Sentences



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Segment words by sound
- Discriminate consonant sounds
- Complete the spelling of closed syllable words
- Read and attach meaning to phrases (CVC words)



Unit 1	Segmenting Sounds	Students hear a word and identify the number of sounds (2, 3, or 4).	Placing Tokens
Unit 2	Confusable Consonants	Four words display. Students select the word they hear. The focus is on confusable consonants p/b, f/v, t/d, s/z, k/g.	Multiple Choice
Unit 3	Spelling	A partial word displays. Students hear the word and identify the missing letters in the first syllable.	Combining Letters
Unit 4	Phrase Comprehension	An image displays. Students identify the corresponding phrase.	Multiple Choice

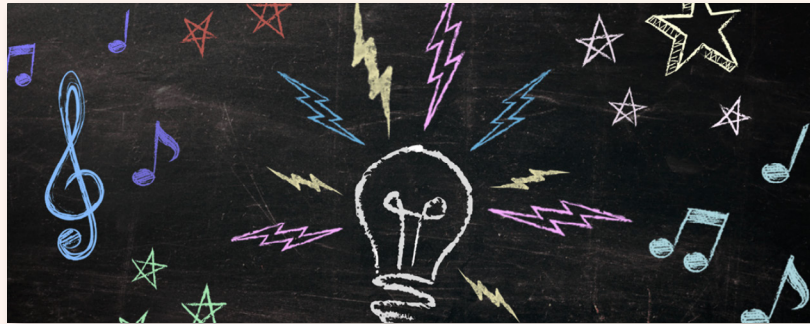


Word Study

Level 2

Foundational

Closed Syllables 2



Activity

Syllables, Letter Patterns & Sounds 1

Segment and blend syllables and phonemes; identify and differentiate short vowel sounds; complete words with missing initial vowels or consonant blends.

Units: 8

Spelling 1

Manipulate short vowels and consonant blends in word chains; manipulate syllables to construct multi-syllable words; spell closed syllables.

Units: 4

Fluency & Comprehension 1

Demonstrate understanding of written and spoken sentences; identify ending punctuation based on intonation.

Units: 3

Syllables, Letter Patterns & Sounds 2

Identify and differentiate short vowel sounds and nasals; complete words with missing initial consonant blends; manipulate syllables to construct multi-syllable words.

Units: 5

Spelling 2

Manipulate short vowels, consonant blends, and consonant digraphs in word chains; spell closed syllables.

Units: 3

Fluency & Comprehension 2

Demonstrate understanding of written and spoken sentences; identify ending punctuation based on intonation.

Units: 3

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

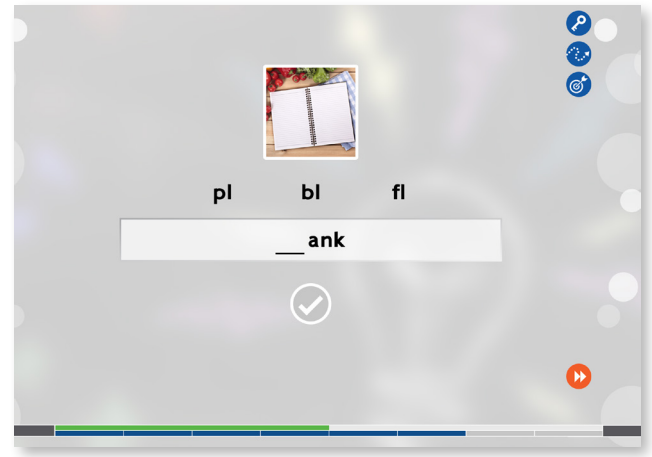


Level 2 | Activity 1

Syllables, Letter Patterns & Sounds 1

The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are asked to:

- Segment and blend syllables and phonemes
- Identify and differentiate short vowel sounds
- Complete words with missing initial vowels or consonant blends



Unit 1	Identifying Closed Syllables	A syllable displays. Students hear the syllable and evaluate whether or not it is closed. [Instructional Video icon]	Multiple Choice
Unit 2	Blending Syllables: Schwa	Students hear a two-syllable word with a pause between syllables. They identify the corresponding image. 🎬	Multiple Choice (Image)
Unit 3	Automaticity: Short Vowels	An image displays. Students hear a corresponding word and identify the initial vowel sound (a, e, o, u).	Sorting (Timed)
Unit 4	Completing Words: Closed Syllables	A partial word displays. Students hear the word and identify the missing syllable.	Combining Syllables
Unit 5	Completing Words: j, qu & x	A partial word displays. Students hear the word and identify the missing letter or letter combination. 🎬	Combining Letters
Unit 6	Segmenting Sounds	Students hear a word and identify the number of sounds (3, 4, or 5).	Placing Tokens
Unit 7	Completing Words: Consonant Blends	A partial word displays. Students hear the word and identify the missing initial or final consonant blend.	Combining Letters
Unit 8	Completing Words: Short Vowels	A partial word displays. Students hear the word and identify the missing initial vowel.	Typing

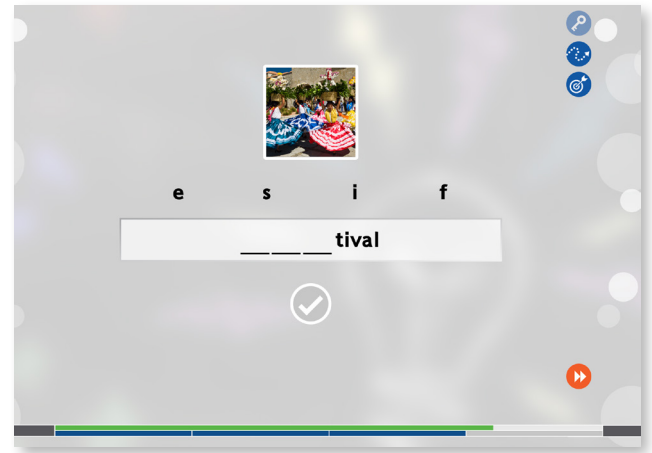


Level 2 | Activity 2

Spelling 1

The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students are asked to:

- Manipulate letters to spell words with short vowels and consonant blends
- Manipulate syllables to construct multi-syllable words
- Spell closed syllables



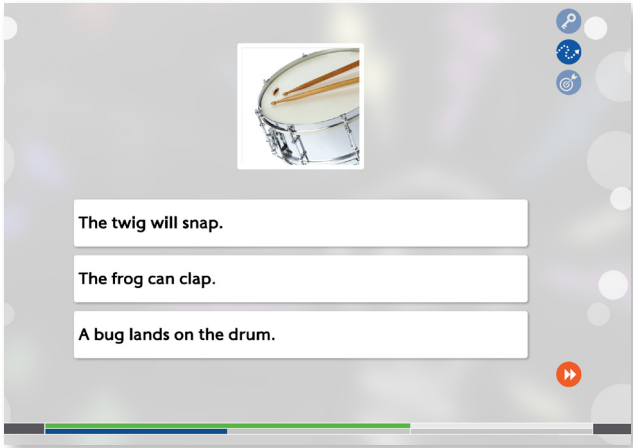
Unit 1	Word Chains: Consonant Blends	A closed syllable displays. Students add, replace, or delete letters to create a new word.	Word Chains
Unit 2	Word Chains: Consonant Blends	A closed syllable displays. Students add, replace, or delete letters to create a new word.	Word Chains
Unit 3	Constructing Words: Three-Syllable Words	An image displays. Students hear a corresponding word and reorder syllables to build the word.	Ordering Syllables
Unit 4	Spelling Closed Syllables	A partial word displays. Students hear the word and identify the missing letters in the first syllable.	Combining Letters




Fluency & Comprehension 1

The goal of this activity is for students to build their awareness of the words, phrases, and punctuation used to construct sentences. Students are asked to:

- Identify parts of a spoken sentence to answer text-based comprehension questions
- Read and attach meaning to sentences (CCVC and CVCC words)
- Complete sentences with missing ending punctuation based on intonation



Unit 1	Listening Comprehension	Students hear a sentence and identify the section that answers a who/what, action, how, why, when, or where question.	Multiple Choice
Unit 2	Sentence Comprehension	An image displays. Students identify the corresponding sentence.	Multiple Choice
Unit 3	Identifying Punctuation: Intonation	A sentence displays and is read aloud. Students identify the missing punctuation. The focus is on ending punctuation. 	Multiple Choice

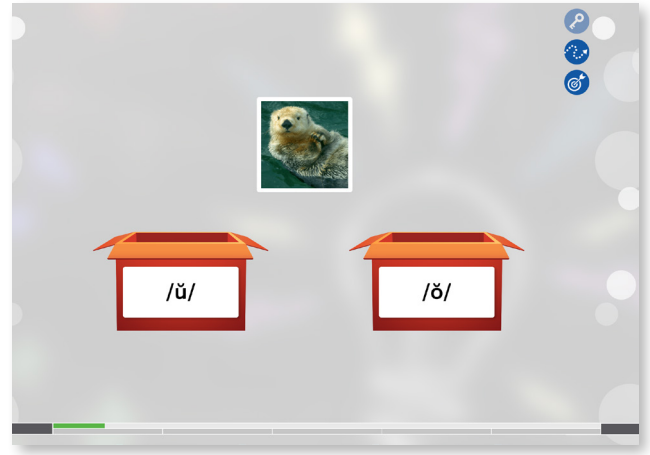


Level 2 | Activity 4

Syllables, Letter Patterns & Sounds 2

The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are asked to:

- Identify and differentiate short vowel sounds and nasals
- Complete words with missing initial consonant blends
- Spell closed syllables
- Manipulate syllables to construct multi-syllable words



Unit 1	Automaticity: Short Vowels	An image displays. Students hear a corresponding word and identify the initial vowel sound (e, i, o, u).	Sorting (Timed)
Unit 2	Completing Words: Three-Letter Consonant Blends	A partial word displays. Students hear the word and identify the missing initial consonant blend.	Combining Letters
Unit 3	Identifying Nasals	Two words display. Students hear the words and identify the one in which the vowel sound changes before a nasal consonant sound. 🎬	Multiple Choice
Unit 4	Constructing Words: Three-Syllable Words	An image displays. Students hear a corresponding word and reorder syllables to build the word.	Ordering Syllables
Unit 5	Spelling Closed Syllables	A partial word displays. Students hear the word and identify the missing letters in the first syllable.	Combining Letters

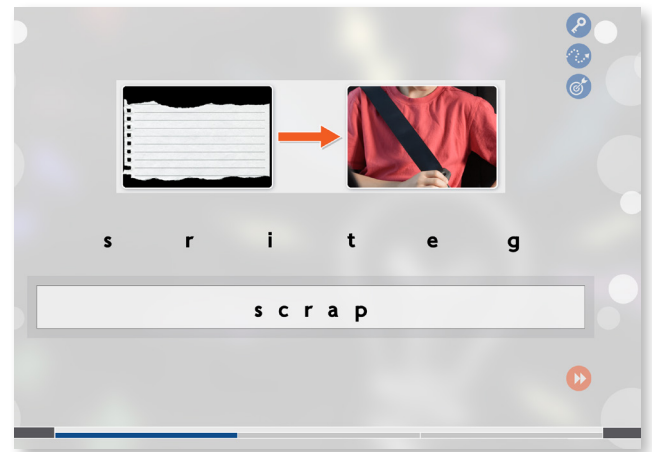


Level 2 | Activity 5

Spelling 2

The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students are asked to:

- Manipulate letters to spell words with short vowels and consonant blends and digraphs
- Spell closed syllables



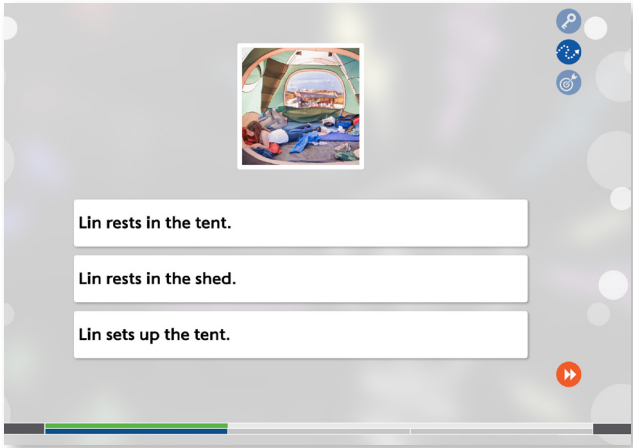
Unit 1	Word Chains: Closed Syllables	A closed syllable displays. Students add, replace, or delete letters to create a new word. The focus is on words with initial or final consonant blends.	Word Chains
Unit 2	Word Chains: Closed Syllables	A closed syllable displays. Students add, replace, or delete letters to create a new word. The focus is on words with initial consonant blends.	Word Chains
Unit 3	Spelling Closed Syllables	A partial word displays. Students hear the word and identify the missing letters in the first syllable. The focus is on consonant blends and digraphs.	Combining Letters



Fluency & Comprehension 2

The goal of this activity is for students to build their awareness of the words, phrases, and punctuation used to construct sentences. Students are asked to:

- Identify parts of a spoken sentence to answer text-based comprehension questions
- Read and attach meaning to sentences (CCVC and CVCC words)
- Complete sentences with missing ending punctuation based on intonation



Unit 1	Listening Comprehension	Students hear a sentence and identify the section that answers a who/what, action, how, why, when, or where question.	Multiple Choice
Unit 2	Sentence Comprehension	An image displays. Students identify the corresponding sentence.	Multiple Choice
Unit 3	Identifying Punctuation: Intonation	A sentence displays and is read aloud. Students identify the missing punctuation. The focus is on ending punctuation.	Multiple Choice

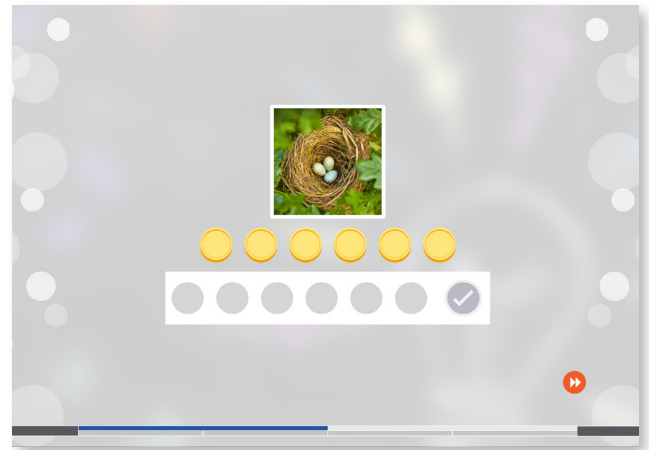


Level 2 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Segment words by sound
- Recognize closed syllable words with consonant blends
- Complete the spelling of closed syllable words
- Read and attach meaning to sentences (CCVC and CVCC words)



Unit 1	Segmenting Sounds	Students hear a word and identify the number of sounds (2, 3, or 4).	Placing Tokens
Unit 2	Closed Syllables	Four words display. Students select the word they hear. The focus is on one-syllable words with short vowels and consonant blends.	Multiple Choice
Unit 3	Spelling	A partial word displays. Students hear the word and identify the missing letters in the first syllable. The focus is on consonant blends and digraphs.	Combining Letters
Unit 4	Sentence Comprehension	An image displays. Students identify the corresponding sentence.	Multiple Choice



Word Study

Level 3

Foundational

Closed Syllable Words (ă & ĭ)



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate short vowel sounds; identify the number of syllables in a word; demonstrate understanding of VC|CV syllable division; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words.*

Units: 4

Spelling Patterns

Demonstrate understanding of the FLSZ Rule for words that double the final consonant; complete words with short vowels and consonant blends; spell closed syllables.

Units: 5

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words.*

Units: 4

Sentence Completion

Demonstrate sentence-level comprehension; construct words with closed syllables and consonant blends.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 3: are, be, because, been, before, come, could, do, does, for, from, have, might, of, out, people, pull, put, right, should, there, they, through, to, want, was, where, with, won't, would, you, your

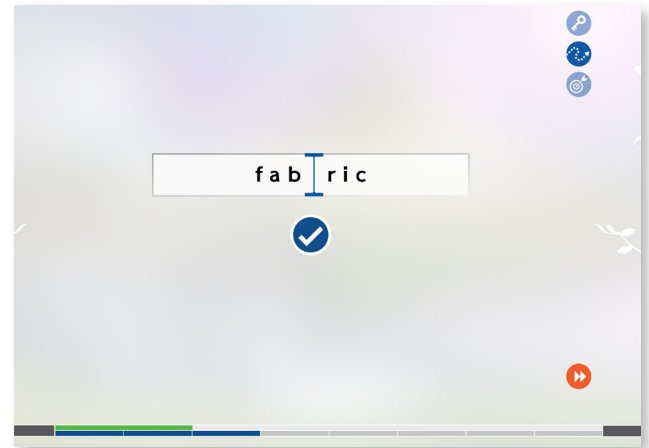




Level 3 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of closed syllables and syllable division patterns, to strengthen phonic word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify the number of syllables in a word
- Divide two-syllable words (VC|CV)
- Identify and differentiate short vowel sounds
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Counting Closed Syllables	Five words display. Students move each word into one of two categories based on the number of syllables (1-2). 	Categorizing
Unit 2	Counting Closed Syllables	Five words display. Students move each word into one of three categories based on the number of syllables (1-3).	Categorizing
Unit 3	Identifying Closed Syllables	A word displays with highlighted vowels. Students hear the word and sort it based on the number of syllables (1-3).	Sorting (Timed)
Unit 4	Syllable Division: VC CV Pattern	A two-syllable word displays. Students divide between consonants. 	Dividing Words
Unit 5	Identifying Short Vowel Sounds	Six words display. Students move each word into one of three categories based on the short vowel sound(s).	Categorizing
Unit 6	Automaticity: Short Vowels	A partial word displays. Students hear the word and identify the vowel sound (a, i).	Sorting (Timed)
Unit 7	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice

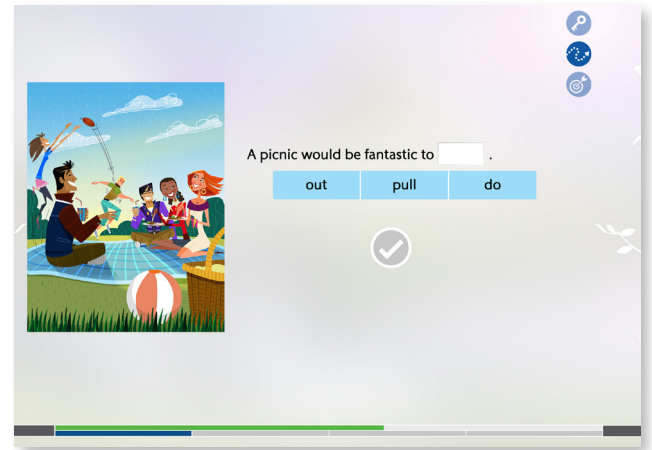


Level 3 | Activity 2

Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Words included in this activity: are, could, do, does, from, out, pull, put, to, was, would, you, your



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Sentence Comprehension	A partial sentence displays. Students identify the missing high-frequency word.	Multiple Choice
Unit 3	Sentence Comprehension	A partial sentence displays. Students identify the missing high-frequency word.	Multiple Choice
Unit 4	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

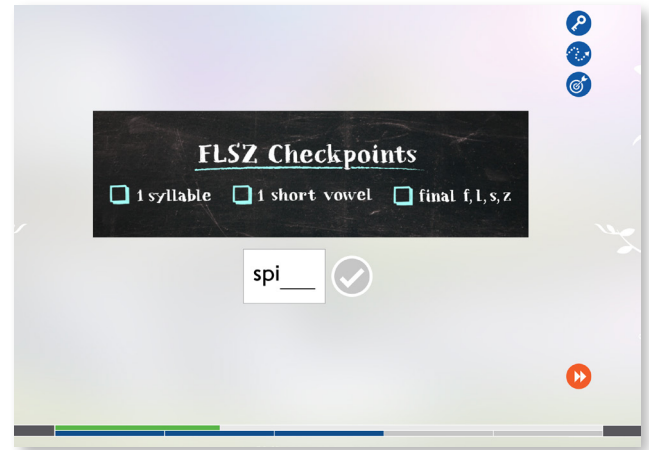


Level 3 | Activity 3

Spelling Patterns

The goal of this activity is for students to strengthen their understanding of how to spell words with closed syllables. Students are asked to:

- Complete words with missing medial vowels and consonant blends
- Follow the FLSZ Rule to complete one-syllable words



Unit 1	Completing Words: Short Vowels	A partial one-syllable word displays. Students hear the word and identify the missing medial vowel.	Multiple Choice
Unit 2	Completing Words: Consonant Blends	A partial one-syllable word displays. Students hear the word and identify the missing initial or final consonant blend.	Typing
Unit 3	Spelling Words: Short Vowels	A partial multi-syllable word displays. Students hear the word and identify the missing medial vowel.	Typing
Unit 4	Spelling Words: FLSZ Rule	A partial one-syllable word displays. Students hear the word and identify the missing final consonants. A summary of the spelling rule is available for reference. 🎥	Typing
Unit 5	Spelling Words: FLSZ Rule & Closed Syllables	A partial word displays. Students hear the word and identify the missing letters or syllables.	Typing

🎥 Indicates that the unit has an instructional video

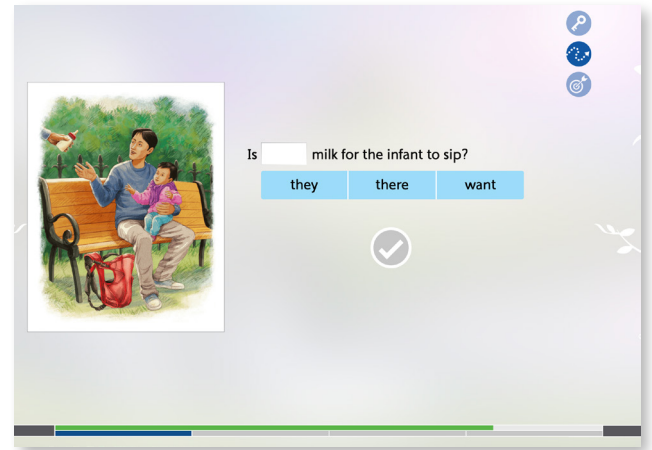


Level 3 | Activity 4

Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Words included in this activity: because, been, before, could, does, have, people, should, there, they, want, would



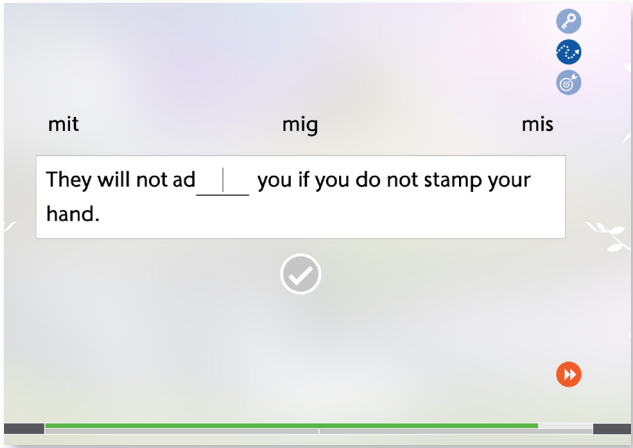
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Sentence Comprehension	A partial sentence displays. Students identify the missing high-frequency word.	Multiple Choice
Unit 3	Sentence Comprehension	A partial sentence displays. Students identify the missing high-frequency word.	Multiple Choice
Unit 4	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial two- or three-syllable word
- Construct words with closed syllables and consonant blends




Unit 1	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: because, come, could, for, might, people, pull, put, right, there, they, through, want, where, with, won't, would



THE PICNIC

“Let’s go have a picnic at the pond!” Mom says to **Mama** and me. When we get , the sun starts to set. As the because there would

sky turns red and pink, we sit on the pond’s bank to watch the .

Mom takes out a with hotdogs and corn on the cob. We eat it gets dark.

Then Mama gasps, “It’s the North Star!” I scan the night sky and spot the beautiful

Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>The Picnic</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>Two Kinds of Banks</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question with information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

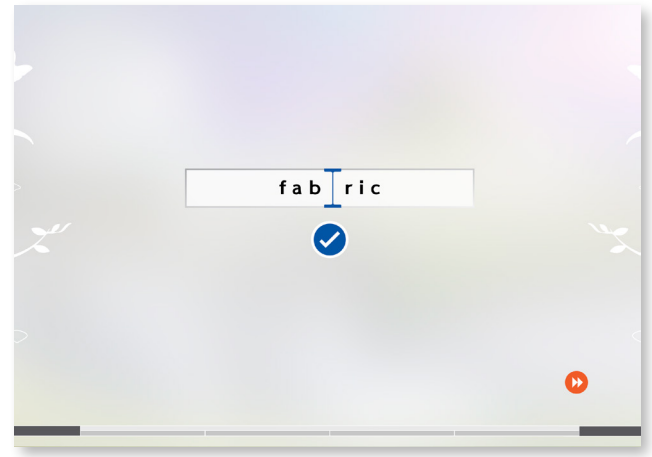


Level 3 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two-syllable words (VC|CV)
- Recognize closed syllable words with short vowels
- Spell words that follow the FLSZ Rule
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Syllable Division	VC CV Pattern. A two-syllable word displays. Students divide between consonants.	Dividing Words
Unit 2	Closed Syllables	Four words display. Students select the word they hear. The focus is on two-syllable words with short vowels a, i.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the FLSZ Rule.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 4

Foundational

Closed Syllable Words (ö & ü)



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate consonant digraphs; identify and differentiate short vowel sounds; identify and differentiate base words and suffixes; demonstrate understanding of VC|CV syllable division; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Demonstrate understanding of the FLSZ Rule for words that double the final consonant and -ck, -dge & -tch Patterns; complete words with short vowels, consonant blends, and consonant digraphs.

Units: 5

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with closed syllables, consonant blends, and consonant digraphs.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 4: about, also, animal, around, become, bother, building, busy, dead, done, down, eat, floor, friend, full, here, know, live, many, month, mother, none, other, place, some, very, what, world

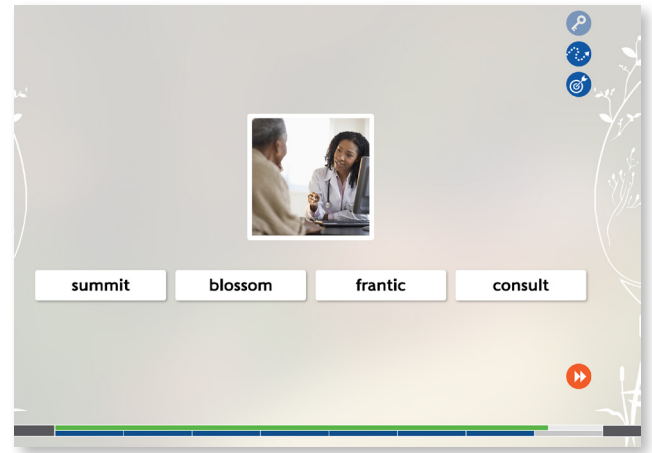


Level 4 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of closed syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify the number of syllables in a word
- Divide two-syllable words (VC|CV)
- Identify and differentiate consonant digraphs and short vowel sounds
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Counting Closed Syllables	A word displays. Students hear the word and sort it based on the number of syllables (1–3).	Sorting (Timed)
Unit 2	Identifying Consonant Digraphs	Six words display. Students move each word into one of three categories based on the consonant digraph.	Categorizing
Unit 3	Identifying Base Words & Suffixes	Five words display. Students move each word into one of two categories based on whether or not it has a suffix.	Categorizing
Unit 4	Syllable Division: VC CV Pattern	A two-syllable word displays. Students divide between consonants.	Dividing Words
Unit 5	Identifying Short Vowel Sounds	Six words display. Students move each word into one of three or four categories based on the short vowel sound(s).	Categorizing
Unit 6	Automaticity: Short Vowels	A partial word displays. Students hear the word and identify the vowel sound (o, u).	Sorting (Timed)
Unit 7	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice

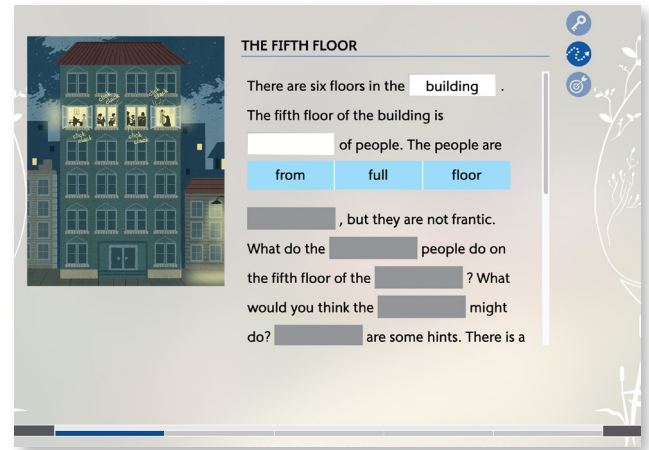


Level 4 | Activity 2

Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: about, around, been, building, busy, done, floor, full, here, know, many, month, none, people, some, there, very, what, world



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Fifth Floor</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Empire State Building</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

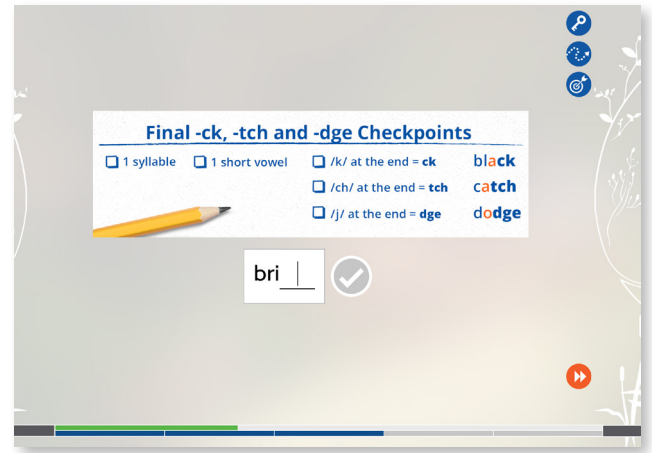


Level 4 | Activity 3

Spelling Patterns

The goal of this activity is for students to strengthen their understanding of how to spell words with closed syllables. Students are asked to:

- Complete words with missing medial vowels, consonant blends, and consonant digraphs
- Follow the FLSZ Rule and -ck, -dge & -tch Patterns to complete one-syllable words



Unit 1	Completing Words: Short Vowels	A partial one-syllable word displays. Students hear the word and identify the missing medial vowel.	Multiple Choice
Unit 2	Completing Words: Consonant Digraphs	A partial one-syllable word displays. Students hear the word and identify the missing initial or final consonant digraph.	Multiple Choice
Unit 3	Spelling Closed Syllables with Blends	A partial two-syllable word displays. Students hear the word and identify the missing medial vowel.	Typing
Unit 4	Spelling Words: -ck, -dge & -tch Patterns	A partial one-syllable word displays. Students hear the word and identify the missing final consonants. A summary of the spelling rule or pattern is available for reference.	Typing
Unit 5	Completing Words: Short Vowels	A partial one-syllable word displays. Students hear the word and identify the missing medial vowel.	Typing

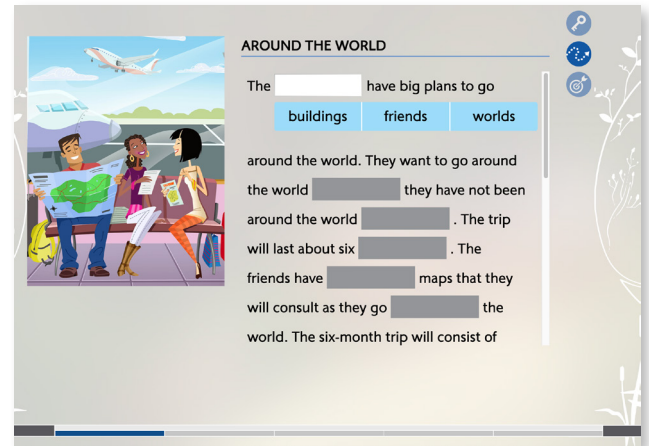


Level 4 | Activity 4

Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: about, around, because, become, before, busy, does, done, down, floor, friend, full, here, know, many, month, months, some, what, where, world



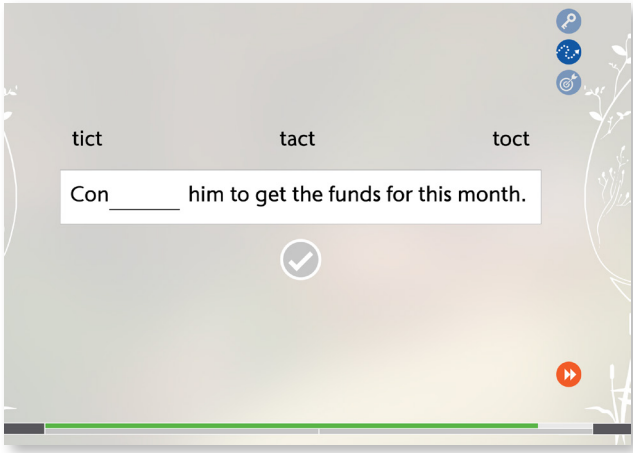
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Around the World</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Trees to Logs</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial two-syllable word
- Construct words with closed syllables, consonant blends, and consonant digraphs



Unit 1	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Level 4 | Activity 6

Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: also, animal, because, bother, dead, eat, friend, from, live, many, month, mother, other, where, won't

THE OPOSSUM

Opossums are called possums in parts of the world. Many possums are as big as cats. Infant or baby possums are as big as bees. The baby possum in floors lives places the pouch of its . The possum nests in trees or in dens. A possum hunts nuts and mice to . A possum can hang by its

Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>The Opossum</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>The Chipmunk</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Level 4 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two-syllable words (VC|CV)
- Recognize closed syllable words with short vowels
- Spell words that follow the FLSZ Rule and -ck, -dge & -tch Patterns.
- Demonstrate reading fluency and comprehension by completing cloze passages

LUNCH WITH A FRIEND

Todd is because he left in a big

public frantic conduct

rush. He does not want to miss the with Min where they will talk and have snacks.

He brings for them to eat.

Then he picks a spot on the grass for them to sit. As they munch on the snacks, they Min's trip. He just got back.

Unit 1	Syllable Division	VC CV Pattern. A two-syllable word displays. Students divide between consonants.	Dividing Words
Unit 2	Closed Syllables	Four words display. Students select the word they hear. The focus is on two-syllable words with short vowels.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the FLSZ Rule and -ck, -dge & -tch Patterns.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice

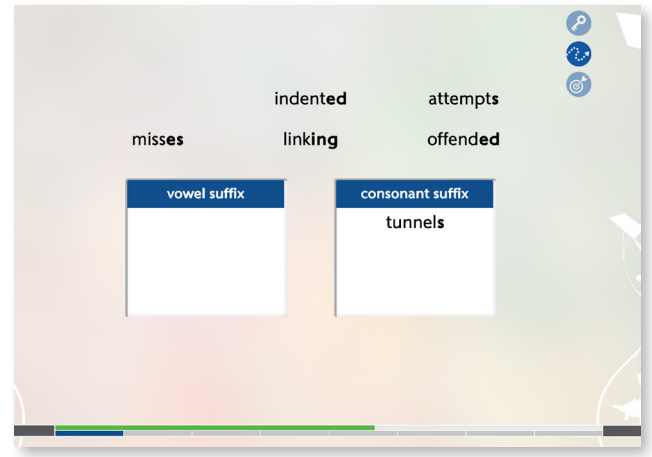


Level 5 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of closed syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate vowel and consonant suffixes
- Identify and differentiate short vowel sounds (e, i)
- Divide two-syllable words (VC|CV)
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Identifying Suffixes: s, es, ed & ing	Six words display. Students move each word into one of four categories based on the suffix.	Categorizing
Unit 2	Identifying Vowel & Consonant Suffixes	Six words display. Students move each word into one of two categories based on whether it has a vowel suffix or a consonant suffix.	Categorizing
Unit 3	Identifying Short Vowel Sounds	Six words display. Students move each word into one of two categories based on the short vowel sound (e, i).	Categorizing
Unit 4	Syllable Division: VC CV Pattern	A two-syllable word displays. Students divide between consonants. 🏠	Dividing Words
Unit 5	Automaticity: Short Vowels	A partial word displays. Students hear the word and identify the vowel sound (e, i).	Sorting (Timed)
Unit 6	Spelling Closed Syllables	An image displays. Students hear a corresponding word and identify the correct spelling.	Multiple Choice
Unit 7	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice



Level 5 | Activity 2

Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: after, began, building, done, door, floor, found, full, head, know, month, never, pieces, said, there, wants, was, were, where, wore

WHAT'S IN THE BOX

When the bell rang, Tess ran to the [] as fast as she could. On the [] steps, there was a box that she [] expecting. "It's here at last," Tess []. She bent down to pick up the box. Then, on the grass out back, Tess [] checking the list of contents of the box. "Yes, all the

said door none

Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>What's in the Box</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Attic Hunt</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

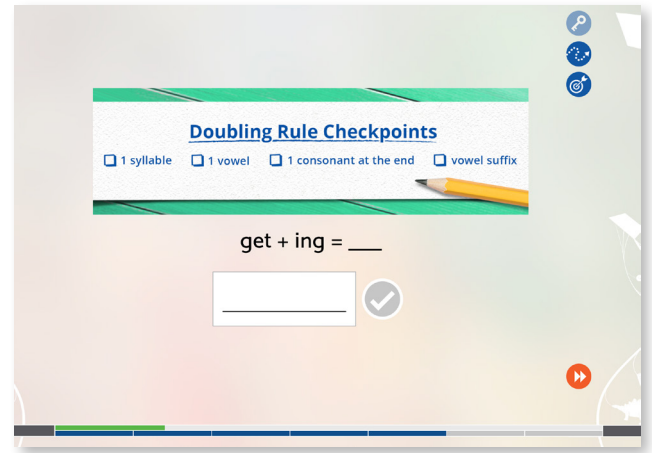


Level 5 | Activity 3

Spelling Patterns

The goal of this activity is for students to strengthen their understanding of how to spell words with closed syllables. Students are asked to:

- Complete closed syllables with missing medial vowels
- Manipulate letters to spell closed syllables with consonant blends and digraphs
- Follow the Doubling Rule to spell words with suffixes



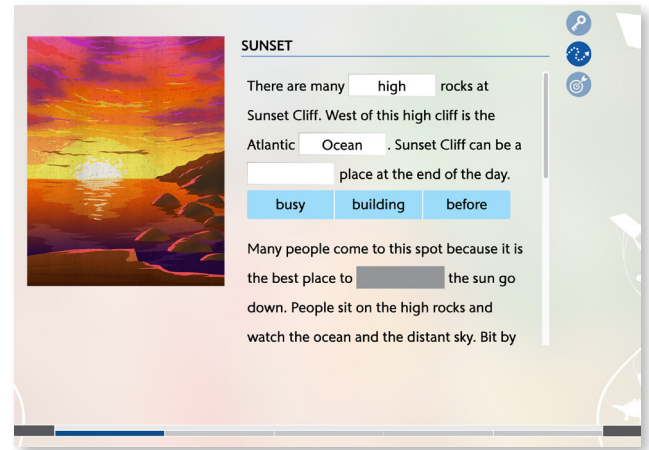
Unit 1	Word Chains: Closed Syllables	Students hear a word and are instructed to replace one vowel sound with another. They identify the new word.	Multiple Choice
Unit 2	Word Chains: Closed Syllables with Blends & Digraphs	Students hear a word and are instructed to replace one vowel sound with another. They identify the new word.	Multiple Choice
Unit 3	Identifying Short Vowel Sounds	Six words display. Students move each word into one of three or four categories based on the short vowel sound(s).	Categorizing
Unit 4	Spelling Closed Syllables with Blends & Digraphs	A partial one-syllable word displays. Students hear the word and identify the missing medial vowel (e, i).	Typing
Unit 5	Analyzing Base Words & Suffixes	A word equation (base word + suffix) displays. Students evaluate whether or not the base word and suffix meet the criteria to follow the target spelling rule. A summary of the spelling rule is available for reference. 🎥	Multiple Choice
Unit 6	Spelling Words: Doubling Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference.	Typing
Unit 7	Spelling Words: Doubling Rule	Students hear a word with a suffix used in a sentence and spell it. A summary of the spelling rule is available for reference.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: beautiful, busy, color, colors, could, found, high, know, ocean, orange, people, pieces, right, said, show, sight, some, there, watch, water



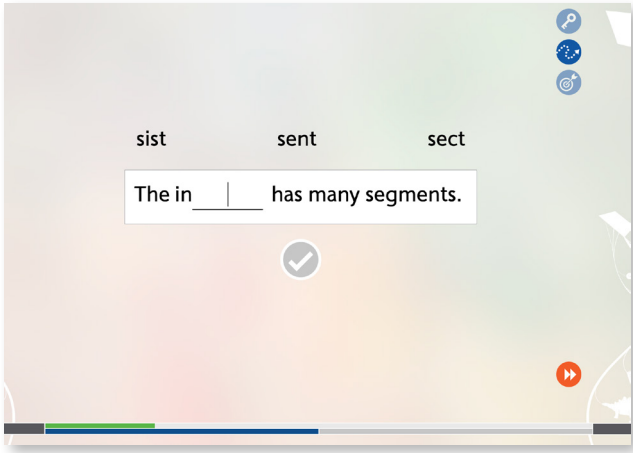
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Sunset</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Collecting Shells</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial two- or three-syllable word
- Construct words with closed syllables, consonant blends, and consonant digraphs



Unit 1	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Closed Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: also, around, beautiful, because, blood, bother, change, every, full, many, night, nothing, other, some, through, together, what, world

THE TRAFFIC JAM

There was a big traffic jam this morning and our bus was stuck in a tunnel. Buses, cars, trucks, and cabs were all stuck in place.

_____ could get _____ that

tunnel! The bus was _____ of people I see _____ day, all of us wanting to get to our jobs. But this morning, there was _____ we could

Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>The Traffic Jam</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>Insects</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

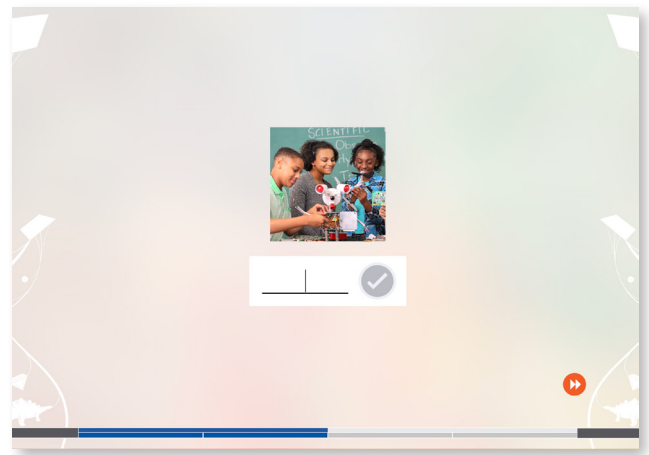


Level 5 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two-syllable words (VC|CV)
- Recognize closed syllable words with short vowels
- Spell words that follow the Doubling Rule
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Syllable Division	VC CV Pattern. A two-syllable word displays. Students divide between consonants.	Dividing Words
Unit 2	Closed Syllables	Four words display. Students select the word they hear. The focus is on two-syllable words with short vowels.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the Doubling Rule.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 6

Foundational

Closed and Silent e Syllables



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate closed and silent e syllables; demonstrate understanding of VC|CV and VC|CCV syllable division; identify and differentiate words with hard or soft c; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Identify and differentiate closed and silent e syllables; demonstrate understanding of the Doubling and Dropping Rules for adding a suffix to a base word; spell words with suffixes.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with silent e syllables.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 6: air, another, anyone, anything, body, breathe, climb, cold, comes, enough, everyone, family, find, light, minute, most, new, piece, scared, search, several, someone, something, sometimes, spread, talking, their, warm, work

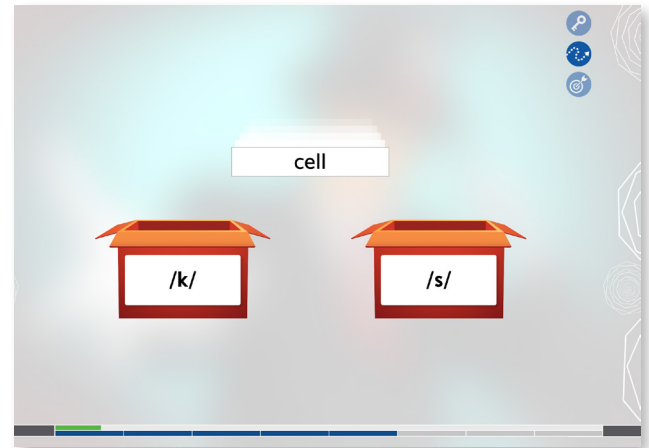


Level 6 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of silent e syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate closed and silent e syllables
- Identify and differentiate words with hard or soft c
- Divide multi-syllable words (VC|CV, VC|CCV)
- Demonstrate word-level comprehension by identifying words based on definition



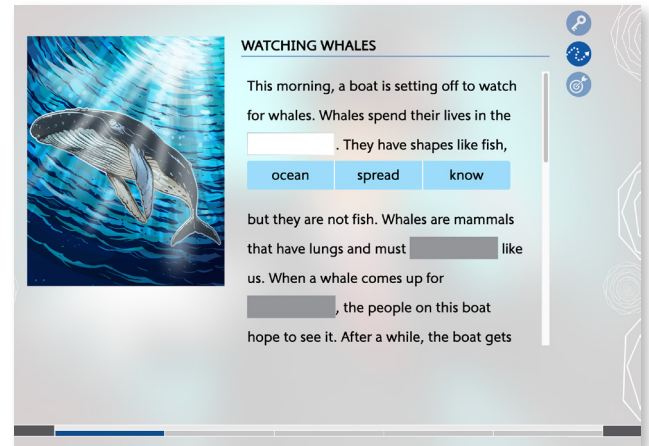
Unit 1	Identifying Silent e Syllables	One-syllable words move on the screen. Students select the target final letter.	Racing (Timed)
Unit 2	Identifying Silent e Syllables	One-syllable words move on the screen. Students select the target syllable type.	Moving (Timed)
Unit 3	Identifying Closed & Silent e Syllables	Six words display. Students move each word into one of three categories based on the syllable type(s).	Categorizing
Unit 4	Syllable Division: VC CCV Pattern	A two- or three-syllable word displays. Students divide between consonants. 🎥	Dividing Words
Unit 5	Identifying Hard & Soft c	Six words display. Students move each word into one of two categories based on the sound of c.	Categorizing
Unit 6	Automaticity: Hard & Soft c	A word displays. Students identify the sound of c.	Sorting (Timed)
Unit 7	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	An image displays. Students hear a definition and identify the corresponding word.	Multiple Choice



Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: air, animal, beautiful, breathe, comes, everyone, family, friend, head, minute, night, ocean, other, search, should, sight, spread, their, there, through, water, what



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Watching Whales</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>To Friends of Sunshine Lake</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

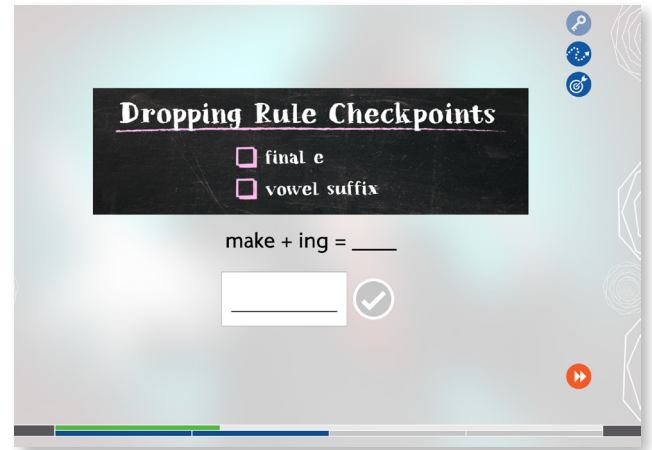



Level 6 | Activity 3


Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with silent e syllables or suffixes. Students are asked to:

- Identify and differentiate closed and silent e syllables
- Follow the Doubling and Dropping Rules to spell words with suffixes



Unit 1	Identifying Silent e Syllables	Two-syllable words move on the screen. Students select words with the target final syllable type.	Moving (Timed)
Unit 2	Spelling Words: Doubling Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference.	Typing
Unit 3	Spelling Words: Dropping Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference. 	Typing
Unit 4	Spelling Words: Doubling & Dropping Rules	Students hear a word with a suffix used in a sentence and spell it.	Typing

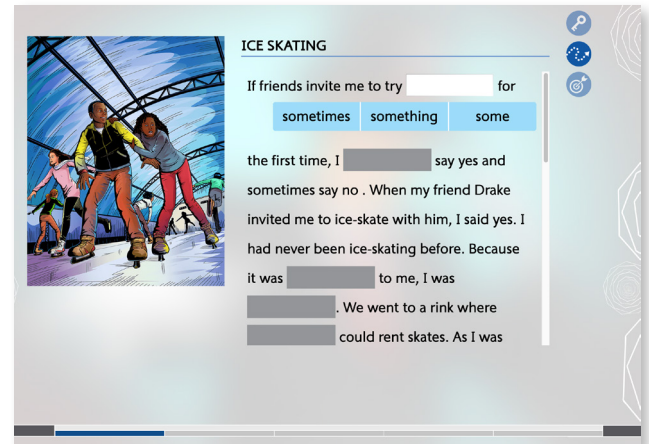
 Indicates that the unit has an instructional video



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: could, enough, every, everyone, family, find, floor, know, many, minute, month, new, other, piece, scared, several, someone, something, sometimes, through, together



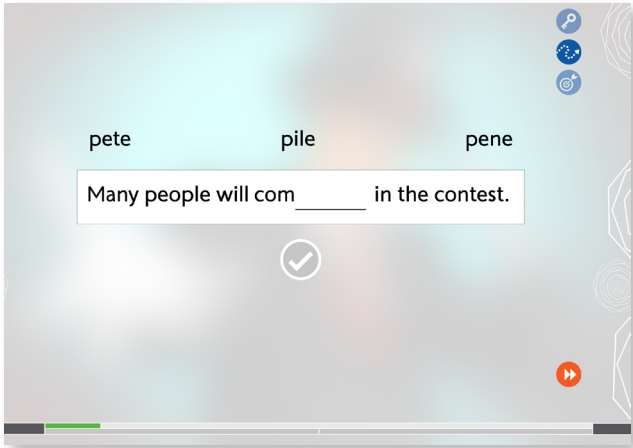
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Ice Skating</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>At The Ski Slope</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with silent e syllables



Unit 1	Completing Sentences: Silent e Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Silent e Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing




Level 6 | Activity 6

Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: always, another, anyone, anything, body, change, climb, cold, know, light, month, most, only, right, said, scared, sight, talking, their, they, warm, work



WISE ADVICE

It has been said, "If you don't make mistakes, you don't make anything." That is wise advice. If you want to accomplish _____, it is important to let _____

through **thousand** **anything**

mistakes help you. Your mistakes can show you what to do next time. Just look at the life and _____ of Thomas Edison. He invented hundreds and hundreds of things that would _____ the world, from _____

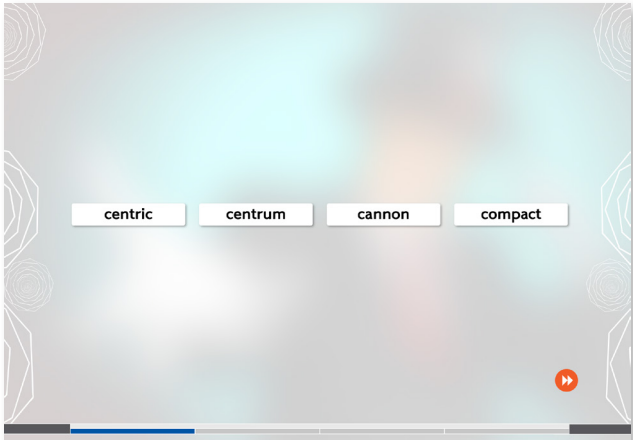
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>Snakes</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>Wise Advice</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two- and three-syllable words (VC|CCV)
- Recognize closed syllable words with silent e syllables and hard and soft c
- Spell words that follow the Doubling Rule and the Dropping Rule
- Demonstrate reading fluency and comprehension by completing cloze passages



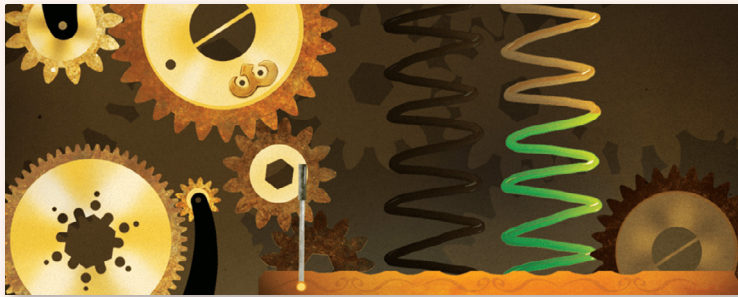
Unit 1	Syllable Division	VC CCV Pattern. A two- or three-syllable word displays. Students divide between consonants.	Dividing Words
Unit 2	Closed Syllables & Silent e Syllables	Four words display. Students select the word they hear. The focus is on two-syllable words with silent e syllables and hard and soft c.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the Doubling Rule and the Dropping Rule.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 7
Intermediate

Consonant-le Syllables



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate closed, silent e, and consonant-le syllables; demonstrate understanding of VC|Cle syllable division; identify and differentiate vowel teams; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Demonstrate understanding of the Dropping Rule for adding a suffix to a base word; identify and differentiate words that follow the FLSZ, Doubling, or Dropping Rule; spell words with closed and consonant-le syllables

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with consonant-le syllables.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 5

* High-frequency words introduced in Level 7: always, answer, both, bury, city, few, food, great, higher, kinds, knowledge, moves, nobody, nowhere, only, pulls, pushes, somewhere, unique, walks, wants, woman, young

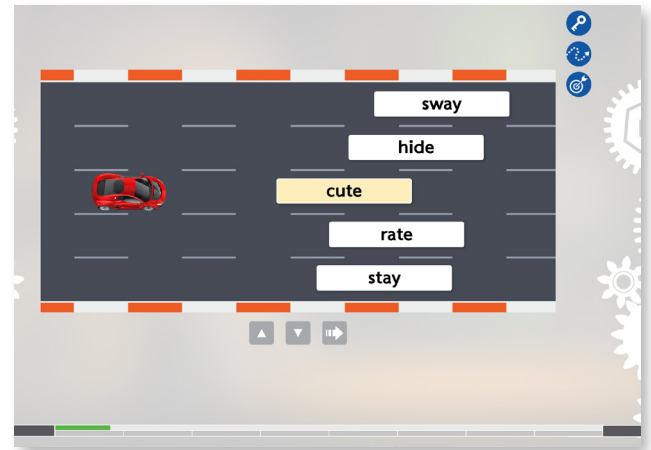



Level 7 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of consonant-le syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate closed, silent e, and consonant -le syllables
- Identify and differentiate vowel teams
- Divide two-syllable words (VC|Cle)
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Identifying Vowel Teams: ai, ay, ee & oa	One-syllable words move on the screen. Students select the target vowel team.	Racing (Timed)
Unit 2	Identifying Consonant-le Syllables	Two-syllable words move on the screen. Students select the target syllable type.	Moving (Timed)
Unit 3	Identifying Accented Syllables	A two-syllable word displays with a line between syllables. Students hear the word and identify the accented syllable.	Multiple Choice
Unit 4	Syllable Division: VC Cle Pattern	A two-syllable word displays. Students divide between consonants. 	Dividing Words
Unit 5	Identifying Consonant-le Syllables	Six words display. Students move each word into one of two categories based on the final syllable.	Categorizing
Unit 6	Automaticity: Short Vowels	A partial word displays. Students hear the word and identify the vowel sound (e, i).	Sorting (Timed)
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice

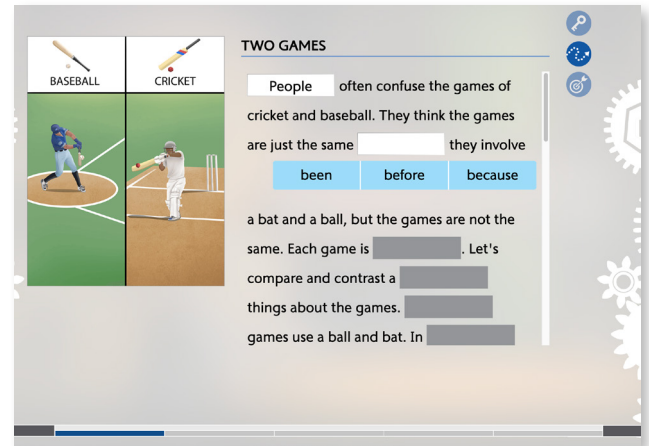


Level 7 | Activity 2

Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: anything, because, behave, both, building, could, few, food, higher, know, knowledge, might, nothing, only, people, said, through, together, young



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Two Games</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Futsal Game</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

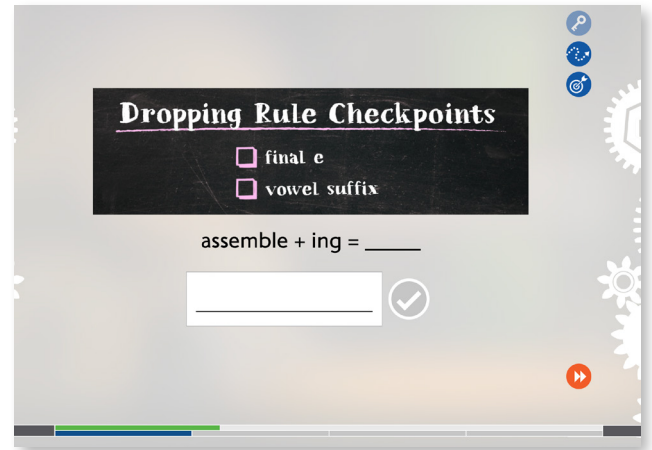


Level 7 | Activity 3

Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with consonant-le syllables or suffixes. Students are asked to:

- Spell words with closed and consonant-le syllables
- Follow the Dropping Rule to spell words with suffixes
- Identify and differentiate FLSZ, Doubling, and Dropping Rules



Unit 1	Spelling Consonant-le Syllables	A partial two-syllable word displays. Students hear the word and spell the missing syllable.	Typing
Unit 2	Spelling Words: Dropping Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference.	Typing
Unit 3	Identifying Spelling Rules	A word displays. Students identify the spelling rule it follows. A summary of the spelling rules is available for reference (FLSZ, Doubling, Dropping).	Multiple Choice
Unit 4	Spelling Words: Consonant-le Syllables	Students hear a word used in a sentence and spell it.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: always, another, answer, city, could, know, live, nobody, nothing, nowhere, only, right, said, something, somewhere, through, walks, were, what, woman, would, young

THE BAT FOOD RIDDLE

"Bats eat insects, frogs, birds, and other kinds of bats," Dr. Zina Silva tells the **scientists** in her lab. "But, knows what the bats in this jungle eat, so that's what we must find out."

only **topple** **nobody**

Lucas says, "This is like a :
How can you tell what a bat eats?"

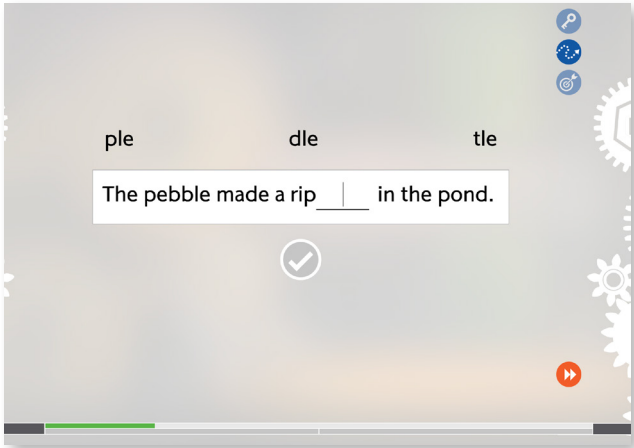
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Riddles</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Bat Food Riddle</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with consonant-le syllables



Unit 1	Completing Sentences: Consonant-le Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Consonant-le Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing

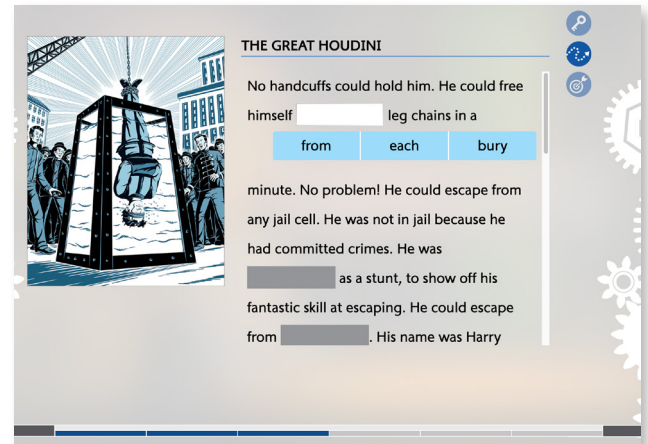


Level 7 | Activity 6

Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: anything, body, both, bury, busy, does, from, full, great, high, kinds, moves, nothing, ocean, people, pull, push, something, there, want, water, world



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>Quicksand</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>The Great Houdini</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Level 7 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two-syllable words (VC|Cle)
- Recognize words with vowel teams
- Spell words with consonant-le syllables
- Demonstrate reading fluency and comprehension by completing cloze passages

IN A NEW CITY

When Anton moved to a new city, he made a _____ for himself. "I intend to _____ everyone in my building by the end of the month," he said to his dad. "I think that would be a great _____ to feel at home," his dad said.

After work, Anton would spend time in the _____ hall of the building, so that he

Word Bank: weep, stray, goal

Unit 1	Syllable Division	VC Cle Pattern. A two-syllable word displays. Students divide between consonants.	Dividing Words
Unit 2	Vowel Teams	Four words display. Students select the word they hear. The focus is on vowel teams ai, ay, ee, oa.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on consonant-le syllables.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 8

Intermediate

Open Syllables



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate closed and open syllables; identify and differentiate the letter y as a consonant or vowel, including its use in suffixes -y and -ly; demonstrate understanding of V|CV syllable division; identify and differentiate words with hard and soft c or g; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Demonstrate understanding of the Doubling, Dropping, and Changing Rules for adding a suffix to a base word; spell words with /j/ sounds.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with open syllables ending in y.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 8: above, against, building, climbing, colorful, earth, easily, everywhere, exhausted, grew, kind, moved, person, pushed, rightly, second, strange, touch, walk, watched, weight, whose

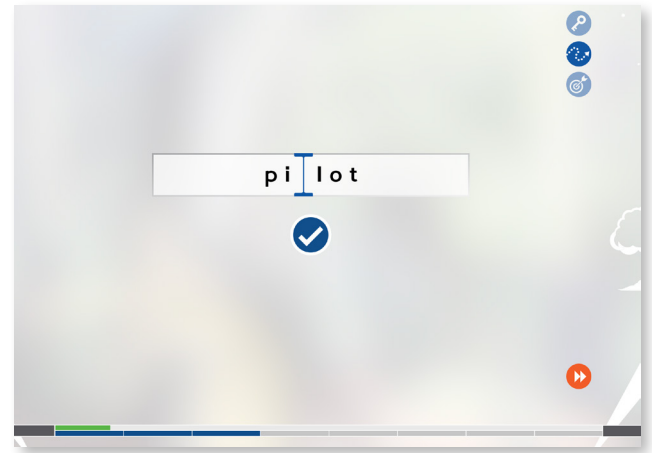



Level 8 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of open syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate the letter y as a consonant or vowel, including its use in suffixes -y and -ly
- Identify and differentiate closed and open syllables
- Identify and differentiate words with hard and soft c or g
- Divide two- and three-syllable words (V|CV, VC|CV)
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Identifying y: Consonant or Vowel	Six words display. Students move each word into one of two categories based on the sound of y.	Categorizing
Unit 2	Identifying Closed & Open Syllables	Six syllables display. Students move each word into one of two categories based on the syllable type.	Categorizing
Unit 3	Counting Syllables: Closed, Silent e & Open	Words move on the screen. Students select the target number of syllables.	Racing (Timed)
Unit 4	Syllable Division: V CV & VC CV Patterns	A two- or three-syllable word displays. Students divide after the vowel and/or between consonants. 	Dividing Words
Unit 5	Identifying Hard & Soft c or g	Six words display. Students move each word into one of two categories based on the sound of c or g.	Categorizing
Unit 6	Identifying Suffixes y & ly	Six words display. Students move each word into one of two categories based on the suffix.	Categorizing
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice

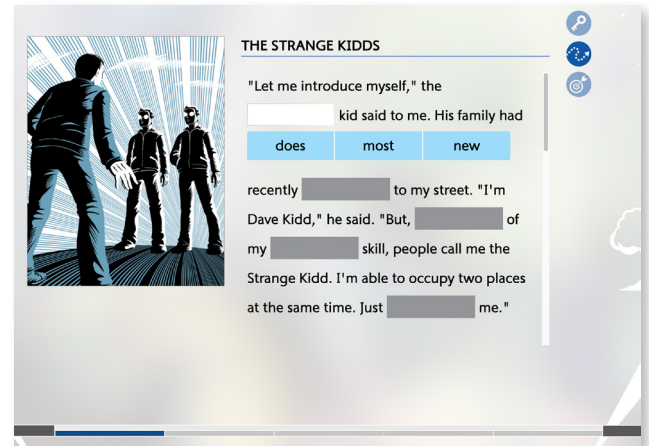


Level 8 | Activity 2

Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: above, almost, beautiful, because, climbing, colorful, could, exhausted, family, great, grew, know, many, move, new, other, rightly, should, something, spread, strange, there, touched, walk, watch, watched, work, would



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Strange Kidds</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Oak Tree</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

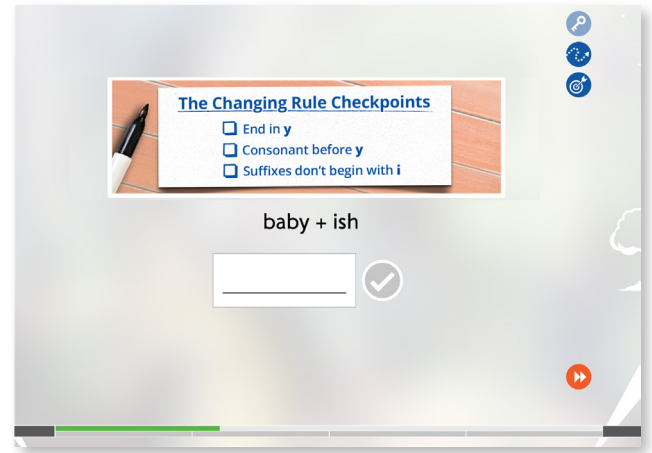



Level 8 | Activity 3

Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with suffixes or /j/ sounds. Students are asked to:

- Follow the Doubling, Dropping, and Changing Rules to spell words with suffixes
- Spell words with soft g or -dge



Unit 1	Spelling Words: Changing Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference. 	Typing
Unit 2	Completing Words: /j/ Sounds	A partial word displays. Students hear the word and identify the missing letter(s).	Typing
Unit 3	Spelling Words: Doubling & Dropping Rules	A word equation (base word + suffix) displays. Students spell the new word.	Typing
Unit 4	Spelling Words: Suffixes & /j/ Sounds	Students hear a word used in a sentence and spell it.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: above, always, another, because, before, earth, every, everywhere, find, great, kinds, mother, people, right, their, through, together, touching, where, whose

RATS!

It's said that the "king of the beasts" is the lion. Lions are strong and may look kingly. But lions can live only in places humans protect them, and both earth where they would die if they could not meat. The title "king of the beasts" should belong to an animal that lives and eats anything.

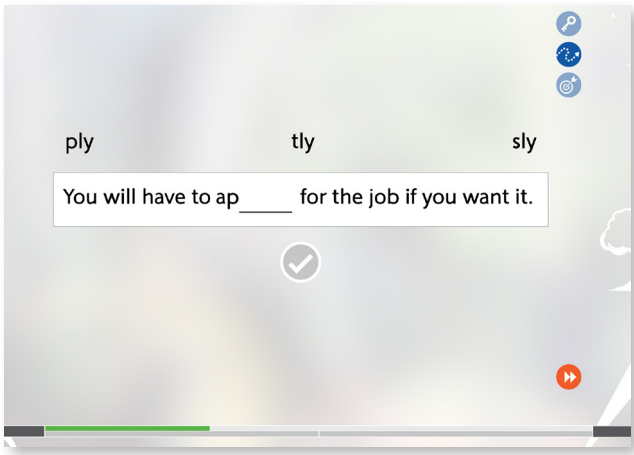
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Giant Nile Crocodile</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Rats!</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with open syllables ending in y



Unit 1	Completing Sentences: Open Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Open Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing

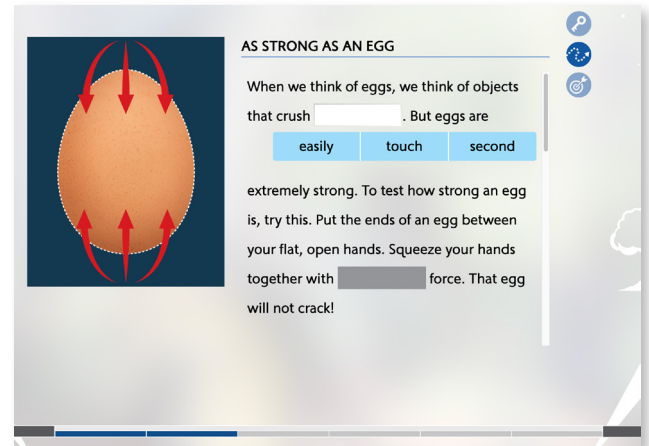


Level 8 | Activity 6

Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: above, against, answer, both, buildings, colors, does, easily, great, kind, light, moves, only, person, push, seconds, seven, touching, watching, weight



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>As Strong as an Egg</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>A Water Sport</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

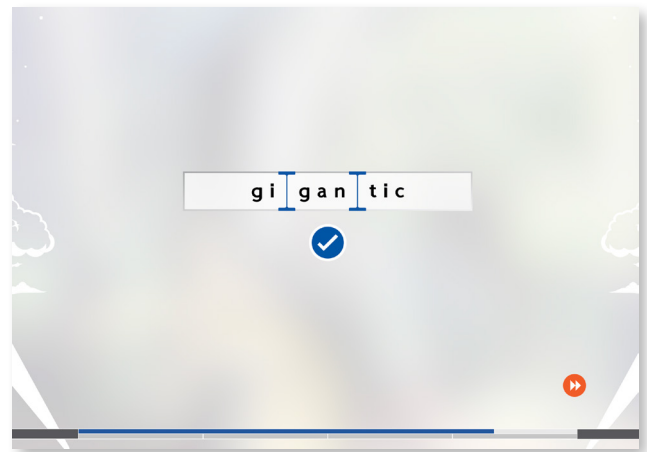


Level 8 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two-syllable words (VC|C|e and V|CV)
- Recognize open syllable words with hard and soft g
- Spell words that follow the Changing Rule
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Syllable Division	VC C e and V CV Pattern. A two- or three-syllable word displays. Students divide after the vowel and/or between consonants.	Dividing Words
Unit 2	Open Syllables	Four words display. Students select the word they hear. The focus is on two syllable words with open syllable and hard and soft g.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the Changing Rule.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 9

Intermediate

Prefixes, Suffixes & Base Words



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate vowel pair syllables (vowel teams); divide three-syllable words with more than one suffix; identify and differentiate long and short vowel sounds (e); demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Demonstrate understanding of the Doubling, Dropping, and Changing Rules for adding a suffix to a base word; spell words with final /t/ sounds.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with multiple suffixes.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 9: adventure, away, breaking, built, changes, character, different, elephant, friends, journey, move, movie, mythical, news, pierce, removed, sound, special, thought, tightly, voyage

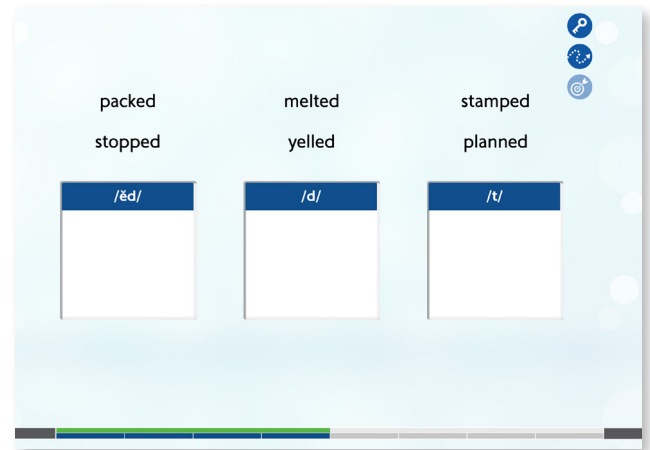


Level 9 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of vowel pair syllables and vowel teams, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate vowel pair syllables (vowel teams)
- Divide three-syllable words with more than one suffix
- Identify and differentiate long and short e
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Identifying Syllables: Closed, Silent e, Vowel Pair	Six words display. Students move each word into one of three categories based on the syllable type.	Categorizing
Unit 2	Identifying Consonant Suffixes	Words move on the screen. Students select the target consonant suffix.	Moving (Timed)
Unit 3	Identifying Vowel Suffixes	Words move on the screen. Students select the target vowel suffix.	Moving (Timed)
Unit 4	Identifying Base Word & Suffixes	A three-syllable word displays. Students divide after the base word and between suffixes.	Dividing Words
Unit 5	Identifying Sounds: Suffix ed	Six words display. Students move each word into one of three categories based on the sound of -ed.	Categorizing
Unit 6	Identifying Sounds: Long & Short e	Six words display. Students move each word into one of two categories based on the vowel sound. The focus is on vowel teams.	Categorizing
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice



Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: air, anyone, around, away, breathe, friends, movie, news, only, person, pierce, right, several, spread, thought, tightly, want, water, where, your

THE SECRET

On Tuesday, Julie Steeves said to me, "I have a secret that I'm itching to tell, but I can tell it only to a [] I really, [] morning [] person [] several [] really trust. If I tell it to you, will you not [] a word to []?"

I must admit I was pleased that Julie [] she could trust me. I don't []

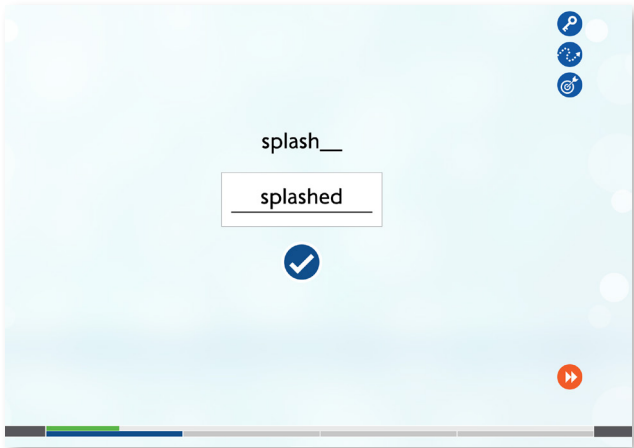
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Secret</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>A Bottle Trick</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with suffixes. Students are asked to:

- Follow the Doubling, Dropping, and Changing Rules to spell words with suffixes
- Spell words with final t or suffix -ed



Unit 1	Spelling Words: Changing Rule	A word equation (base word + suffix) displays. Students spell the new word. A summary of the spelling rule is available for reference.	Typing
Unit 2	Completing Words: Final /t/ Sounds	A partial word displays. Students hear the word and identify the missing letter(s).	Typing
Unit 3	Spelling Words: Base Words & Suffixes	Two or three tokens display to represent a number of word parts. Students hear the word and spell it.	Typing
Unit 4	Spelling Words: Base Words & Suffixes	Students hear a word used in a sentence and spell it.	Typing



Level 9 | Activity 4

Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: above, adventure, around, breaking, character, climb, down, earth, elephant, few, floor, have, journey, know, mythical, nobody, ocean, people, special, voyage, was, world

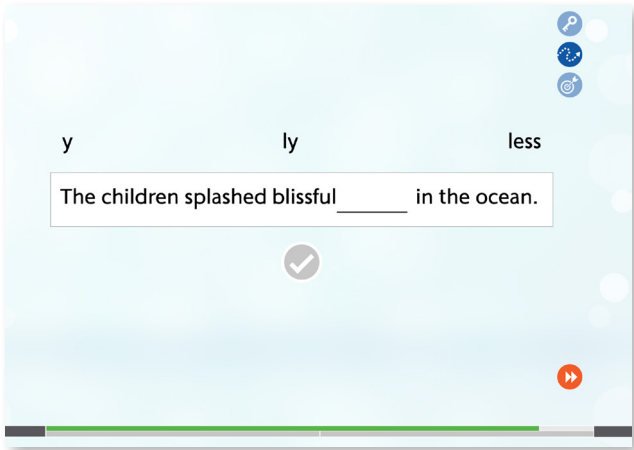
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Around the World</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Extreme Places</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with multiple suffixes



Unit 1	Completing Sentences: Suffixes	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Suffixes	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: also, answer, are, around, because, building, built, changes, different, earth, have, move, people, removed, should, sound, their, together, work, world, would

The screenshot shows a digital interface titled "BONE FACTS". On the left is a diagram of a human skeleton with labels "skull" and "femur". On the right, there is a text passage with a cloze exercise. The text reads: "Where are the strongest bones in the human body? Here's a clue: These bones are [] the longest. The longest, [] were [] also [] some [] strongest bones in the human body [] the two femurs, or thigh bones. They are [] for strength because they must hold up the weight of the body." Below the text are three buttons: "were", "also", and "some". The interface also includes a progress bar at the bottom and social media icons on the right.

Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>A Debate</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>Bone Facts</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Level 9 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two- and three-syllable words (VICV)
- Recognize open syllable words
- Spell words that follow the Changing Rule
- Demonstrate reading fluency and comprehension by completing cloze passages

THE THREE ELEPHANTS

Three young elephants are crossing a vast of rushing water to get to the side with tastier grass. But, they face a problem. There is a gigantic stack of tree branches in the that prevents them from walking on this path.

The elephant in front to push the branch away. The next elephant to think that he is the

stream cheek clay

Unit 1	Syllable Division	VC Cle and V CV Pattern. A two- or three-syllable word displays. Students divide after the vowel and/or between consonants.	Dividing Words
Unit 2	Open Syllables	Four words display. Students select the word they hear. The focus is on open syllable words.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on the Changing Rule.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice

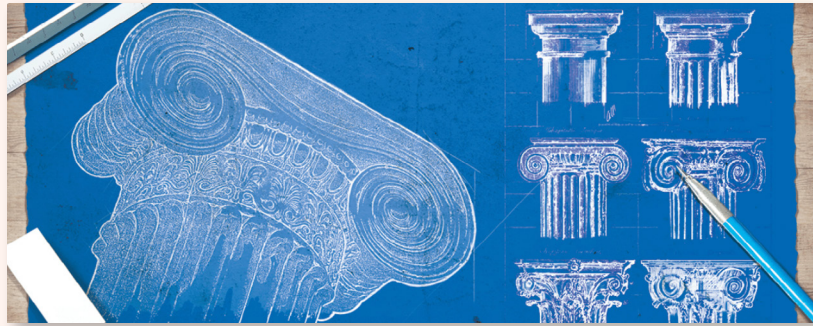


Word Study

Level 10

Intermediate

Vowel Pair Syllables



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate vowel pair syllables; demonstrate understanding of VC|V syllable division; identify and differentiate sounds of suffixes -sion and -tion; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Complete words with vowel teams or vowel combinations; spell words with vowel pair syllables.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with vowel pair syllables.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 10: again, appear, behave, break, build, buying, doing, favorite, friendly, fruit, native, oranges, watching, yourself

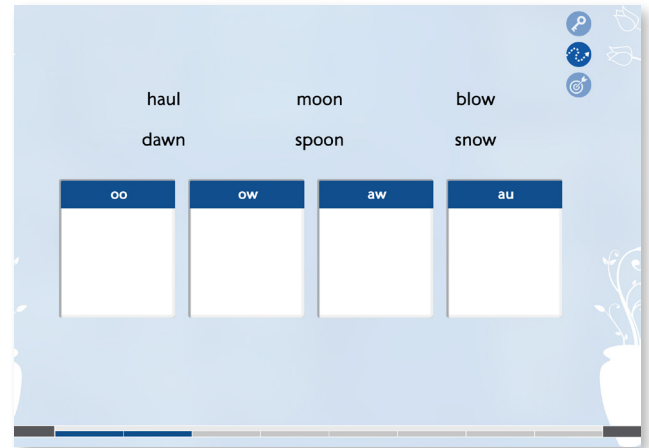



Level 10 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of vowel pair syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate vowel pair syllables
- Divide two-syllable words (VC|V)
- Identify and differentiate sounds of suffixes -sion and -tion
- Demonstrate word-level comprehension by identifying words based on definition



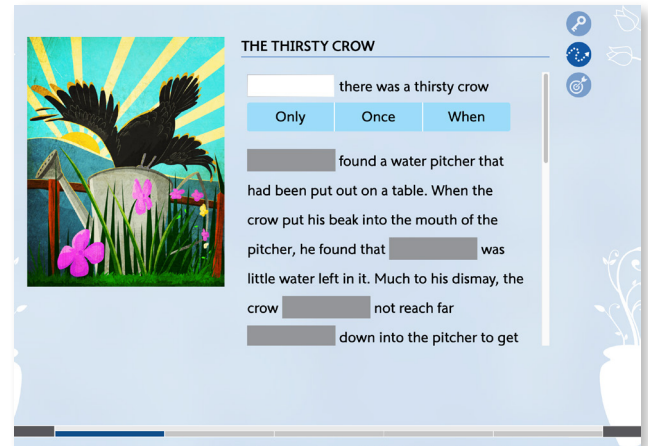
Unit 1	Identifying Vowel Combinations: oi & oy	Words move on the screen. Students select the target vowel combination.	Moving (Timed)
Unit 2	Identifying Vowel Combinations: ou & ow	Words move on the screen. Students select the target vowel combination.	Moving (Timed)
Unit 3	Identifying Vowel Combinations: au, aw, oo & ow	Six words display. Students move each word into one of four categories based on the vowel combination.	Categorizing
Unit 4	Syllable Division: VC V Pattern	A two-syllable word displays. Students divide after the consonant. 	Dividing Words
Unit 5	Identifying Vowel Pair Syllables	Six words display. Students move each word into one of four categories based on the sound of the vowel team or vowel combination.	Categorizing
Unit 6	Identifying Sounds: Suffix sion & tion	Six words display. Students move each word into one of two categories based on the suffix sound.	Categorizing
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice



Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: air, another, anyone, breathe, buy, could, enough, every, favorite, friendly, friends, fruit, most, move, movie, once, only, oranges, people, person, pierce, several, someone, something, sometimes, spread, there, thought, tightly, want, warm, where, who, your



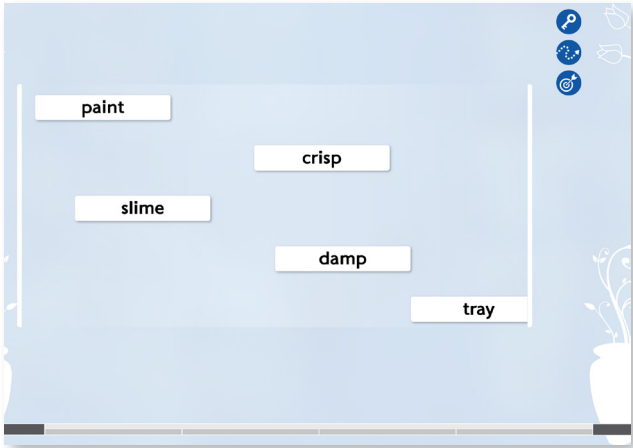
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Thirsty Crow</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Restaurant Review</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with vowel pair syllables. Students are asked to:

- Complete words with vowel teams, vowel combinations, or suffixes
- Spell words with vowel pair syllables




Unit 1	Identifying Vowel Pair Syllables	Words move on the screen. Students select the target vowel pair syllable.	Moving (Timed)
Unit 2	Spelling Vowel Pair Syllables	A partial two-syllable word displays. Students hear the word and identify the missing letters.	Typing
Unit 3	Spelling Vowel Pair Syllables & Suffixes	A partial three-syllable word displays. Students hear the word and identify the missing letters.	Typing
Unit 4	Spelling Words: Vowel Pair Syllables	Students hear a word used in a sentence and spell it.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: beautiful, because, colorful, could, everyone, exhausted, favorite, from, grew, many, might, moved, native, other, should, through, touched, walk, watched, work, would, you



THE MODEL HOUSE PROJECT

Max walked across the classroom to join Zoya for their fourth period science class project.

"This makes me feel like a little kid again, playing with blocks!" Zoya spoke loudly so Max hear above the many would through classroom noise.

"But this time, we a lot more about engineering, so we can make our

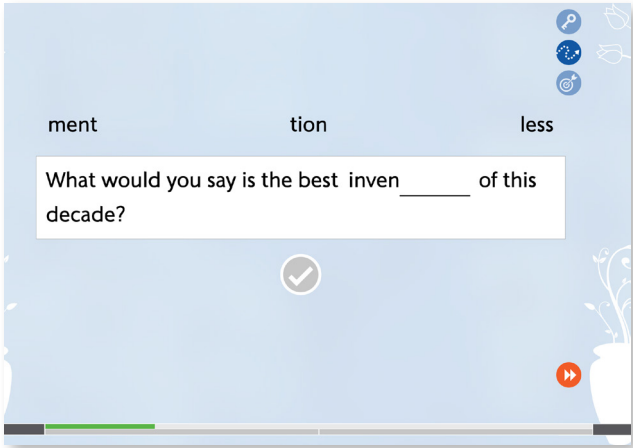
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Model House Project</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Total Relaxation</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with vowel pair syllables



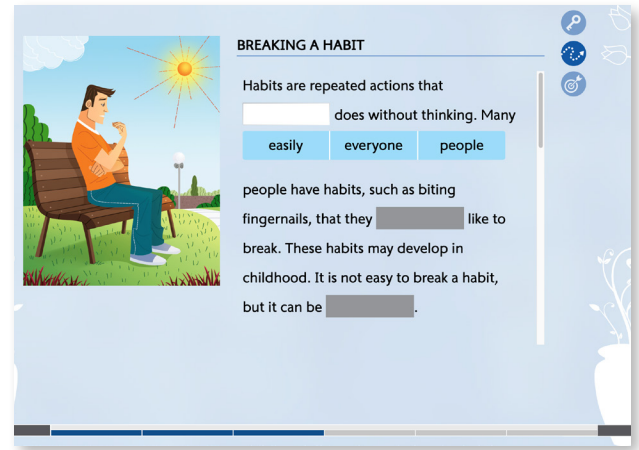
Unit 1	Completing Sentences: Vowel Pair Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Vowel Pair Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: again, appear, before, begin, behave, break, build, buying, doing, done, everyone, many, might, new, other, people, person, several, warm, watching, would, yourself



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>An Unexpected Invitation</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>Breaking a Habit</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

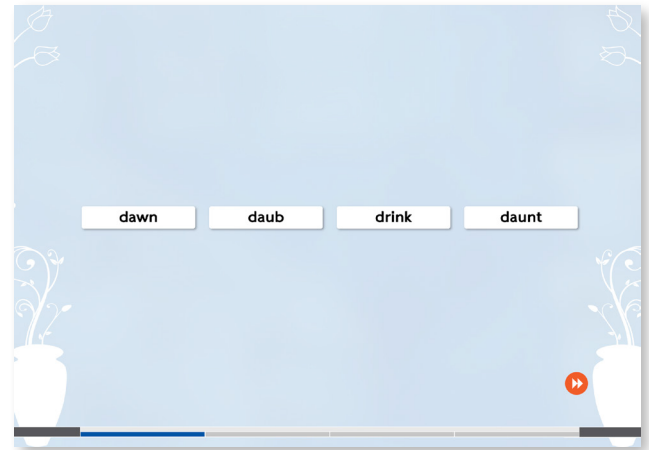


Level 10 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two- and three-syllable words (VICV)
- Recognize words with vowel combinations
- Spell words with vowel pairs and suffixes
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Syllable Division	V CV Pattern. A two- or three-syllable word displays. Students divide after the vowel and/or between consonants.	Dividing Words
Unit 2	Vowel Combinations	Four words display. Students select the word they hear. The focus is on vowel combinations oi, oo, ee, ou, au and suffix -sion.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on vowel pairs and suffixes.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 11

Intermediate

Vowel-r Syllables



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate vowel-r syllables; demonstrate understanding of V|CV, VC|V, and VC|CV syllable division; identify and differentiate sounds of vowel-r; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Identify and differentiate vowel-r syllables; spell words with vowel-r syllables.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with vowel-r syllables.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

* High-frequency words introduced in Level 11: area, becoming, bought, builds, buy, childhood, company, damage, daughter, discover, father, forming, frightened, gallons, heard, heavy, husband, important, interesting, lived, modern, mostly, often, piano, popular, pulling, remind, searched, thoughtful, washing

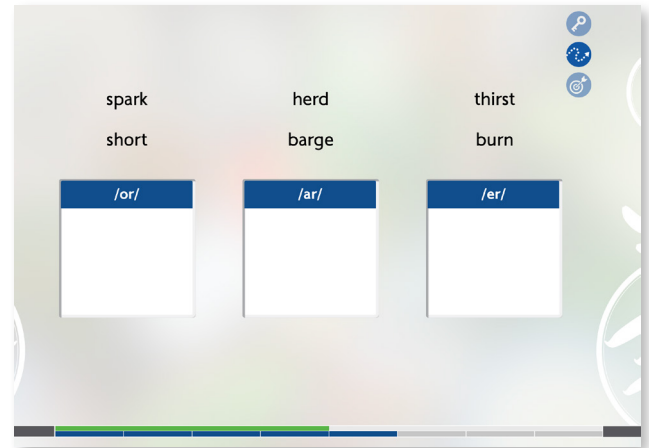


Level 11 | Activity 1

Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of vowel-r syllables and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate vowel-r syllables
- Divide two- and three-syllable words (V|CV, VC|V, VC|CV)
- Identify and differentiate sounds of vowel-r
- Demonstrate word-level comprehension by identifying words based on definition



Unit 1	Identifying Vowel-r Syllables	Words move on the screen. Students select the target vowel-r syllable. The focus is on er, ir, and ur.	Moving (Timed)
Unit 2	Identifying Vowel-r Syllables	Words move on the screen. Students select the target vowel-r syllable. The focus is on ar and or.	Moving (Timed)
Unit 3	Identifying Closed, Silent e & Vowel Pair Syllables	A word displays. Students identify the syllable type.	Sorting (Timed)
Unit 4	Syllable Division: V CV, VC V & VC CV Patterns	A two- or three-syllable word displays. Students divide between syllables.	Dividing Words
Unit 5	Identifying Vowel-r Syllables	Six words display. Students move each word into one of two categories based on the syllable type.	Categorizing
Unit 6	Identifying Vowel-r Sounds	Six words display. Students move each word into one of three categories based on the vowel-r sound.	Categorizing
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice



Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: area, damage, few, forming, gallons, heavy, important, might, minutes, mostly, often, only, person, pulling, should, some, washing, water, world

ICE FROM THE SKY

Of the different forms of _____ that

want water would

fall from the sky, perhaps the oddest is hail.

Hailstones are balls or lumps of ice. You _____ expect ice to fall in winter when it is cold. But hailstorms occur at any time of year and are common in summer.

Hail forms during thunderstorms. Inside the _____

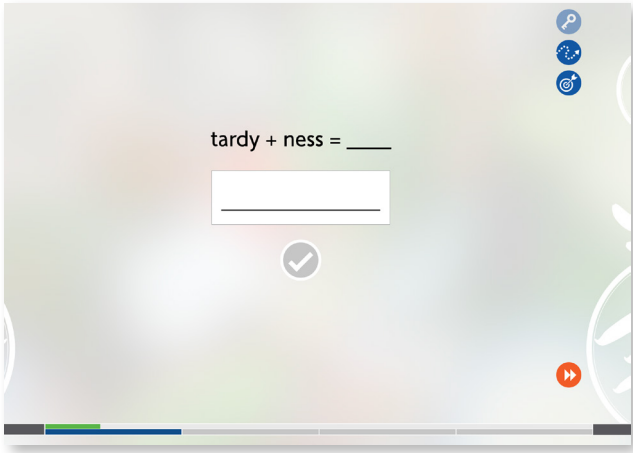
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Ice from the Sky</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Saving Water</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with vowel-r syllables. Students are asked to:

- Identify and differentiate vowel-r syllables
- Spell words with vowel-r syllables



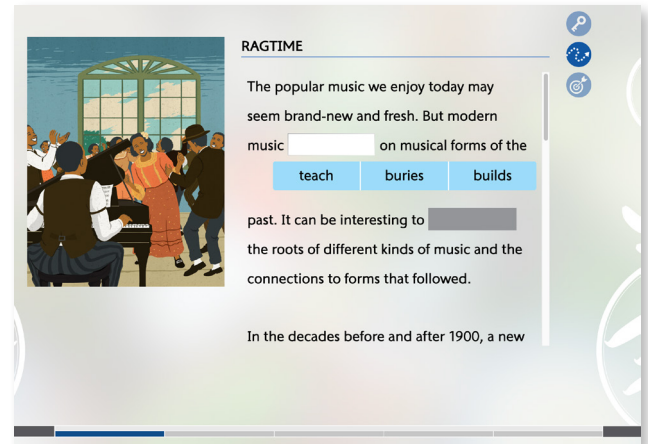
Unit 1	Identifying Vowel-r Syllables	Words move on the screen. Students select the target vowel-r syllable.	Moving (Timed)
Unit 2	Spelling Words: Vowel-r Syllables & Suffixes	A word equation (base word + suffix) displays. Students spell the new word.	Typing
Unit 3	Spelling Words: Vowel-r Syllables & Suffixes	A word equation (base word + suffix) displays. Students spell the new word.	Typing
Unit 4	Spelling Words: Vowel-r Syllables	Students hear a word used in a sentence and spell it.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: also, another, area, become, bought, builds, character, damage, discover, favorite, gallons, heavy, important, interesting, many, minutes, modern, mostly, often, people, piano, piece, popular, pulling, right, some, spread, was, were, world, young



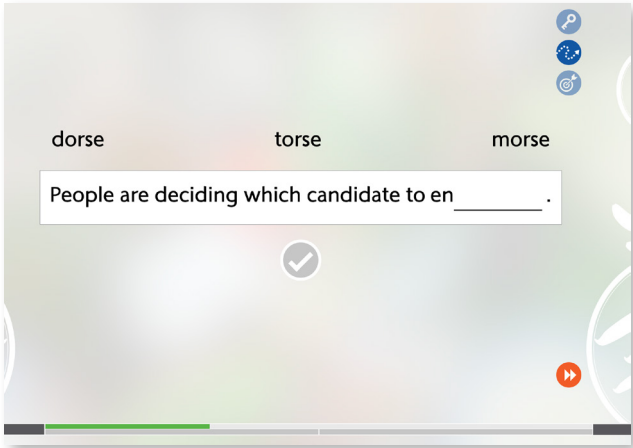
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Ragtime</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Scott Joplin</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with vowel-r syllables



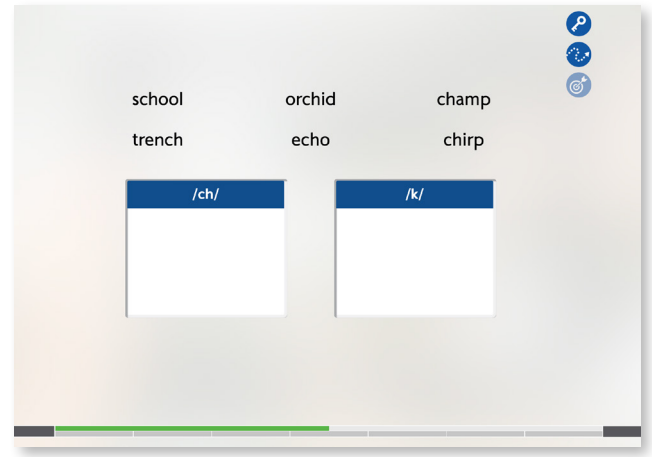
Unit 1	Completing Sentences: Vowel-r Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Vowel-r Syllables	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: beautiful, because, buy, childhood, company, daughter, do, father, frightened, grew, heard, heavy, husband, lived, piano, remind, searched, special, thoughtful, were



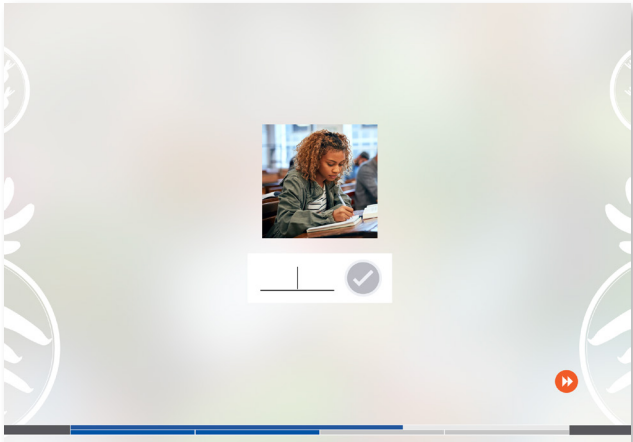
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>Birthday Art</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>The Birthday Market</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two- and three-syllable words (V|CV, VC|V & VC|CV)
- Recognize words with vowel-r syllables
- Spell words with vowel-r syllables
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Syllable Division	V CV, VC V & VC CV Patterns. A two- or three-syllable word displays. Students divide between syllables.	Dividing Words
Unit 2	Vowel-r Syllables	Four words display. Students select the word they hear. The focus is on vowel-r syllables.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on vowel-r syllables.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 12

Intermediate

Schwa Sound



Activity

Letter Patterns, Sounds & Meaning

Identify and differentiate short vowels and the sound of schwa; demonstrate understanding of V|CV, VC|V, and VC|CV syllable division; identify silent letters and suffixes; demonstrate word-level comprehension.

Units: 8

Fluency Challenge 1

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Spelling Patterns

Complete words with suffixes; spell words with schwa sounds and short vowels.

Units: 4

Fluency Challenge 2

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages.

Units: 5

Sentence Completion

Demonstrate sentence-level comprehension; construct words with schwa sounds and suffixes.

Units: 2

Fluency Challenge 3

Demonstrate knowledge of the spelling and meaning of high-frequency words;* complete cloze passages; divide sentences based on auditory cues.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

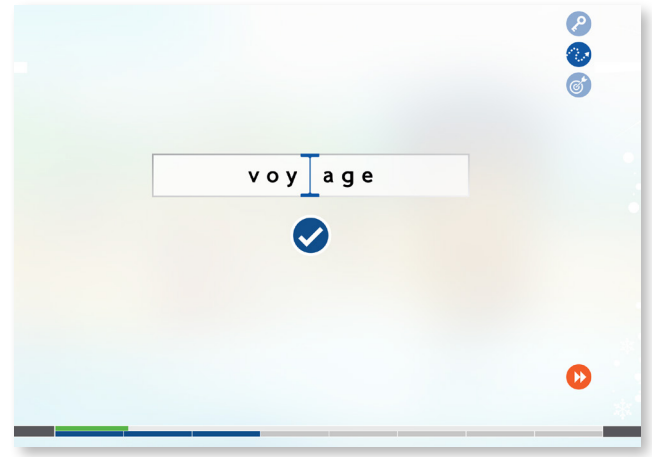
* High-frequency words introduced in Level 12: among, bodies, caught, characters, clothing, commonly, curtain, customers, dangers, heart, highest, holds, imagined, known, learned, money, more, moving, once, ready, scene, school, throughout, who, writer, written, wrote



Letter Patterns, Sounds & Meaning

The goals of this activity are for students to increase awareness of the sound of schwa and syllable division patterns, to strengthen phonic and morphological word analysis strategies, and to build knowledge of word meaning. Students are asked to:

- Identify and differentiate short vowels and the sound of schwa
- Divide two- and three-syllable words (V|CV, VC|V, VC|CV)
- Identify silent letters and suffixes -able, -age, -ible, and -ture
- Demonstrate word-level comprehension by identifying words based on definition




Unit 1	Identifying Suffixes age & ture	Words move on the screen. Students select words with the target suffix.	Moving (Timed)
Unit 2	Identifying Silent Letters	Six words display. Students move each word into one of three categories based on the silent letter(s).	Categorizing
Unit 3	Identifying the Sound of Schwa	Six words display. Students move each word into one of two categories based on the vowel sound.	Categorizing
Unit 4	Syllable Division: V CV, VC V & VC CV Patterns	A two- or three-syllable word displays. Students divide between syllables.	Dividing Words
Unit 5	Identifying Suffixes able & ible	Six words display. Students move each word into one of two categories based on the suffix.	Categorizing
Unit 6	Identifying Suffixes age & ture	A word displays. Students identify the suffix.	Sorting (Timed)
Unit 7	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice
Unit 8	Word Meaning	Students hear a definition and identify the corresponding word.	Multiple Choice



Fluency Challenge 1

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: because, both, caught, could, curtain, highest, more, once, only, person, pull, ready, several, their, watch, were, who, writer, written, wrote



THE WINNER?

Our friend Jay has a strong urge to compete. It's just in his nature. If we're riding bikes, he insists on racing. If we're playing a game, he makes sure his point count is the . At the pool, he

has to show that he swims fastest or dives most smoothly or stays underwater longest.

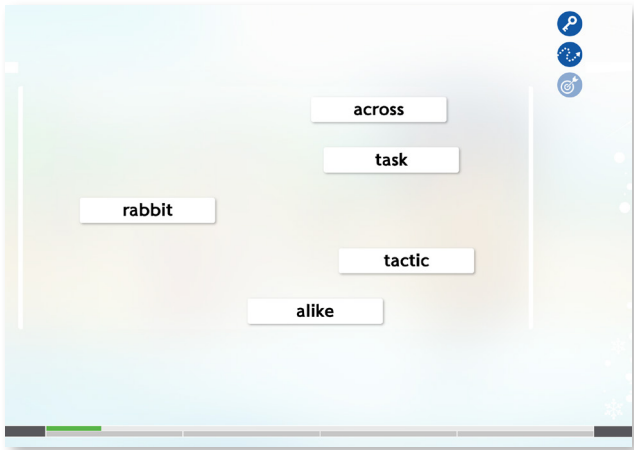
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>The Winner?</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>The Artist's Contest</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Spelling Patterns

The goal of this activity is for students to build their understanding of how to spell words with schwa sounds. Students are asked to:

- Identify and differentiate short vowels and the sound of schwa
- Complete words with suffixes -age and -ture
- Spell words with schwa sounds



Unit 1	Identifying the Sound of Schwa	Words move on the screen. Students select the target sound.	Moving (Timed)
Unit 2	Completing Words: Schwa a or Short u	A partial two-syllable word displays. Students hear the word and identify the missing letter.	Typing
Unit 3	Completing Words: Suffixes age & ture	A partial two-syllable word displays. Students hear the word and identify the missing suffix.	Typing
Unit 4	Spelling Words: Schwa a or Short u	Students hear a word used in a sentence and spell it.	Typing



Fluency Challenge 2

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Demonstrate comprehension of high-frequency words
- Identify and spell high-frequency words
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: another, bodies, color, commonly, could, customers, grew, imagined, learned, many, most, mother, often, other, right, school, through, throughout, world, young



SEARCHING THE FOREST

Sam, Mike, and other freshmen descended downstairs and through the front door. Mr. Davis, their **biology** teacher, had assigned everyone to about disguises

damage **above** **learn**

in nature. Sam and Mike thought the forest near the was perfect to find examples.

"Where should we head first?" Sam asked,

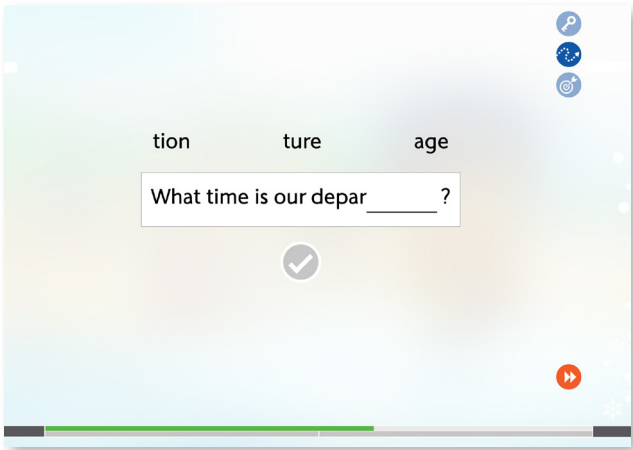
Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Passage Comprehension: <i>Stick Insects</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 3	Passage Comprehension: <i>Searching the Forest</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 5	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing



Sentence Completion

The goal of this activity is for students to increase decoding accuracy and comprehension. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial multi-syllable word
- Construct words with schwa sounds and suffixes -age or -ture



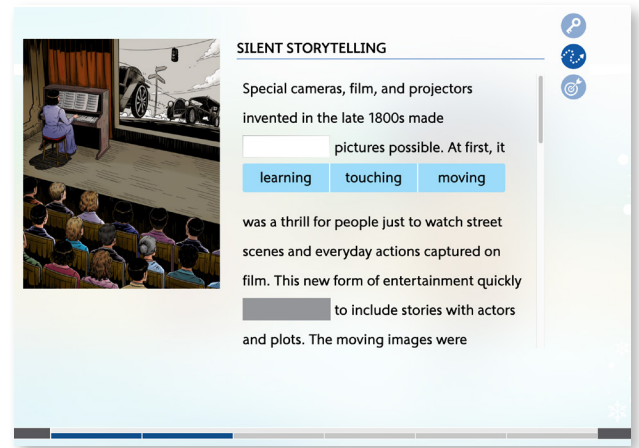
Unit 1	Completing Sentences: Schwa & Suffixes age/ture	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing
Unit 2	Completing Sentences: Schwa & Suffixes age/ture	A sentence that includes a partial multi-syllable word displays. Students identify the missing syllable.	Typing



Fluency Challenge 3

The goal of this activity is for students to build awareness of the spelling and meaning of high-frequency words. Students are asked to:

- Identify and spell high-frequency words
- Divide sentences based on auditory cues
- Demonstrate reading fluency and comprehension by completing cloze passages
- Words included in this activity: among, character, clothing, dangers, grew, heart, holds, known, might, money, movie, moving, scene, search, talking, together, watched, were, who, woman



Unit 1	Identifying High-Frequency Words	A high-frequency word flashes on the screen. Then five attempts to spell the word display. Students identify the correctly spelled word.	Flashing (Timed)
Unit 2	Dividing Sentences	A sentence displays. Students hear the sentence with a pause between phrases or clauses and identify where to divide it.	Dividing Sentences
Unit 3	Passage Comprehension: <i>Silent Storytelling</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 4	Passage Comprehension: <i>The Film Project</i>	A cloze passage displays. Students identify the missing high-frequency words.	Multiple Choice
Unit 5	Reading Fluency	Students read two passages, one at a time. They answer a question using information from both passages.	Multiple Choice
Unit 6	Spelling High-Frequency Words	Three attempts to spell a high-frequency word display. Students hear the word and identify the correct spelling.	Typing

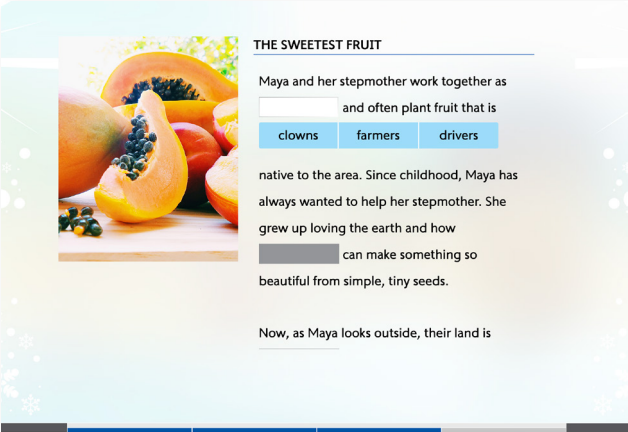


Level 12 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Divide two- and three-syllable words (VICV, VC|V)
- Recognize words with vowel-r syllables, suffixes, and schwa
- Spell words with suffixes
- Demonstrate reading fluency and comprehension by completing cloze passages



THE SWEETEST FRUIT

Maya and her stepmother work together as _____ and often plant fruit that is _____

clowns farmers drivers

native to the area. Since childhood, Maya has always wanted to help her stepmother. She grew up loving the earth and how _____ can make something so beautiful from simple, tiny seeds.

Now, as Maya looks outside, their land is _____

Unit 1	Syllable Division	V CV and VC V Patterns. A two- or three-syllable word displays. Students divide between syllables.	Dividing Words
Unit 2	Vowel-r Syllables, Suffixes, and Schwa	Four words display. Students select the word they hear. The focus is on vowel-r syllables, suffixes, and schwa.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on suffixes -ing, and schwa.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Prefixes, Roots & Suffixes



Activity

Latin Roots 1

Demonstrate knowledge of the meanings of Latin-based roots; demonstrate word-level comprehension; complete cloze passages.

Units: 6

Latin Roots 2

Demonstrate knowledge of the meanings of Latin-based roots; demonstrate word-level comprehension; complete cloze passages.

Units: 5

Prefixes

Demonstrate knowledge of the meanings of common prefixes; demonstrate word-level comprehension; complete cloze passages.

Units: 8

Suffixes

Demonstrate knowledge of the meanings of suffixes that transform a verb into a noun or adjective; manipulate prefixes, roots, and suffixes to construct words; demonstrate word-level comprehension; complete cloze passages.

Units: 4

Spelling Patterns

Demonstrate knowledge of the meanings and spelling patterns of prefixes, Latin roots, and suffixes; manipulate prefixes, roots, and suffixes in word chains; spell words with prefixes that change or drop letters when combined with a root.

Units: 6

Word Construction

Demonstrate sentence-level comprehension; manipulate prefixes, roots, and suffixes to construct words.

Units: 6

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4



Level 13 | Activity 1

Latin Roots 1

The goals of this activity are for students to build knowledge of the meanings of Latin-based roots and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Latin roots: dict, ject, pel, port, rupt, scrib/script, spect, and struct
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages



WAITING FOR RONG

My parents, Ma and Ba, moved our family from Hong Kong to Australia last month. They said it was a great opportunity for us. I tried to be positive and tell myself that life in a new country was an adventure.

The hardest part was that we had to wait to my cat Rong to our new

transport construct adjacent

home with us. Ma told me that an animal

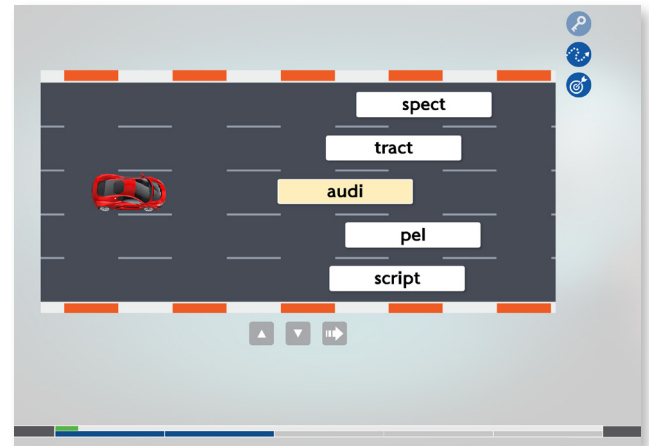
Unit 1	Identifying Latin Roots: ject, port, struct & rupt	A Latin root displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: ject, port, struct & rupt	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Latin Roots: dict, scrib/script, pel & spect	A Latin root displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 4	Word Meaning: dict, scrib/script, pel & spect	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 5	Passage Comprehension: <i>Waiting For Rong</i>	A cloze passage displays. Students identify the missing Latin roots.	Multiple Choice
Unit 6	Passage Comprehension: <i>The Myth of Melampus</i>	A cloze passage displays. Students identify the missing Latin roots.	Multiple Choice



Latin Roots 2

The goals of this activity are for students to build knowledge of the meanings of Latin-based roots and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Latin roots: audi, duct/duce, tract, vis
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Identifying Latin Roots: duct/duce, vis, audi & tract	A Latin root displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: duct/duce, vis, audi & tract	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Latin Roots: duct/duce, vis, audi & tract	Latin roots move on the screen. Students hear a definition and select the target root.	Racing (Timed)
Unit 4	Passage Comprehension: <i>Nobody Knows I'm Here</i>	A cloze passage displays. Students identify the missing Latin roots.	Multiple Choice
Unit 5	Passage Comprehension: <i>Hearing Color</i>	A cloze passage displays. Students identify the missing Latin roots.	Multiple Choice



Prefixes

The goals of this activity are for students to build knowledge of the meanings of common prefixes and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate prefixes (ab-, ad-, con-, de-, dis-, ex-, in-, inter-, non-, pre-, pro-, re-, sub-, trans-, un-)
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages

COMMON BUT UNUSUAL

Most materials expand, or stretch, when heated. As they lose heat, they tract.

dis pro con

You can test this for yourself by flating a balloon and placing it in the freezer. The molecules of air duce their activity inside the cooling balloon, and the balloon flates as a result. One extremely common stance has

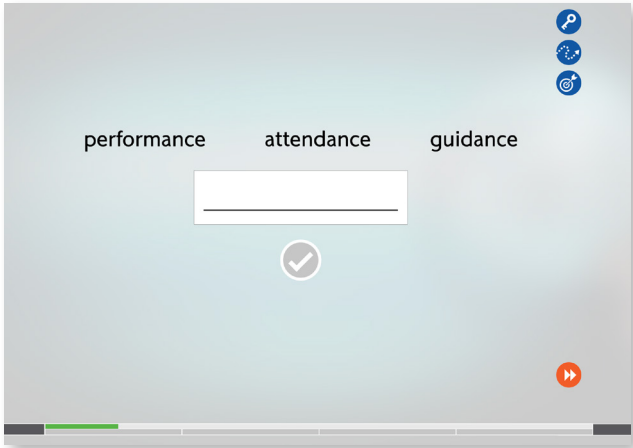
Unit 1	Word Meaning: Prefixes ab, ad, in, inter, ob & sub	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 2	Identifying Prefixes: ab, ad, in, inter, pre & sub	Six words display. Students move each word into one of two categories based on the prefix.	Categorizing
Unit 3	Word Meaning: Prefixes con, de, non, pro, re, trans & un	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 4	Identifying Prefixes: ad, de, in, non, pro, re, trans & un	Six words display. Students move each word into one of two categories based on the prefix.	Categorizing
Unit 5	Word Meaning: Prefixes dis, ex, in & mis	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 6	Identifying Prefixes: de, dis, ex, in & mis	Six words display. Students move each word into one of two categories based on the prefix.	Categorizing
Unit 7	Passage Comprehension: <i>Repelling Mosquitoes</i>	A cloze passage displays. Students identify the missing prefixes and suffixes.	Multiple Choice
Unit 8	Passage Comprehension: <i>Common but Unusual</i>	A cloze passage displays. Students identify the missing prefixes and suffixes.	Multiple Choice



Suffixes

The goals of this activity are for students to build knowledge of the meanings of suffixes that transform a verb into a noun or adjective and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate suffixes (-ance, -ant, -ar, -ence, -ent, -ist, and -or)
- Demonstrate word-level comprehension by identifying words based on definition
- Manipulate prefixes, roots, and suffixes to construct words



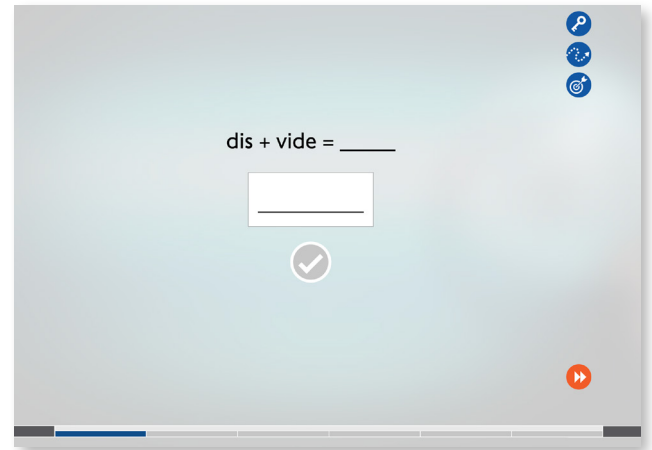
Unit 1	Word Meaning: Suffixes ance, ant, ence & ent	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 2	Word Meaning: Suffixes ance, ant, ence & ent	Six words display. Students move each word into one of two categories based on the suffix.	Categorizing
Unit 3	Constructing Words: Prefixes, Roots & Suffixes	Students reorder prefixes, roots, and suffixes to build a word.	Ordering Morphemes
Unit 4	Identifying Suffixes: ar, ist & or	A word displays. Students identify the suffix.	Sorting (Timed)



Spelling Patterns

The goals of this activity are for students to build knowledge of the meanings and spelling patterns of prefixes, Latin roots, and suffixes. Students are asked to:

- Spell words with prefixes that change or drop letters when combined with a root (ad-, con-, in-, ob-, sub-)
- Spell words with common prefixes, roots, and suffixes
- Manipulate prefixes, roots, and suffixes to construct words



Unit 1	Spelling Words: Chameleon Prefixes (Changing)	A word equation (prefix + root) displays. Students hear a definition and spell the word. The focus is on ad-, con-, in-, ob-, and sub-.	Typing
Unit 2	Spelling Words: Chameleon Prefixes (Dropping)	A word equation (prefix + root) displays. Students hear a definition and spell the word. The focus is on dis- and ex-.	Typing
Unit 3	Constructing Words: Prefixes, Roots & Suffixes	Students reorder prefixes, roots, and suffixes to build a word.	Ordering Morphemes
Unit 4	Spelling Words: Prefixes, Roots & Suffixes	Students hear a word and spell it.	Typing
Unit 5	Word Chains: Prefixes, Roots & Suffixes	A Latin root displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains
Unit 6	Word Chains: Prefixes, Roots & Suffixes	A Latin root displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains



Word Construction

The goal of this activity is for students to reinforce morphological word analysis strategies and to build knowledge of word meaning. Students are asked to:

- Demonstrate sentence-level comprehension by completing a partial word
- Manipulate prefixes, roots, and suffixes to construct words

A NEW KIND OF ART

The cultures of Europe and of regions settled by Europeans are often called Western. Western cultures have many art forms in common. Western painting, for _____ stance, has a long history of being

in dis con

realistic. Artists attempted to _____ present real life in landscapes, portraits, still lifes, and more. The artworks

Unit 1	Completing Sentences: Prefixes, Roots & Suffixes	A sentence that includes a partial word displays. Students identify the missing morpheme.	Typing
Unit 2	Word Chains: Prefixes, Roots & Suffixes	A Latin root displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains
Unit 3	Word Chains: Prefixes, Roots & Suffixes	A Latin root displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains
Unit 4	Completing Sentences: Prefixes, Roots & Suffixes	A sentence that includes a partial word displays. Students identify the missing morpheme.	Typing
Unit 5	Passage Comprehension: <i>Madagascar</i>	A cloze passage displays. Students identify the missing prefixes.	Multiple Choice
Unit 6	Passage Comprehension: <i>A New Kind of Art</i>	A cloze passage displays. Students identify the missing prefixes.	Multiple Choice



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate Latin roots (pel, tract, rupt, port, ject, struct)
- Demonstrate word-level comprehension by identifying words based on definition
- Spell words with prefixes that change or drop letters when combined with a root (ad-, con-, in-, ob-, sub-)
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Latin Root Identification	A Latin root displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains
Unit 2	Latin Prefix & Suffix Identification	Students add a Latin prefix or suffix to create the word that best completes the sentence.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on chameleon prefixes ad-, con-, in-, ob-, and sub-.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Word Study

Level 14

Advanced

Greek Combining Forms



Activity

Greek Combining Forms 1

Demonstrate knowledge of the meanings of Greek combining forms; demonstrate word-level comprehension; complete cloze passages.

Units: 6

Greek Combining Forms 2

Demonstrate knowledge of the meanings of Greek combining forms; demonstrate word-level comprehension; complete cloze passages.

Units: 5

Greek Combining Forms 3

Demonstrate knowledge of the meanings of Greek combining forms; demonstrate word-level comprehension; complete cloze passages.

Units: 6

Greek Combining Forms 4

Demonstrate knowledge of the meanings of Greek combining forms; demonstrate word-level comprehension.

Units: 5

Greek Spelling Patterns

Demonstrate knowledge of spelling patterns in words of Greek origin (ch = /k/, y = /i/ or /ī/, ph = /f/); complete cloze passages.

Units: 7

Word Construction

Manipulate Greek combining forms in word chains; demonstrate sentence-level comprehension; construct words with combining forms and affixes; complete cloze passages.

Units: 8

Skill Check

Demonstrate understanding of key concepts from this level.

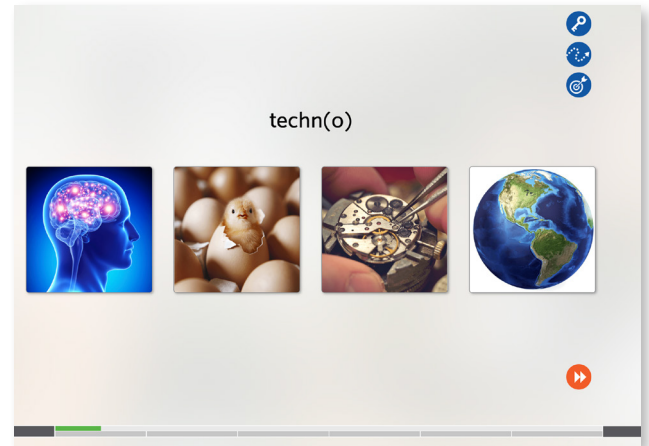
Units: 4



Greek Combining Forms 1

The goals of this activity are for students to build knowledge of the meanings of Greek combining forms and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Greek combining forms: arch, astro, biblio, path, phon(e), phys, sphere, tele
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Identifying Greek Forms: astro, biblio, phon(e), tele	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: astro, biblio, phon(e), tele	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Greek Forms: arch, path, phys & sphere	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 4	Word Meaning: arch, path, phys & sphere	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 5	Passage Comprehension: <i>Living Together</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice
Unit 6	Passage Comprehension: <i>What and Why on Earth</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice

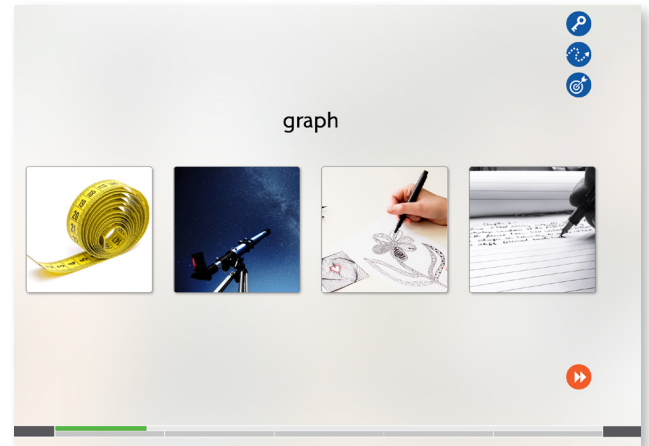


Level 14 | Activity 2

Greek Combining Forms 2

The goals of this activity are for students to build knowledge of the meanings of Greek combining forms and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Greek combining forms: gram, graph, meter, scope
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages



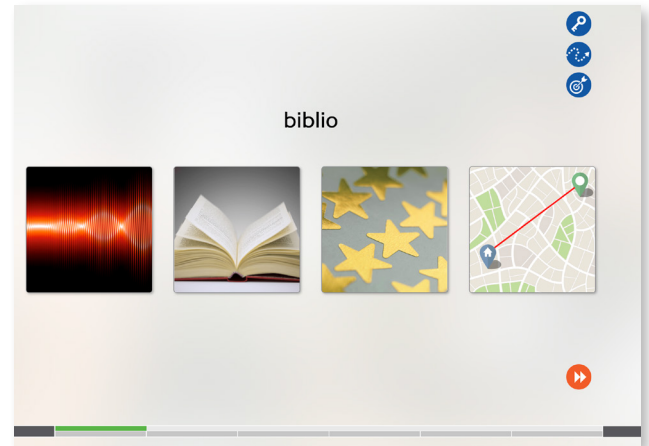
Unit 1	Identifying Greek Forms: gram, graph, meter & scope	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: gram, graph, meter & scope	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Greek Forms: gram, graph, meter & scope	Greek combining forms move on the screen. Students hear a definition and select the corresponding word form.	Moving (Timed)
Unit 4	Passage Comprehension: <i>Body and Mind</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice
Unit 5	Passage Comprehension: <i>Earth on the Move</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice



Greek Combining Forms 3

The goals of this activity are for students to build knowledge of the meanings of Greek combining forms and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Greek combining forms: astro, auto, biblio, ology, mega, naut, phobia, tele
- Demonstrate word-level comprehension by identifying words based on definition
- Demonstrate reading fluency and comprehension by completing cloze passages



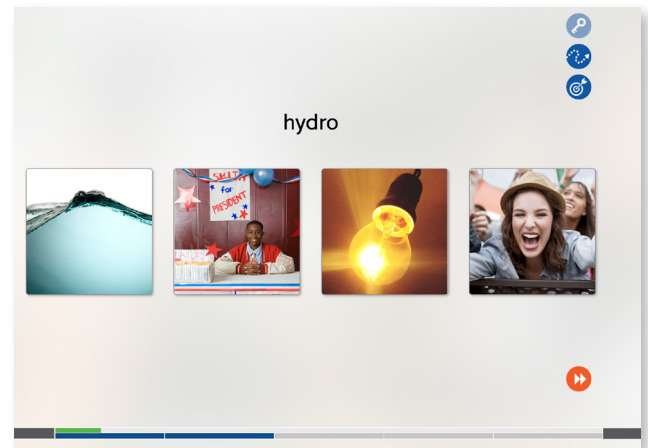
Unit 1	Identifying Greek Forms: bio, geo, psych & tech	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: bio, geo, psych & tech	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Greek Forms: auto, ology, mega & phobia	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 4	Word Meaning: auto, ology, mega & phobia	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 5	Passage Comprehension: <i>Bodies in Space</i>	A cloze passage displays. Students identify the missing prefixes and suffixes.	Multiple Choice
Unit 6	Passage Comprehension: <i>The Science of Discovery</i>	A cloze passage displays. Students identify the missing prefixes and suffixes.	Multiple Choice



Greek Combining Forms 4

The goals of this activity are for students to build knowledge of the meanings of Greek combining forms and to reinforce morphological word analysis strategies. Students are asked to:

- Identify and differentiate Greek combining forms: crat, dem, hydro, hyper, hypo, mania, photo, therm
- Demonstrate word-level comprehension by identifying words based on definition



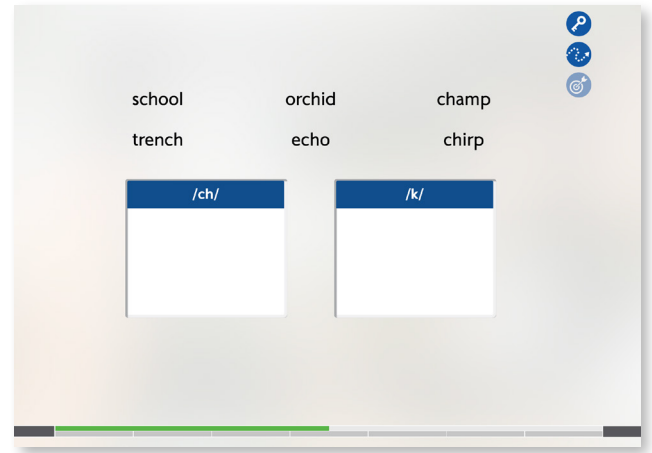
Unit 1	Identifying Greek Forms: dem, hyper, hypo & therm	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 2	Word Meaning: dem, hyper, hypo & therm	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 3	Identifying Greek Forms: crat, hydro, mania & photo	A Greek combining form displays. Students hear a definition and identify the corresponding image.	Multiple Choice (Image)
Unit 4	Word Meaning: crat, hydro, mania & photo	Three words display. Students hear a definition and identify the corresponding word.	Typing
Unit 5	Identifying Greek Forms	Greek combining forms move on the screen. Students hear a definition and select the corresponding word form.	Moving (Timed)



Greek Spelling Patterns

The goals of this activity are for students to build knowledge of the spelling patterns in words of Greek origin. Students are asked to:

- Read and spell words in which ch = /k/, y = /i/ or /i/, and ph = /f/
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Identifying Greek Spelling Patterns	Six words display. Students move each word into one of two categories based on the sound of ch or y.	Categorizing
Unit 2	Spelling Words: Greek ph	Two attempts to spell a word display. Students hear the word and identify the correct spelling.	Typing
Unit 3	Identifying Greek Spelling Patterns	Six words display. Students move each word into one of two categories based on the sound of ch, ph, or y.	Categorizing
Unit 4	Spelling Words: Greek ch	Two attempts to spell a word display. Students hear the word and identify the correct spelling.	Typing
Unit 5	Spelling Words: Greek y	Two attempts to spell a word display. Students hear the word and identify the correct spelling.	Typing
Unit 6	Passage Comprehension: <i>Body Heat</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice
Unit 7	Passage Comprehension: <i>Under the Sea</i>	A cloze passage displays. Students identify the missing Greek combining forms.	Multiple Choice



Word Construction

The goal of this activity is for students to reinforce morphological word analysis strategies and to build knowledge of word meaning. Students are asked to:

- Manipulate Greek combining forms and affixes to construct words
- Demonstrate sentence-level comprehension by completing a partial word
- Demonstrate reading fluency and comprehension by completing cloze passages

PYRAMIDS

A pyramid is a geo[]ic shape

metr logy therm

with a square base and four triangular sides that share a top point. Three huge pyramids at Giza, in Egypt, are world-famous []itectural wonders. They were built as tombs for Egyptian mon[]s more than 4,500 years ago. The largest, the Great Pyramid,

Unit 1	Word Chains: Greek Forms	A Greek combining form displays. Students hear a definition and add or replace morphemes to create the word.	Word Chains
Unit 2	Completing Sentences: Greek Forms	A sentence that includes a partial word displays. Students identify the missing morpheme.	Typing
Unit 3	Constructing Words: Greek Forms	Students reorder Greek combining forms and affixes to build a word.	Ordering Morphemes
Unit 4	Word Chains: Greek Forms & Affixes	A combining form displays. Students hear a definition and add or replace morphemes to create the word.	Word Chains
Unit 5	Completing Sentences: Greek Forms	A sentence that includes a partial word displays. Students identify the missing morpheme.	Typing
Unit 6	Constructing Words: Greek Forms	Students reorder Greek combining forms and affixes to build a word.	Ordering Morphemes
Unit 7	Passage Comprehension: <i>Scenes of Nature</i>	A cloze passage displays. Students identify the missing prefixes.	Multiple Choice
Unit 8	Passage Comprehension: <i>Pyramids</i>	A cloze passage displays. Students identify the missing prefixes.	Multiple Choice

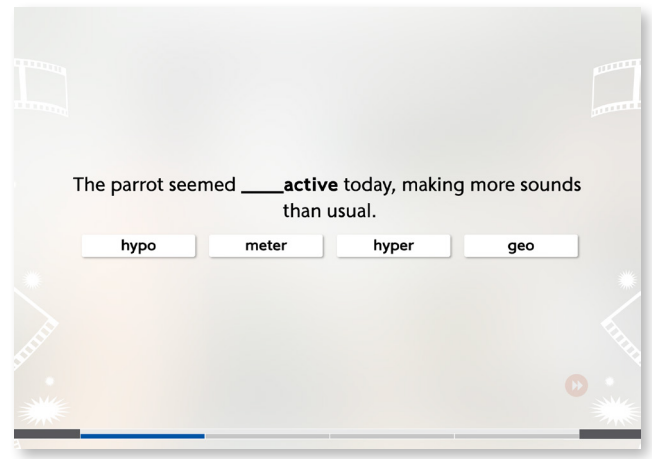


Level 14 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate Greek combining forms (psych, tele, hypo, hydro, auto)
- Demonstrate word-level comprehension by identifying words based on definition
- Spell words in which ch = /k/, y = /i/ or /ī/, and ph = /f/
- Demonstrate reading fluency and comprehension by completing cloze passages



Unit 1	Greek Combining Forms Part 1	A Greek combining form displays. Students hear a definition and add, replace, or delete morphemes to create the word.	Word Chains
Unit 2	Greek Combining Forms Part 1	Students add a Greek combining form to create the word that best completes the sentence.	Multiple Choice
Unit 3	Spelling	Students hear a word used in a sentence and spell it. The focus is on Greek spelling patterns ph, ch, and y.	Typing
Unit 4	Passage Comprehension	A cloze passage displays. Students identify the missing decodable words.	Multiple Choice



Simple Sentences



Activity

Parts of Speech

Demonstrate knowledge of nouns, verbs, articles, and adjectives.

Units: 17

Parts of Sentences

Demonstrate knowledge of subject and predicate; identify direct objects and predicate adjectives as part of the complete predicate in a simple sentence.

Units: 7

Capitalization & Punctuation

Demonstrate knowledge of initial capitalization and ending punctuation in simple sentences.

Units: 4

Text Structure

Explore the structure of informational text and narrative text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

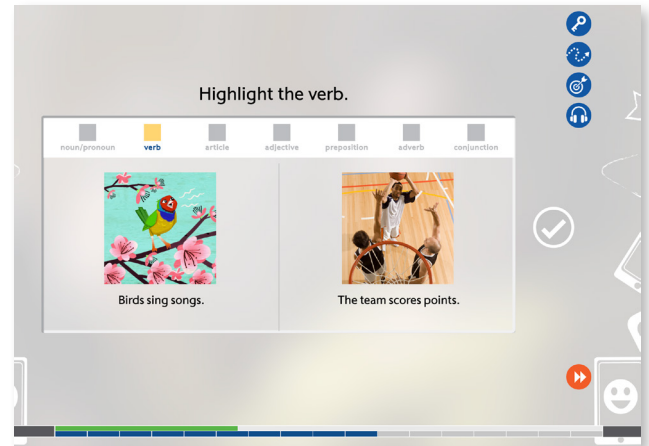


Level 1 | Activity 1

Parts of Speech

The goal of this activity is for students to build their awareness of parts of speech and how they function in simple sentences. Students are asked to:

- Identify and differentiate nouns, verbs, articles, and adjectives
- Determine the function of nouns in sentences (subject vs. direct object)
- Recognize subcategories of verbs (action vs. being)
- Recognize subcategories of nouns (singular vs. plural)



Unit 1	Highlighting Nouns & Verbs	Two sentences display. Students highlight the target part of speech.	Highlighting
Unit 2	Identifying Person, Place, Thing, or Idea	Six nouns display. Students move each word into one of two categories. 🎬	Categorizing
Unit 3	Identifying Action & Being Verbs	Six verbs display. Students move each word into one of two categories. 🎬	Categorizing
Unit 4	Sorting Nouns & Verbs	A word displays. Students sort it based on part of speech.	Sorting (Timed)
Unit 5	Highlighting Articles	Two sentences display. Students highlight the target part of speech. 🎬	Highlighting
Unit 6	Identifying Articles	Words move on the screen. Students select the target part of speech.	Racing (Timed)
Unit 7	Using Articles a & an	An incomplete phrase displays below an image. Students hear two versions of the complete phrase and identify the missing article.	Multiple Choice
Unit 8	Highlighting Adjectives	A sentence displays. Students highlight the target part of speech. 🎬	Highlighting
Unit 9	Identifying Adjectives: What Kind? How Many? Which One?	Six adjectives display. Students move each word into one of two categories.	Categorizing
Unit 10	Sorting Articles, Nouns, Verbs & Adjectives	A word displays. Students sort it based on part of speech.	Sorting (Timed)
Unit 11	Highlighting Parts of Speech	Two sentences display. Students highlight the target part of speech. The focus is on direct objects. 🎬	Highlighting
Unit 12	Identifying Subject Nouns & Direct Objects	A sentence displays with the target word in bold. Students identify the function of the word.	Multiple Choice
Unit 13	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech.	Highlighting
Unit 14	Sorting Parts of Speech	A word displays. Students sort it based on part of speech.	Sorting (Timed)
Unit 15	Identifying Singular Nouns & Regular Plural Nouns	Six nouns display. Students move each word into one of two categories.	Categorizing
Unit 16	Highlighting Plural Nouns	Two sentences display. Students highlight the target part of speech.	Highlighting
Unit 17	Identifying Adjectives: What Kind? How Many? Which One?	Six adjectives display. Students move each word into one of two categories.	Categorizing

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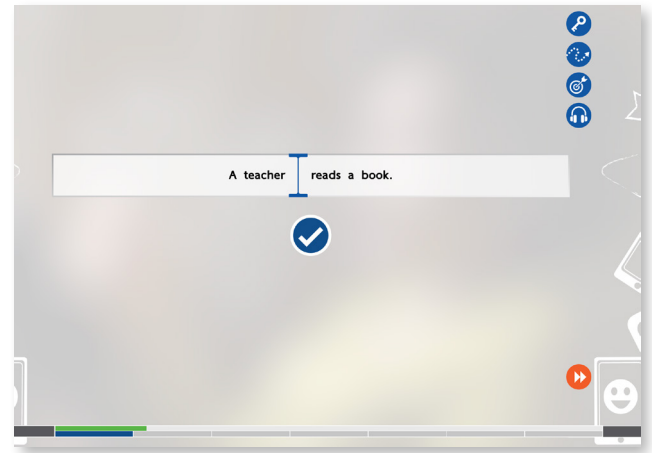


Level 1 | Activity 2

Parts of Sentences

The goal of this activity is for students to build their awareness of parts of simple sentences and how they convey meaning. Students are asked to:

- Differentiate subject and predicate
- Identify simple and complete subjects
- Identify simple and complete predicates
- Recognize direct objects and predicate adjectives as part of the complete predicate



Unit 1	Identifying Simple & Complete Subjects	A sentence displays with the target word or phrase in bold. Students identify the target sentence part. 🎬	Multiple Choice
Unit 2	Dividing Sentences: Subject & Predicate	A sentence displays. Students divide it between the target sentence parts. 🎬	Dividing Sentences
Unit 3	Highlighting Simple Subject & Simple Predicate	Two sentences display. Students highlight the target sentence part.	Highlighting
Unit 4	Dividing Sentences: Subject & Predicate	A sentence displays. Students divide it between the target sentence parts.	Dividing Sentences
Unit 5	Highlighting Direct Objects	A sentence displays. Students highlight the target sentence part.	Highlighting
Unit 6	Dividing Sentences: Subject & Predicate	A sentence displays. Students divide it between the target sentence parts.	Dividing Sentences
Unit 7	Identifying Predicate Adjectives	A sentence displays. Students highlight the target sentence part. 🎬	Highlighting

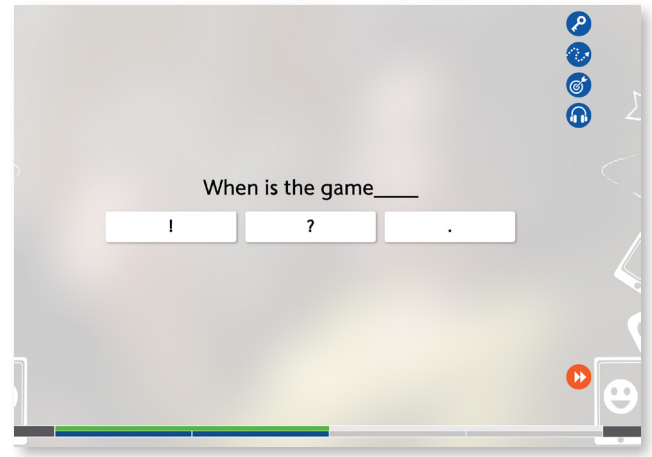


Level 1 | Activity 3

Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in simple sentences. Students are asked to:

- Identify capitalization and punctuation errors
- Complete sentences with missing ending punctuation
- Construct simple sentences



Unit 1	Identifying Correct Capitalization & Punctuation	A sentence displays. Students evaluate whether or not the capitalization and punctuation are correct. The focus is on initial capitalization and ending punctuation. 🎬	Multiple Choice
Unit 2	Sorting Correct Capitalization & Punctuation	A sentence displays. Students evaluate whether or not the capitalization and punctuation are correct. The focus is on initial capitalization and ending punctuation.	Sorting (Timed)
Unit 3	Identifying Correct Punctuation	A sentence displays and is read aloud. Students identify the missing punctuation. The focus is on ending punctuation.	Multiple Choice
Unit 4	Constructing Sentences	Students reorder words to construct a simple sentence. 🎬	Ordering

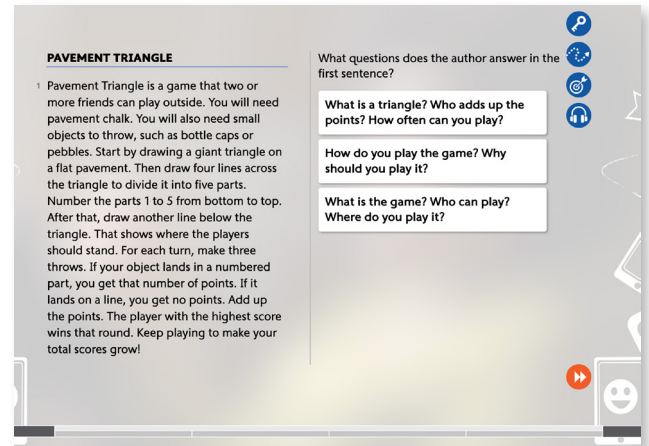


Level 1 | Activity 4

Text Structure

The goal of this activity is for students to build their understanding of informational and narrative text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure



Unit 1	Reading Informational Text: <i>Pavement Triangle</i>	Students read an informational text. Then they answer questions about key ideas and details.	Multiple Choice
Unit 2	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Narrative Text: <i>The Relay Race</i>	Students read a narrative text. Then they answer questions about key ideas and details.	Multiple Choice
Unit 4	Mapping Narrative Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer

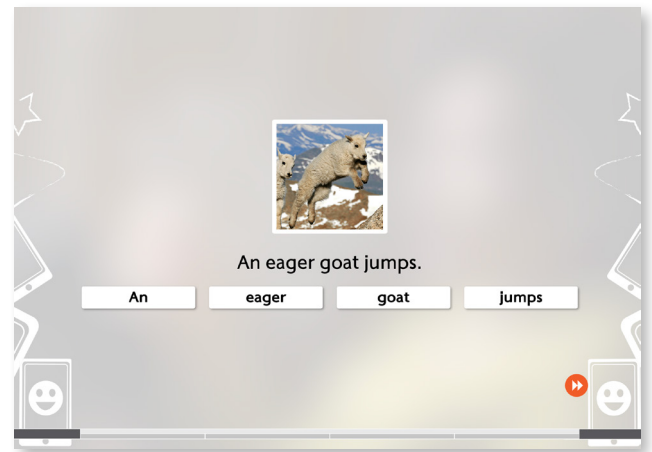


Level 1 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate nouns, verbs, articles, and adjectives
- Determine the subject and predicate in a sentence
- Identify capitalization and punctuation errors
- Construct simple sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Subject & Predicate	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 3	Capitalization & Punctuation	Four sentences display. Students select the sentence with correct capitalization and punctuation. The focus is on initial capitalization and ending punctuation.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a simple sentence.	Ordering



Expanding Simple Sentences



Activity

Parts of Speech

Demonstrate knowledge of prepositions, pronouns, and antecedents; differentiate common, proper, plural, and possessive nouns.

Units: 16

Parts of Sentences

Differentiate subject and predicate; differentiate phrases and sentences; demonstrate knowledge of predicate nominative and prepositional phrases.

Units: 5

Capitalization & Punctuation

Demonstrate knowledge of proper noun capitalization, ending punctuation, and commas in a series; construct and combine simple sentences.

Units: 5

Text Structure

Explore the structure of informational text and opinion text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

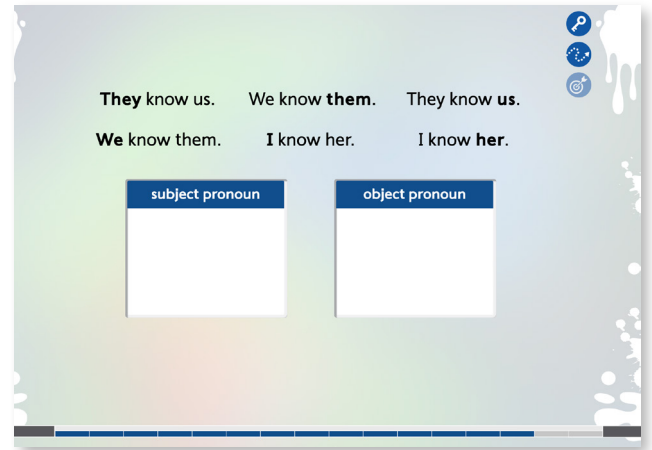


Level 2 | Activity 1

Parts of Speech

The goal of this activity is for students to build their awareness of parts of speech and how they function in simple sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, prepositions, and adjectives
- Determine the function of nouns in sentences (subject vs. direct object)
- Recognize subcategories of nouns (proper vs. common, plural vs. possessive)
- Recognize subcategories of pronouns (subject vs. object) and their function in sentences



Unit 1	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech or function.	Highlighting
Unit 2	Highlighting Common & Proper Nouns	A sentence displays. Students highlight the target part of speech.	Highlighting
Unit 3	Identifying Common & Proper Nouns	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 4	Highlighting Possessive Nouns	A sentence displays. Students highlight the possessive noun and what it owns. 📺	Highlighting
Unit 5	Identifying Plural & Possessive Nouns	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 6	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech. The focus is on subject pronouns. 📺	Highlighting
Unit 7	Identifying Subject Pronouns & Nouns	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 8	Highlighting Prepositions	A sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 9	Identifying Nouns & Prepositions	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 10	Highlighting Subject & Object Pronouns	Two sentences display. Students highlight the target part of speech. 📺	Highlighting
Unit 11	Identifying Subject & Object Pronouns	Six sentences display with the target part of speech in bold. Students move each sentence into one of two categories.	Categorizing
Unit 12	Identifying Subject & Object Pronouns	Students complete a sentence that is missing the target part of speech.	Multiple Choice
Unit 13	Highlighting Antecedents	A sentence displays. Students highlight the pronoun and its antecedent. 📺	Highlighting
Unit 14	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech.	Highlighting
Unit 15	Identifying Subject & Object Pronouns	Six sentences display with the target part of speech in bold. Students move each sentence into one of two categories.	Categorizing
Unit 16	Identifying Subject Pronouns, Object Pronouns & Being Verbs	A word displays. Students identify the part of speech or function.	Multiple Choice

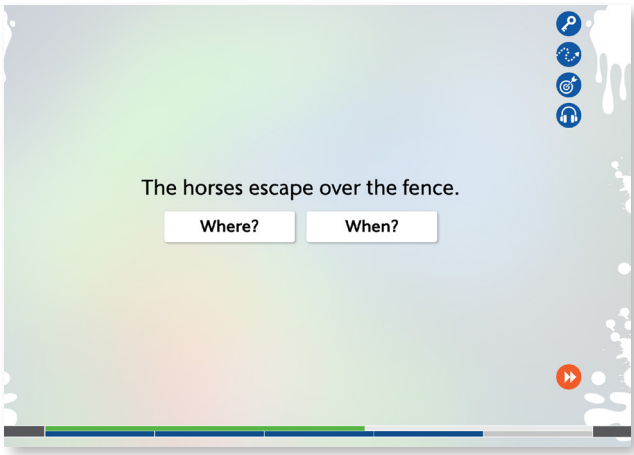
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Parts of Sentences

The goal of this activity is for students to refine their awareness of parts of simple sentences and how they convey meaning. Students are asked to:

- Identify and differentiate subject and predicate
- Identify and differentiate phrases and sentences
- Identify and explore prepositional phrases
- Recognize predicate nominatives as part of the complete predicate



Unit 1	Dividing Sentences: Subject & Predicate	A sentence displays. Students divide it between the subject and predicate.	Dividing Sentences
Unit 2	Identifying Simple Sentences & Phrases	A group of words displays. Students evaluate whether or not it is a sentence.	Multiple Choice
Unit 3	Dividing Sentences: Prepositional Phrases	A sentence displays. Students divide it between the target sentence parts. 🎬	Dividing Sentences
Unit 4	Highlighting Predicate Nominative	A sentence displays. Students highlight the target sentence part. 🎬	Highlighting
Unit 5	Analyzing Prepositional Phrases: When? Where?	A sentence displays. Students identify the question that the prepositional phrase answers.	Multiple Choice

🎬 Indicates that the unit has an instructional video

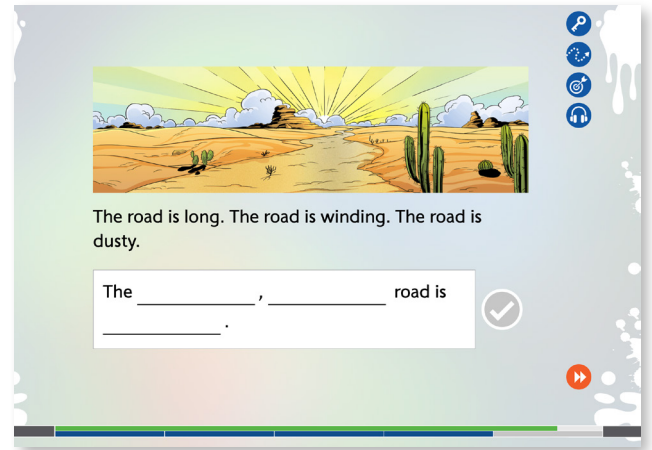



Level 2 | Activity 3

Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in simple sentences. Students are asked to:

- Identify capitalization and punctuation errors
- Correct sentences with missing ending punctuation
- Recognize the use of commas in a series
- Construct and combine simple sentences



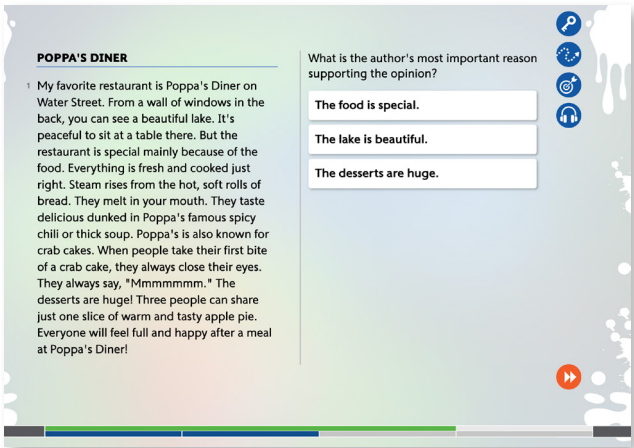
Unit 1	Identifying Correct Capitalization	A sentence displays. Students evaluate whether or not the capitalization is correct. The focus is on proper nouns.	Multiple Choice
Unit 2	Identifying Correct Capitalization & Punctuation	Students complete a sentence with correctly capitalized words or punctuation. The focus is on proper nouns and ending punctuation.	Multiple Choice
Unit 3	Identifying Correct Punctuation	A sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas in a series.	Multiple Choice
Unit 4	Constructing Sentences	Students reorder words to construct a simple sentence. 	Ordering
Unit 5	Combining Simple Sentences	Students combine three sentences. The focus is on adjectives.	Typing



Text Structure

The goal of this activity is for students to build their understanding of informational and opinion text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure



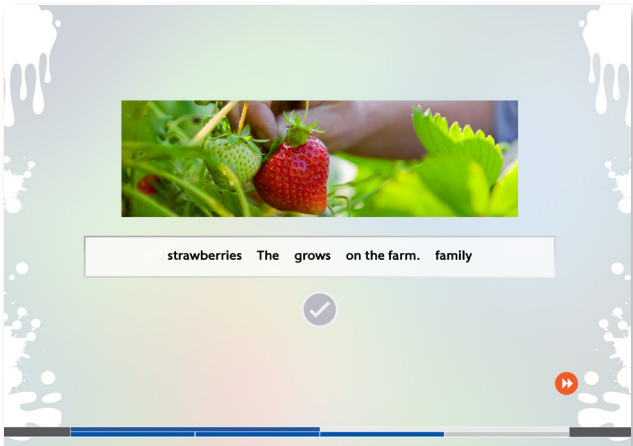
Unit 1	Reading Informational Text: <i>Food from Plants</i>	Students read an informational text. Then they answer questions about key ideas and details.	Multiple Choice
Unit 2	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Opinion Text: <i>Poppa's Diner</i>	Students read an opinion text. Then they answer questions about key ideas and details.	Multiple Choice
Unit 4	Mapping Opinion Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

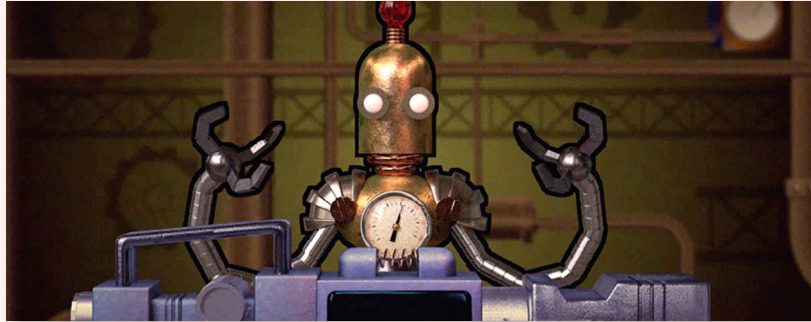
- Identify and differentiate nouns, verbs, articles, and adjectives
- Determine the subject and predicate in a sentence
- Determine whether a prepositions answers the questions when or where
- Construct simple sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Subject & Predicate	A sentence displays. Students identify either the subject or the predicate in the sentence.	Multiple Choice
Unit 3	Prepositional Phrases	Three sentences with prepositional phrases display. Students identify whether the prepositional phrase answers the question when or where in the sentence.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a simple sentence.	Ordering



Compound Sentences



Activity

Parts of Speech

Demonstrate knowledge of prepositional phrases, coordinating conjunctions, and adverbs; explore subject-verb agreement and verb tense (past, present, future); identify irregular plural nouns.

Units: 16

Parts of Sentences

Demonstrate knowledge of compound subjects and compound predicates; differentiate phrases, independent clauses, and sentences; construct compound sentences.

Units: 9

Capitalization & Punctuation

Demonstrate knowledge of comma usage in simple and compound sentences, in series, and after long prepositional phrases; manipulate sentences by adding or replacing words and phrases.

Units: 5

Text Structure

Explore the structure of informational text and opinion text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4



Level 3 | Activity 1

Parts of Speech

The goal of this activity is for students to build their understanding of parts of speech and how they function in compound sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, articles, adjectives, prepositions, adverbs, and conjunctions
- Explore subject-verb agreement and verb tense (past, present, future)
- Explore prepositional phrases
- Recognize irregular plural nouns



Unit 1	Highlighting Parts of Speech	A simple sentence displays. Students highlight the target part of speech.	Highlighting
Unit 2	Sorting Prepositional Phrases: When? Where?	A phrase displays. Students sort it based on the question it answers.	Sorting (Timed)
Unit 3	Highlighting Irregular Plural Nouns	A simple sentence displays. Students highlight the target word form. [Instructional Video icon]	Highlighting
Unit 4	Identifying Singular & Plural Nouns	Words move on the screen. Students select the target noun form.	Moving (Timed)
Unit 5	Identifying Subject-Verb Agreement	Students complete a sentence with the correct form of the missing verb. [Instructional Video icon]	Multiple Choice
Unit 6	Identifying Subject-Verb Agreement	A sentence displays. Students evaluate whether or not the subject and verb agree.	Thumbs Up/Down
Unit 7	Identifying Present, Past & Future Tense	A sentence displays. Students identify the verb tense. [Instructional Video icon]	Multiple Choice
Unit 8	Identifying Present & Past Tense	Words move on the screen. Students select the target verb tense.	Racing (Timed)
Unit 9	Identifying Future & Past Tense	Words move on the screen. Students select the target verb tense.	Moving (Timed)
Unit 10	Highlighting Adverbs	A simple sentence displays. Students highlight the target part of speech. [Instructional Video icon]	Highlighting
Unit 11	Highlighting Parts of Speech	A simple sentence displays. Students highlight the target part of speech.	Highlighting
Unit 12	Identifying Adverbs	Six adverbs display. Students move each word into one of two categories based on the question it answers.	Categorizing
Unit 13	Highlighting Coordinating Conjunctions	A simple sentence displays. Students highlight the target part of speech. [Instructional Video icon]	Highlighting
Unit 14	Sorting Coordinating Conjunctions	A word displays. Students sort it based on part of speech.	Sorting (Timed)
Unit 15	Identifying Adverbs	Six adverbs display. Students move each word into one of two categories based on the question it answers.	Categorizing
Unit 16	Highlighting Parts of Speech	A simple sentence displays. Students highlight the target part of speech.	Highlighting

Indicates that the unit has an instructional video

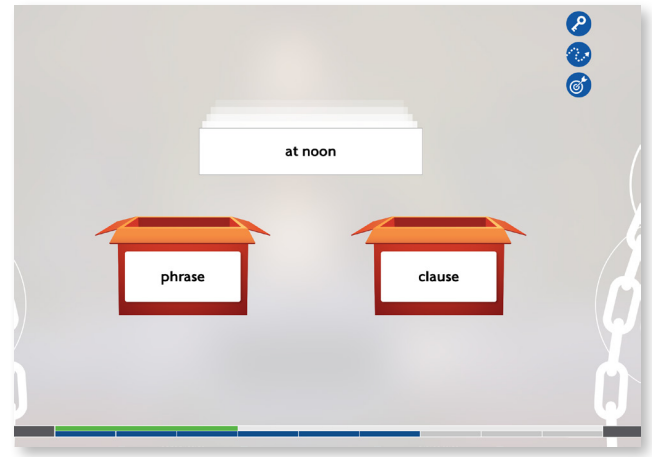


Level 3 | Activity 2

Parts of Sentences

The goal of this activity is for students to build their awareness of parts of compound sentences and how they convey meaning. Students are asked to:

- Identify and explore compound subjects and compound predicates
- Identify and differentiate phrases, independent clauses, and sentences
- Construct compound sentences



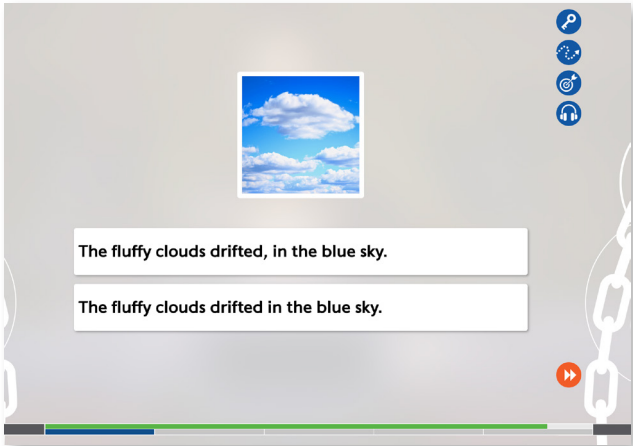
Unit 1	Joining Compound Subjects	A simple sentence displays. Students highlight the coordinating conjunction in the subject.	Highlighting
Unit 2	Dividing Sentences: Compound Subjects	A simple sentence displays. Students divide it between the subject and predicate. 🎬	Dividing Sentences
Unit 3	Joining Compound Predicates	A simple sentence displays. Students highlight the coordinating conjunction in the predicate.	Highlighting
Unit 4	Dividing Sentences: Compound Predicates	A simple sentence displays. Students divide it between the subject and predicate. 🎬	Dividing Sentences
Unit 5	Sorting Phrases & Sentences	A group of words displays. Students sort it based on whether or not it includes a subject and a predicate.	Sorting (Timed)
Unit 6	Identifying Phrases & Clauses	A group of words displays. Students identify it as a phrase or a clause. 🎬	Multiple Choice
Unit 7	Sorting Phrases & Clauses	A group of words displays. Students sort it based on whether or not it includes a subject and a predicate.	Sorting (Timed)
Unit 8	Constructing Sentences	Students reorder clauses to construct a compound sentence. 🎬	Ordering
Unit 9	Combining Simple Sentences	Students combine three simple sentences. The focus is on adjectives.	Typing



Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in simple and compound sentences. Students are asked to:

- Identify punctuation errors
- Recognize the use of commas before the coordinating conjunction in a compound sentence and after a long prepositional phrase
- Manipulate sentences by adding or replacing words and phrases
- Construct simple sentences



Unit 1	Identifying Correct Punctuation: Commas	A compound sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas before coordinating conjunctions.	Multiple Choice
Unit 2	Identifying Correct Punctuation: Commas	A simple sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas after long prepositional phrases.	Multiple Choice
Unit 3	Identifying Correct Punctuation: Commas	A simple sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas in a series.	Multiple Choice
Unit 4	Constructing Sentences	Students reorder words to construct a simple sentence.	Ordering
Unit 5	Constructing Sentences	A simple sentence displays. Students add or replace words and phrases. The focus is on adjectives, adverbs, prepositional phrases, and pronouns.	Sentence Chains



Level 3 | Activity 4

Text Structure

The goal of this activity is for students to build their understanding of informational and opinion text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure

LIGHTNING SAFETY

1 When lightning strikes, its electricity can kill animals and people. That is why you and your pets should never be outside during a thunderstorm. If you hear thunder rumbling when you are outside, what should you do? Find shelter—and fast!

2 The safest shelter is a building that has plumbing or electric wiring. If lightning strikes, electricity will travel through the metal and wires instead of your body. But do not touch any faucets, pipes, or wires during the storm. **Also, stay away from electric plugs.**

3 If there is no nearby building, you can seek shelter inside a car or other vehicle. The

In paragraph 2, why does the author use the word 'also' in the highlighted sentence?

to give a reason

to show time order

to add information

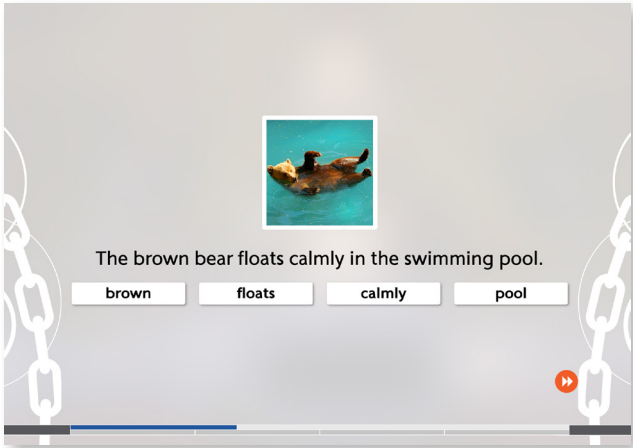
Unit 1	Reading Informational Text: <i>Lightning Safety</i>	Students read an informational text. Then they answer questions about key ideas and details. 🎧	Multiple Choice
Unit 2	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Opinion Text: <i>I Love Thunderstorms</i>	Students read an opinion text. Then they answer questions about key ideas and details. 🎧	Multiple Choice
Unit 4	Mapping Opinion Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate coordinating conjunctions and adverbs
- Explore verb tense (past, present, future)
- Explore subject-verb agreement
- Construct compound sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Past, Present & Future Verb Tense	Students complete a sentence with the either the past, present, or future verb tense.	Multiple Choice
Unit 3	Subject-Verb Agreement	Students complete a sentence with the correct form of the missing verb.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a compound sentence.	Ordering



Complex Sentences



Activity

Parts of Speech

Demonstrate knowledge of paired conjunctions, possessive pronouns, and interrogative pronouns; differentiate demonstrative pronouns and demonstrative adjectives; explore relative conjunctions and dependent clauses; manipulate sentences by adding or replacing words, phrases, and clauses.

Units: 16

Parts of Sentences

Differentiate dependent and independent clauses; manipulate sentences by adding or replacing words, phrases, and clauses; construct complex sentences.

Units: 6

Capitalization & Punctuation

Demonstrate knowledge of comma usage in compound and complex sentences; manipulate sentences by adding or replacing words, phrases, and clauses.

Units: 5

Text Structure

Explore the structure of informational text and narrative text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

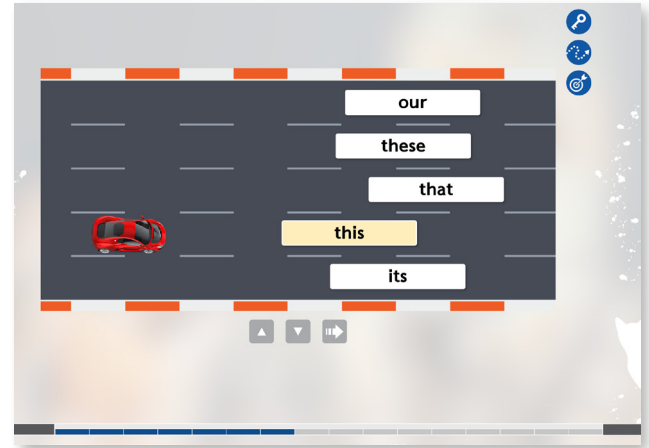


Level 4 | Activity 1

Parts of Speech

The goal of this activity is for students to build their understanding of parts of speech and how they function in complex sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, adjectives, prepositions, adverbs, and conjunctions
- Identify and explore dependent clauses
- Recognize subcategories of pronouns (possessive, demonstrative, interrogative) and their function in sentences
- Differentiate demonstrative pronouns and demonstrative adjectives
- Recognize subcategories of conjunctions (paired, relative) and their function in sentences
- Manipulate sentences by adding or replacing words, phrases, and clauses



Unit 1	Highlighting Parts of Speech	A compound sentence displays. Students highlight the target part of speech.	Highlighting
Unit 2	Highlighting Possessive Pronouns	A compound sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 3	Highlighting Possessive Pronouns	A simple sentence displays. Students highlight the target part of speech.	Highlighting
Unit 4	Identifying Possessive & Subject Pronouns	Six pronouns display. Students move each word into one of two categories based on the type.	Categorizing
Unit 5	Highlighting Paired Conjunctions	A simple or compound sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 6	Identifying Paired Conjunctions	Six word pairs display. Students move each pair into one of two categories based on part of speech.	Categorizing
Unit 7	Highlighting Demonstrative Pronouns	A simple sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 8	Identifying Demonstrative & Possessive Pronouns	Words move on the screen. Students select the target pronoun.	Racing (Timed)
Unit 9	Identifying Demonstrative Pronouns & Adjectives	A simple sentence displays. Students identify the part of speech.	Multiple Choice
Unit 10	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on adjectives, adverbs, prepositional phrases, pronouns, and dependent clauses.	Sentence Chains
Unit 11	Highlighting Parts of Speech	A simple sentence displays. Students highlight the target part of speech.	Highlighting
Unit 12	Highlighting Interrogative Pronouns	A simple sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 13	Identifying Demonstrative & Interrogative Pronouns	Words move on the screen. Students select the target pronoun.	Moving (Timed)
Unit 14	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech. The focus is on subordinating conjunctions. 📺	Highlighting
Unit 15	Sorting Subordinating Conjunctions & Prepositions	A word displays. Students sort it based on part of speech.	Sorting (Timed)
Unit 16	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech or function.	Highlighting

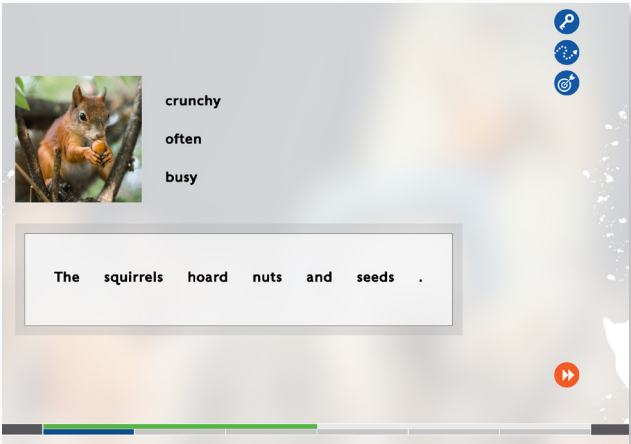
📺 Indicates that the unit has an instructional video





Parts of Sentences

The goal of this activity is for students to build their awareness of parts of complex sentences and how they convey meaning. Students are asked to:

- Identify and differentiate dependent and independent clauses
- Construct complex sentences by combining dependent and independent clauses
- Manipulate sentences by adding or replacing words, phrases, and clauses



Unit 1	Identifying Dependent & Independent Clauses	A clause displays. Students identify it as dependent or independent. 	Multiple Choice
Unit 2	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on adjectives, adverbs, prepositional phrases, pronouns, and dependent clauses.	Sentence Chains
Unit 3	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech. The focus is on subordinating conjunctions.	Highlighting
Unit 4	Identifying Dependent & Independent Clauses	A clause displays. Students identify it as dependent or independent.	Multiple Choice
Unit 5	Constructing Sentences	Students reorder clauses to construct a complex sentence. The focus is on subordinating conjunctions.	Ordering
Unit 6	Sorting Dependent & Independent Clauses	A clause displays. Students sort it based on whether it is dependent or independent.	Sorting (Timed)

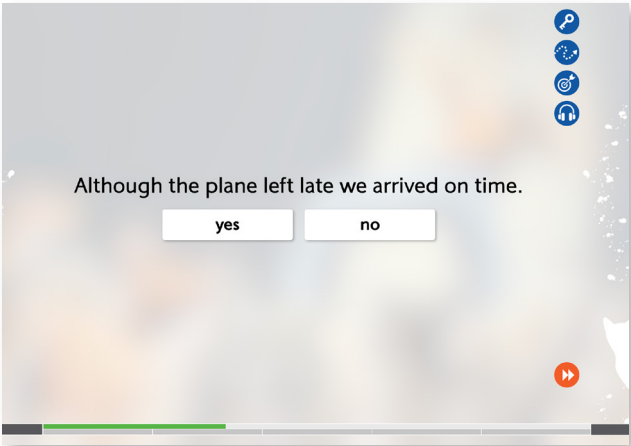
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Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in compound and complex sentences. Students are asked to:

- Identify punctuation errors
- Recognize the use of commas before the coordinating conjunction in a compound sentence and after a dependent clause in a complex sentence
- Manipulate sentences by adding or replacing words, phrases, and clauses



Unit 1	Identifying Correct Punctuation: Commas	A complex sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas after a dependent clause.	Multiple Choice
Unit 2	Identifying Correct Punctuation: Commas	A compound sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas before the coordinating conjunction.	Multiple Choice
Unit 3	Identifying Run-on Sentences	A sentence displays. Students evaluate whether or not it is a run-on. 🎬	Multiple Choice
Unit 4	Constructing Sentences	Students reorder words to construct a simple sentence. The focus is on interrogative or demonstrative pronouns and prepositional phrases.	Ordering
Unit 5	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on adjectives, adverbs, prepositional phrases, and pronouns.	Sentence Chains



Level 4 | Activity 4

Text Structure

The goal of this activity is for students to build their understanding of informational and narrative text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure

A DIFFERENT KIND OF FLIGHT

1 Make a picture in your mind of an animal that flies. Are you picturing a bird or an insect? Those are common flying animals. You probably are NOT picturing a fish. It might surprise you to know that some kinds of fish do fly. The ocean fish called flying fish can take flight.



2 A flying fish has a powerful tail. It uses its tail to push its body up and out of the water. In the air, the flying fish spreads out its large fins. Because the fins act like the wings of a bird, the fish stays up. Flying fish may glide above the water for more than half a minute! Some can cover a distance equal to more than two football fields before diving back into the water.

In paragraph 1, the author introduces the topic of the text. Which sentence tells readers what the whole text is mainly about?

Those are common flying animals.

Make a picture in your mind of an animal that flies.

The ocean fish called flying fish can take flight.

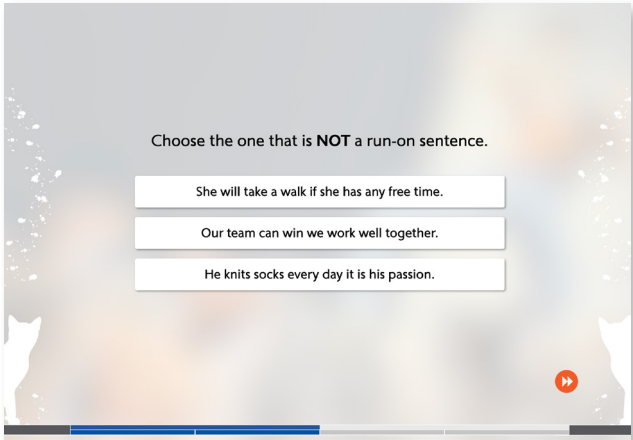
Unit 1	Reading Informational Text: <i>A Different Kind of Flight</i>	Students read an informational text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 2	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Narrative Text: <i>Backyard Feeders</i>	Students read a narrative text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 4	Mapping Narrative Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate nouns, verbs, adjectives, adverbs, conjunctions, and prepositions
- Recognize subcategories of pronouns (possessive and demonstrative) and their function in sentences
- Identify run-on sentences
- Construct complex sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Pronouns	A sentence displays. Students identify the possessive or demonstrative pronoun that can replace part of the sentence.	Multiple Choice
Unit 3	Run-on Sentences	Three sentences display. Students identify the sentence that is not a run-on sentence.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a complex sentence.	Ordering



Clauses



Activity

Parts of Speech

Demonstrate knowledge of subordinating conjunctions as part of a dependent clause and relative pronouns as part of a relative clause; differentiate dependent and independent clauses; explore collective nouns and verb agreement; manipulate sentences by adding or replacing words, phrases, and clauses.

Units: 19

Parts of Sentences

Demonstrate knowledge of the object of a preposition; differentiate simple, compound, and complex sentences; manipulate sentences by adding or replacing words, phrases, and clauses; construct compound and complex sentences.

Units: 4

Capitalization & Punctuation

Demonstrate knowledge of comma and colon usage in simple, compound, and complex sentences; combine multiple short sentences to improve readability; identify the part of speech of multiple meaning words based on function in a sentence.

Units: 7

Text Structure

Explore the structure of informational text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

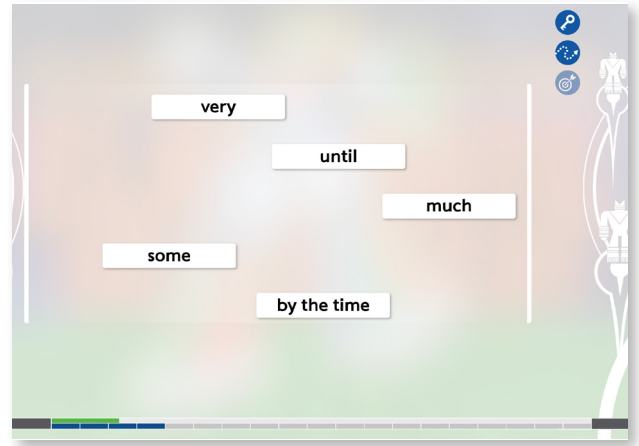


Level 5 | Activity 1

Parts of Speech

The goal of this activity is for students to build their understanding of parts of speech and how they function in clauses and sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, articles, adjectives, prepositions, adverbs, and conjunctions
- Identify and differentiate dependent and independent clauses
- Recognize subordinating conjunctions as part of a dependent clause
- Recognize relative pronouns as part of a relative clause
- Identify collective nouns and evaluate verb agreements



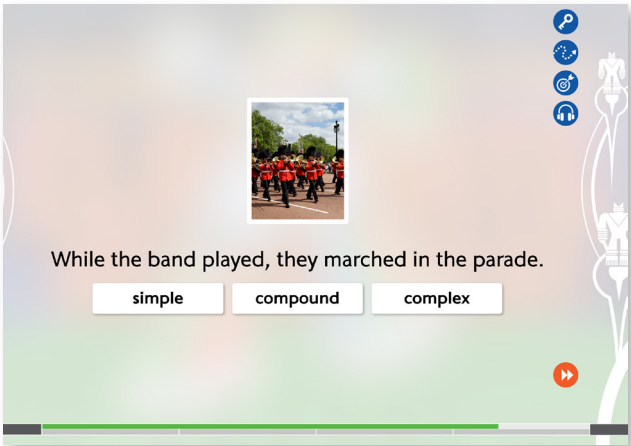
Unit 1	Highlighting Parts of Speech	A simple sentence displays. Students highlight the target part of speech.	Highlighting
Unit 2	Highlighting Subordinating Conjunctions	A complex sentence displays. Students highlight the target part of speech. 🎥	Highlighting
Unit 3	Sorting Subordinating Conjunctions	A word displays. Students sort it based on the question it answers.	Sorting (Timed)
Unit 4	Highlighting Subordinating Conjunctions	A complex sentence displays. Students highlight the target part of speech.	Highlighting
Unit 5	Identifying Subordinating Conjunctions	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 6	Identifying Clauses: Cause & Effect	A complex sentence displays with a clause in bold. Students identify the clause as showing cause or effect.	Multiple Choice
Unit 7	Identifying Clauses: Event & Condition	A complex sentence displays with a clause in bold. Students identify the clause as showing an event or a condition.	Multiple Choice
Unit 8	Identifying Subordinating Conjunctions	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 9	Highlighting Subordinating Conjunctions	A complex sentence displays. Students highlight the target part of speech or function.	Highlighting
Unit 10	Sorting Dependent & Independent Clauses	A clause displays. Students sort it based on whether it is dependent or independent.	Sorting (Timed)
Unit 11	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech.	Highlighting
Unit 12	Sorting Coordinating & Subordinating Conjunctions	A conjunction displays. Students sort it based on whether it is coordinating or subordinating.	Sorting (Timed)
Unit 13	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech.	Highlighting
Unit 14	Identifying Collective Nouns	A noun displays. Students evaluate whether it is collective or not. 🎥	Multiple Choice
Unit 15	Identifying Collective Noun-Verb Agreement	Students complete a simple sentence with the correct form of the missing verb.	Multiple Choice
Unit 16	Identifying Relative Pronouns	Six pronouns display. Students move each word into one of two categories based on the type of pronoun. 🎥	Categorizing
Unit 17	Identifying Relative Clauses	A complex sentence displays with a phrase or clause in bold. Students evaluate whether or not it is a relative clause.	Multiple Choice
Unit 18	Identifying Relative Clauses	A complex sentence displays with a phrase or clause in bold. Students evaluate whether or not it is a relative clause.	Multiple Choice
Unit 19	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech or function.	Highlighting



Parts of Sentences

The goal of this activity is for students to build their awareness of clauses and how they convey meaning. Students are asked to:

- Identify and differentiate simple, compound, and complex sentences
- Recognize the object of a preposition
- Construct compound and complex sentences
- Manipulate sentences by adding or replacing words, phrases, and clauses



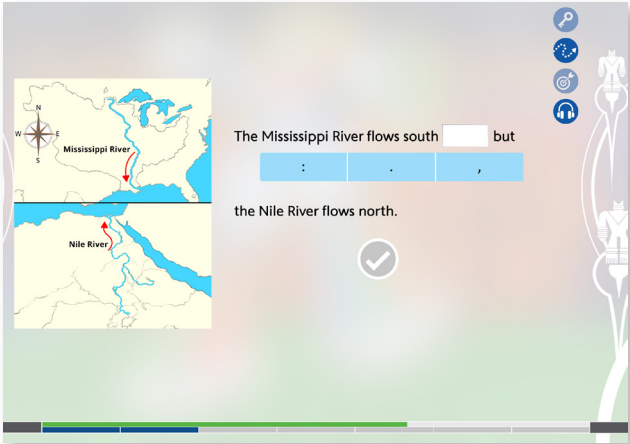
Unit 1	Identifying Sentences: Simple, Compound & Complex	A sentence displays. Students identify it as simple, compound, or complex.	Multiple Choice
Unit 2	Highlighting the Object of the Preposition	A simple sentence displays. Students highlight the target sentence part.	Highlighting
Unit 3	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on adjectives, adverbs, prepositional phrases, complete subjects and predicates, and dependent clauses.	Sentence Chains
Unit 4	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on predicate adjectives, predicate nominatives, adverbs, prepositional phrases, conjunctions, and dependent clauses.	Sentence Chains




Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in simple, compound, and complex sentences. Students are asked to:

- Identify capitalization and punctuation errors
- Recognize the use of colons to introduce a list, emphasize an idea, or connect two sentences
- Combine multiple short sentences to improve readability
- Identify the part of speech of multiple-meaning words based on function in a sentence (noun, verb)





Unit 1	Identifying Correct Punctuation: Colons	A sentence displays. Students identify the function of the colon. 	Multiple Choice
Unit 2	Identifying Correct Punctuation	A sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on colons.	Multiple Choice
Unit 3	Identifying Correct Punctuation	Students complete a sentence that is missing punctuation. The focus is on commas and colons.	Multiple Choice
Unit 4	Identifying Correct Punctuation: Colons	A sentence displays. Students evaluate whether or not the punctuation is correct.	Multiple Choice
Unit 5	Constructing Sentences	Students reorder words to construct a simple sentence. The focus is on complete subjects and predicates.	Ordering
Unit 6	Combining Simple Sentences	Students combine three simple sentences to improve readability.	Typing
Unit 7	Identifying Functions of Words	A sentence displays with the target word in bold. Students identify the part of speech based on how the word functions in the sentence.	Multiple Choice



Text Structure

The goal of this activity is for students to build their understanding of informational text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure

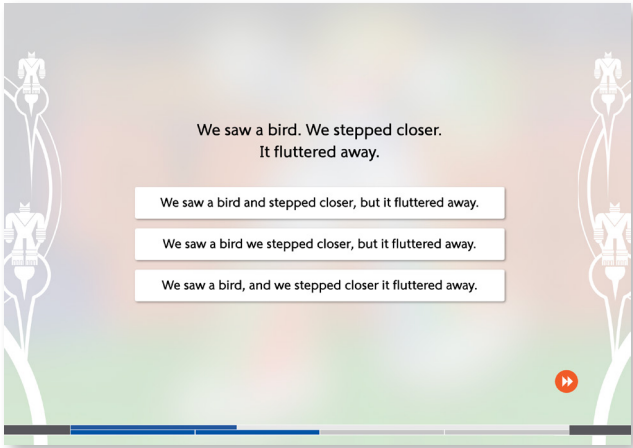
Unit 1	Reading Informational Text: <i>Across Sand and Snow</i>	Students read an informational text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 2	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Informational Text: <i>A Group Portrait</i>	Students read an informational text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 4	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate subordinating conjunctions, verbs, adjectives, adverbs
- Recognize the different functions of clauses
- Combine multiple short sentences to improve readability
- Construct complex sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Clauses	Students complete a sentence by adding a clause that tells condition, cause, or how many.	Multiple Choice
Unit 3	Combining	Students combine three simple sentences to improve readability.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a complex sentence.	Ordering



Compound-Complex Sentences



Activity

Parts of Speech

Demonstrate knowledge of indefinite pronouns and conjunctive adverbs; explore subject-verb agreement and verb tense (past perfect, present perfect, future perfect); differentiate adjectival phrases, adverbial phrases, and relative clauses.

Units: 18

Parts of Sentences

Demonstrate understanding of subordinating conjunctions; differentiate simple, compound, and complex sentences; manipulate sentences by adding or replacing words, phrases, and clauses.

Units: 6

Capitalization & Punctuation

Demonstrate understanding of comma and colon usage in simple, compound, and complex sentences; manipulate sentences by adding or replacing words, phrases, and clauses; identify the part of speech of multiple meaning words based on function in a sentence.

Units: 6

Text Structure

Explore the structure of opinion text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

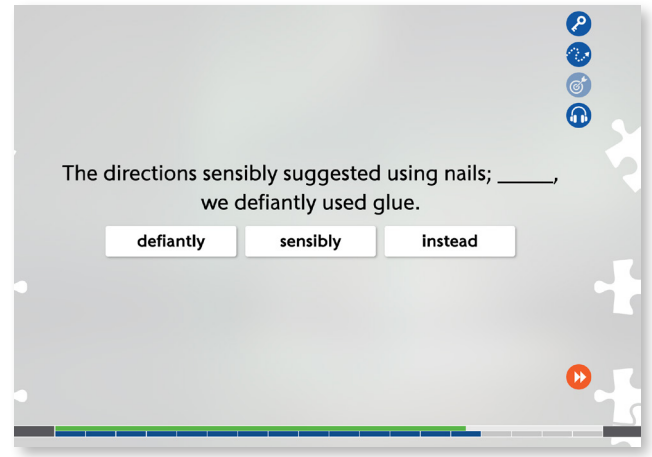


Level 6 | Activity 1

Parts of Speech

The goal of this activity is for students to build their understanding of parts of speech and how they function in compound-complex sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, articles, adjectives, prepositions, adverbs, and conjunctions
- Identify and differentiate adjectival phrases, adverbial phrases, and relative clauses
- Recognize indefinite pronouns and conjunctive adverbs
- Explore subject-verb agreement and verb tense (past perfect, present perfect, future perfect)



Unit 1	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech.	Highlighting
Unit 2	Highlighting Indefinite Pronouns	A simple sentence displays. Students highlight the target part of speech. 📺	Highlighting
Unit 3	Identifying Indefinite Pronouns	Students complete a sentence with an indefinite pronoun.	Multiple Choice
Unit 4	Identifying Indefinite Pronoun-Verb Agreement	Students complete a sentence with the correct form of the missing verb.	Multiple Choice
Unit 5	Identifying Parts of Speech	Six words display. Students move each word into one of two categories based on how it functions in a sentence.	Categorizing
Unit 6	Highlighting Antecedents	One or two sentences display. Students highlight the pronoun and its antecedent. 📺	Highlighting
Unit 7	Identifying Conjunctions	Words move on the screen. Students select the target part of speech.	Moving (Timed)
Unit 8	Highlighting Present Perfect Tense	A simple sentence displays. Students highlight the target verb tense. 📺	Highlighting
Unit 9	Identifying Present Perfect Tense	Words move on the screen. Students select the target verb tense.	Racing (Timed)
Unit 10	Highlighting Past Perfect Tense	A complex sentence displays. Students highlight the target verb tense.	Highlighting
Unit 11	Identifying Past Perfect Tense	Words move on the screen. Students select the target verb tense.	Moving (Timed)
Unit 12	Highlighting Future Perfect Tense	A simple or complex sentence displays. Students highlight the target verb tense.	Highlighting
Unit 13	Identifying Future Perfect Tense	Words move on the screen. Students select the target verb tense.	Moving (Timed)
Unit 14	Identifying Perfect Tense	A simple or complex sentence displays with the verb in bold. Students identify the verb tense.	Multiple Choice
Unit 15	Identifying Conjunctive Adverbs	Students complete a sentence with the missing part of speech.	Multiple Choice
Unit 16	Sorting Conjunctive Adverbs	Students see a word and sort it based on whether it is a conjunctive adverb or a conjunction.	Sorting (Timed)
Unit 17	Identifying Phrases & Clauses	A sentence displays with a phrase or clause in bold. Students identify it as a relative clause, an adjectival phrase, or an adverbial phrase.	Multiple Choice
Unit 18	Highlighting Parts of Speech	A complex sentence displays. Students highlight the target part of speech, function, or verb tense.	Highlighting

📺 Indicates that the unit has an instructional video

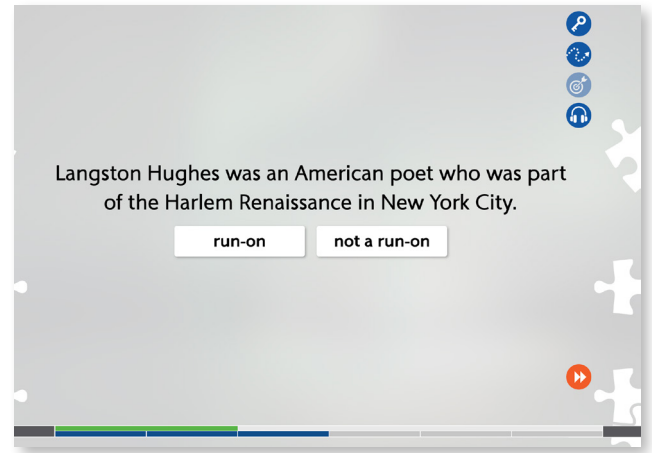



Level 6 | Activity 2

Parts of Sentences

The goal of this activity is for students to build their awareness of parts of compound-complex sentences and how they convey meaning. Students are asked to:

- Identify and differentiate simple, compound, and complex sentences
- Differentiate subordinating conjunctions by the information each adds to a sentence
- Manipulate sentences by adding or replacing words, phrases, and clauses



Unit 1	Identifying Sentences: Simple, Compound & Complex	A sentence displays. Students identify it as simple, compound, or complex. 	Multiple Choice
Unit 2	Highlighting Parts of Speech	A compound-complex sentence displays. Students highlight the target part of speech or sentence part.	Highlighting
Unit 3	Identifying Subordinating Conjunctions	Students complete a complex sentence with the missing part of speech. The focus is on differentiating subordinating conjunctions by the information each adds to the sentence.	Multiple Choice
Unit 4	Identifying Run-on Sentences	A sentence displays. Students evaluate whether or not it is a run-on.	Multiple Choice
Unit 5	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on subject, predicate, relative clauses, adverbs, and prepositional phrases.	Sentence Chains
Unit 6	Highlighting Parts of Speech	A compound-complex sentence displays. Students highlight the target part of speech or sentence part.	Highlighting

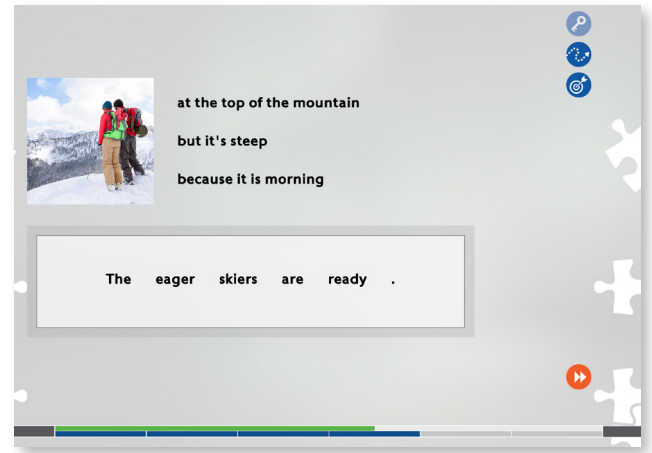


Level 6 | Activity 3

Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in compound-complex sentences. Students are asked to:

- Identify punctuation errors
- Differentiate the use of commas in a series, in a compound sentence, and after a dependent clause
- Manipulate sentences by adding or replacing words, phrases, and clauses
- Identify part of speech based on function in a sentence (noun, verb, adverb, conjunction, preposition)



Unit 1	Identifying Correct Punctuation	A sentence displays. Students evaluate whether or not the punctuation is correct. The focus is colons.	Multiple Choice
Unit 2	Identifying Reasons for Comma Use	A sentence displays. Students identify the function of commas.	Multiple Choice
Unit 3	Identifying Correct Punctuation	Students complete a sentence that is missing punctuation. The focus is on commas and colons.	Multiple Choice
Unit 4	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on subject, predicate, pronouns, relative clauses, adverbs, and prepositional phrases.	Sentence Chains
Unit 5	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on subject, predicate, relative clauses, adjectives, adverbs, and prepositional phrases.	Sentence Chains
Unit 6	Identifying Functions of Words	A sentence displays with the target word in bold. Students identify the part of speech based on how it functions in the sentence.	Multiple Choice



Text Structure

The goal of this activity is for students to build their understanding of opinion text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure



READ THIS BOOK!

1 For the Anderson Public Library's annual Reader's Choice Award, I nominate the book *Liar & Spy* by Rebecca Stead. This is a terrific novel, and I highly recommend it.

2 The characters in *Liar & Spy* seem like real-life kids, but they act in intriguing ways. The main character is Georges, a seventh-grader who is bullied at school but pretends not to care. Georges has just moved to an apartment building where he meets a boy named Safer. They form a friendship based on spying on a mysterious neighbor. Other unusual characters are Candy, Safer's candy-loving sister, and a classmate named Bob English Who Draws. The stories behind the characters' strange names are part of what makes the book so...

In paragraph 4, why has the author chosen the word *amazing*?

- to show that the events in the book can't really happen
- to convince readers of the value of a book prize
- to persuade readers that they will be impressed

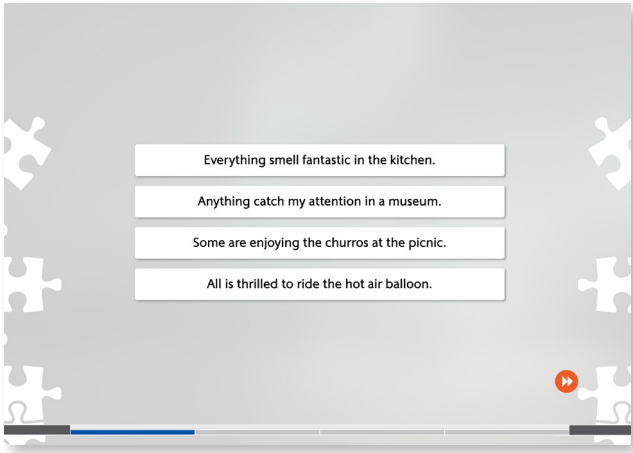
Unit 1	Reading Opinion Text: <i>Read This Book!</i>	Students read an opinion text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 2	Mapping Opinion Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Opinion Text: <i>Our Dog Park</i>	Students read an opinion text. Then they answer questions about key ideas and details. 	Multiple Choice
Unit 4	Mapping Opinion Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate nouns, verbs, adverbs, adjectives, prepositions, and subordinating conjunctions
- Explore subject-verb agreement
- Recognize pronouns and their antecedents
- Construct compound-complex sentences



Unit 1	Parts of Speech	A sentence displays. Students identify the target part of speech.	Multiple Choice
Unit 2	Subject-Verb Agreement	Four sentences display. Students identify the sentence in which the subject and verb agree.	Multiple Choice
Unit 3	Antecedents	A sentence displays. Students identify the pronoun or its antecedent.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a compound-complex sentence.	Ordering



Expanding Compound-Complex Sentences



Activity

Parts of Speech

Demonstrate understanding of interjections, reflexive pronouns, and verbals and differentiate participles, gerunds, and infinitives; identify interjections explore verb tense (past progressive, present progressive, future progressive).

Units: 19

Parts of Sentences

Demonstrate understanding of types of phrases (adjectival, adverbial) and clauses (dependent, independent, adverbial, relative, restrictive, nonrestrictive); construct sentences that include colons.

Units: 7

Capitalization & Punctuation

Demonstrate understanding of comma and colon usage in compound-complex sentences; manipulate sentences by adding or replacing words, phrases, and clauses; identify the part of speech of multiple meaning words based on function in a sentence.

Units: 7

Text Structure

Explore the structure of narrative and informational text; read and demonstrate comprehension by answering text-dependent questions.

Units: 4

Skill Check

Demonstrate understanding of key concepts from this level.

Units: 4

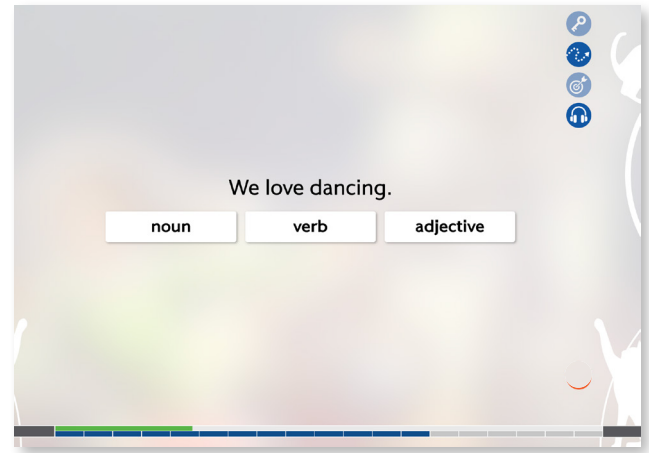


Level 7 | Activity 1

Parts of Speech

The goal of this activity is for students to build their understanding of parts of speech and how they function in compound-complex sentences. Students are asked to:

- Identify and differentiate nouns, pronouns, verbs, adjectives, prepositions, adverbs, and interjections
- Explore verb tense (past progressive, present progressive, future progressive)
- Identify and differentiate participles, gerunds, and infinitives
- Identify and evaluate the use of reflexive pronouns



Unit 1	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech.	Highlighting
Unit 2	Highlighting Progressive Tense	A sentence displays. Students highlight the target verb tense. 🎬	Highlighting
Unit 3	Identifying Progressive Tense	Words move on the screen. Students select the target verb tense.	Moving (Timed)
Unit 4	Identifying Verb Tense	A sentence displays. Students identify the verb tense.	Multiple Choice
Unit 5	Highlighting Interjections	A sentence displays and is read aloud. Students highlight the target part of speech. 🎬	Highlighting
Unit 6	Identifying Interjections	Six interjections display. Students move each word into one of two categories based on tone.	Categorizing
Unit 7	Highlighting Participles	A sentence displays. Students highlight the participle. 🎬	Highlighting
Unit 8	Sorting Participles	Students see a phrase and sort it based on the function of the participle.	Sorting (Timed)
Unit 9	Identifying Functions of Gerunds	A sentence displays. Students identify the function of the gerund. 🎬	Multiple Choice
Unit 10	Identifying Gerunds	Words move on the screen. Students select the target: gerund or not a gerund.	Moving (Timed)
Unit 11	Highlighting Infinitives	A sentence displays. Students highlight the infinitive. 🎬	Highlighting
Unit 12	Identifying Functions of Infinitives	A sentence displays. Students identify the function of the infinitive.	Multiple Choice
Unit 13	Identifying Verbals: Participles, Gerunds & Infinitives	A sentence displays. Students identify the type of verbal.	Multiple Choice
Unit 14	Identifying Functions of Verbals	A sentence displays. Students identify the function of the verbal.	Multiple Choice
Unit 15	Highlighting Reflexive Pronouns	A sentence displays. Students highlight the reflexive pronoun and the word it refers to. 🎬	Highlighting
Unit 16	Highlighting Reflexive Pronouns	A sentence displays. Students highlight the reflexive pronoun and the word it refers to.	Highlighting
Unit 17	Identifying Correct Use of Reflexive Pronouns	A sentence displays with a reflexive pronoun in bold. Students identify whether or not it is correct.	Multiple Choice
Unit 18	Identifying Infinitives	Six words display. Students move each word into one of two categories based on how it functions in a sentence.	Categorizing
Unit 19	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech.	Highlighting

🎬 Indicates that the unit has an instructional video

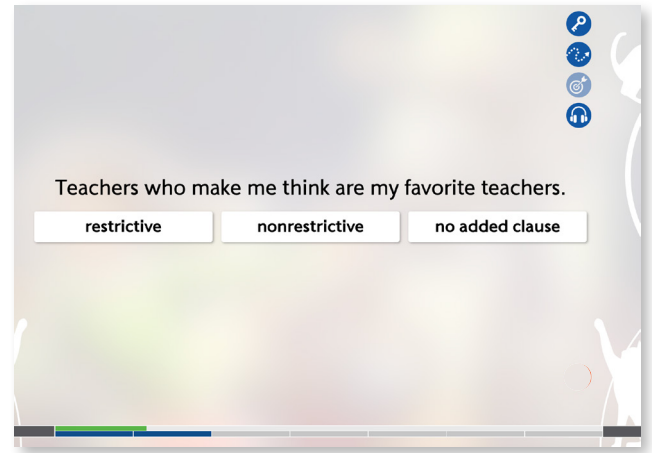


Level 7 | Activity 2

Parts of Sentences

The goal of this activity is for students to build their awareness of parts of compound-complex sentences and how they convey meaning. Students are asked to:

- Identify and differentiate adjectival phrases, adverbial phrases, and adverbial clauses
- Identify and differentiate types of sentences: declarative, interrogative, and imperative
- Identify and differentiate restrictive and nonrestrictive clauses
- Construct sentences that include colons



Unit 1	Identifying Phrases & Clauses	A sentence displays with a phrase or clause in bold. Students identify it as an adjectival phrase, an adverbial phrase, or an adverbial clause.	Multiple Choice
Unit 2	Identifying Sentences: Declarative, Interrogative & Imperative	A sentence displays. Students identify the type of sentence.	Multiple Choice
Unit 3	Identifying Restrictive Clauses	A sentence displays. Students determine if there is an additional clause and, if so, identify it as restrictive or nonrestrictive. 🎥	Multiple Choice
Unit 4	Identifying Clauses	A sentence displays with a clause in bold. Students identify it as independent, restrictive, or nonrestrictive.	Multiple Choice
Unit 5	Constructing Sentences	Students reorder words to construct a sentence. The focus is on colon usage. 🎥	Ordering
Unit 6	Identifying Functions of Words in Clauses	Students complete a sentence based on the meaning that the missing word conveys.	Multiple Choice
Unit 7	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech or sentence part.	Highlighting

🎥 Indicates that the unit has an instructional video

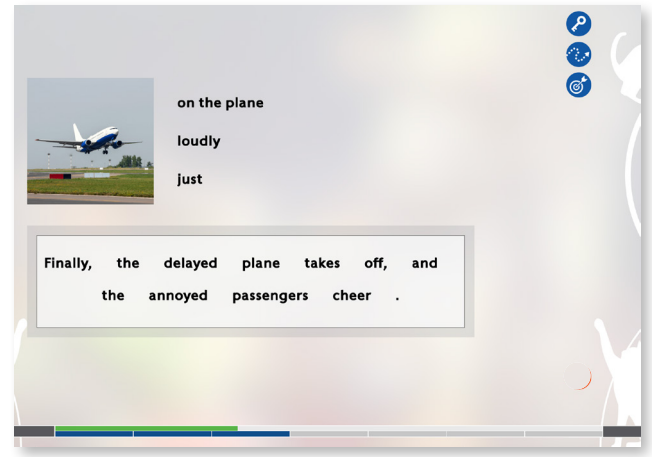


Level 7 | Activity 3

Capitalization & Punctuation

The goal of this activity is for students to build their awareness of capitalization and punctuation rules in compound-complex sentences. Students are asked to:

- Identify punctuation errors
- Manipulate sentences by adding or replacing words, phrases, and clauses
- Identify part of speech based on function in a sentence (noun, verb, adjective, interjection)



Unit 1	Identifying Correct Punctuation	Students see a sentence and sort it based on whether or not the punctuation is correct. The focus is on commas and colons.	Sorting (Timed)
Unit 2	Identifying Correct Punctuation	A sentence displays. Students evaluate whether or not the punctuation is correct. The focus is on commas and colons.	Multiple Choice
Unit 3	Identifying Correct Punctuation	Students complete a sentence that is missing punctuation. The focus is on commas, colons, and exclamation points.	Multiple Choice
Unit 4	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on subject, predicate, pronouns, adjectives, independent and dependent clauses, adverbs, interjections, and verbals.	Sentence Chains
Unit 5	Constructing Sentences	A simple sentence displays. Students add or replace words, phrases, and clauses. The focus is on subject, predicate, relative clauses, adverbs, prepositional phrases, interjections, and verbals.	Sentence Chains
Unit 6	Identifying Functions of Words	A sentence displays with a word that appears twice. Students identify the parts of speech based on how each word functions in the sentence.	Multiple Choice
Unit 7	Highlighting Parts of Speech	A sentence displays. Students highlight the target part of speech.	Highlighting



Text Structure

The goal of this activity is for students to build their understanding of narrative and informational text structure. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Complete a graphic organizer to illustrate the text structure

GOVERNING OURSELVES

1 "Raise your hand if you want an outdoor study hall today," the teacher says to the class. After counting the raised hands, the teacher says, "We have twelve votes for a study hall inside and fourteen for an outdoor study hall. Get your coats—we're all going outside." By voting for what they want to do, these students have taken part in their own government. That is just what the citizens of a democracy do. A democracy is a form of government in which citizens rule themselves. The two main kinds are **direct democracy** and **indirect democracy**.

2 In a direct democracy, citizens vote for their own laws. The word democracy comes from ancient Greek and means "rule by the people."

Why does the author begin paragraph 1 with a scene from a classroom?

to compare and contrast indoor and outdoor recess

to point out that teachers are elected by voters

to show readers a familiar democratic activity

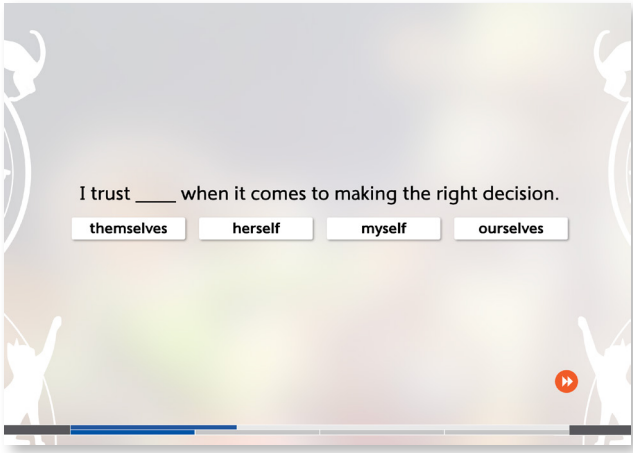
Unit 1	Reading Narrative Text: <i>The Message in a Bottle</i>	Students read a narrative text. Then they answer questions about key ideas and details.	Multiple Choice
Unit 2	Mapping Narrative Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer
Unit 3	Reading Informational Text: <i>Governing Ourselves</i>	Students read an informational text. Then they answer questions about key ideas and details	Multiple Choice
Unit 4	Mapping Informational Text	Students complete a graphic organizer with key ideas and details from the text.	Graphic Organizer



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Identify and differentiate participles, gerunds, and infinitives
- Identify and evaluate the use of reflexive pronouns
- Identify and differentiate types of sentences: declarative, interrogative, and imperative
- Construct complex and compound-complex sentences



Unit 1	Participles, Gerunds & Infinitives	Three sentences display. Students identify the sentence with the target verbal.	Multiple Choice
Unit 2	Reflexive Pronouns	Students complete a sentence with the correct reflexive pronoun.	Multiple Choice
Unit 3	Declarative, Interrogative & Imperative	Four sentences display. Students identify the declarative, interrogative, or imperative sentence.	Multiple Choice
Unit 4	Ordering Sentences	Students reorder words to construct a complex and compound-complex sentences.	Ordering



Comprehension

Level 1
Foundational

Transformation



Activity

Informational Text 1.1

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *The Trans-Alaska Pipeline* (370L)

Text 2: *Camping and Fishing in Alaska* (470L)

Informational Text 1.2

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Sliding Ice* (500L)

Text 2: *Speeding Glaciers* (300L)

Informational Text 1.3

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Swimming Upstream* (540L)

Text 2: *Where the Buffalo Roam* (580L)

Informational Text 1.4

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *A Hero: Roberto Clemente* (580L)

Text 2: *A Thinker Who Couldn't Talk or Walk* (470L)



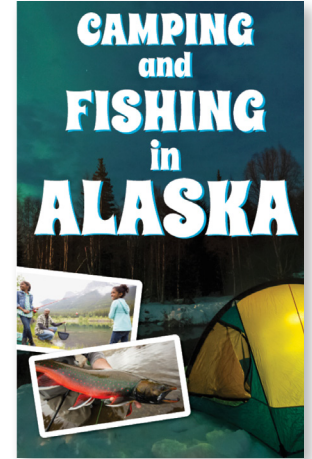
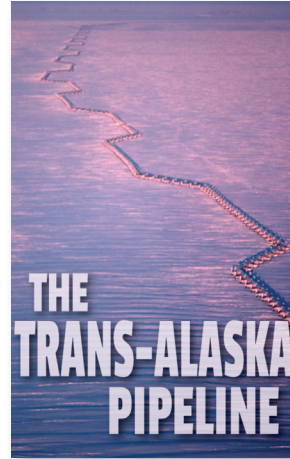
Level 1 | Activity 1

Informational Text 1.1

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze key vocabulary, including multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>The Trans-Alaska Pipeline</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	there, from, they, through
Unit 3	Prepare: Vocabulary	Students see and hear a word and listen to its definition. Then they select the matching image.	oil, pipeline, gulf, dock, tugboat
Unit 4	Prepare: Sentence Comprehension	Students see and hear a sentence and select the matching image	<i>The Trans-Alaska Pipeline</i>
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>The Trans-Alaska Pipeline</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	brings, hills, at, tanks, past, in
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Camping and Fishing in Alaska</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	they, there, people, fire
Unit 10	Instruction: Vocabulary	Students see and hear a multiple-meaning word and listen to the definitions. Then they select the matching image.	catch, pitch
Unit 11	Instruction: Sentence Comprehension	Students see and hear a sentence with the target word in bold. Then they select the part of speech (noun or verb) based on how the word is used in the sentence.	hike
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Camping and Fishing in Alaska</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	camp, can, catch, pitch, fish, bring, last
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



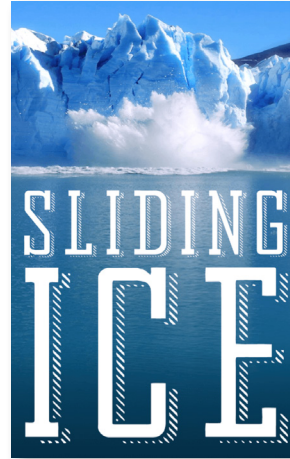
Level 1 | Activity 2

Informational Text 1.2

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze key vocabulary, including multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Sliding Ice</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	snow, more, down, when
Unit 3	Prepare: Vocabulary	Students see and hear a word and listen to its definition. Then they select the matching image.	glacier, iceberg, melt, press, split
Unit 4	Prepare: Sentence Comprehension	Students see and hear a sentence with the target word in bold. Then they select the part of speech (noun or verb) based on how the word is used in the sentence.	pile
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Sliding Ice</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	is, top, thick, snow, inch, split
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, author's craft, vocabulary
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Speeding Glaciers</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	how, they, when, length
Unit 10	Instruction: Vocabulary	Students see and hear a multiple-meaning word and listen to the definitions. Then they select the matching image.	track, slide
Unit 11	Instruction: Sentence Comprehension	Students see and hear a sentence with the target word in bold. Then they select the part of speech (noun or verb) based on how the word is used in the sentence.	rock
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Speeding Glaciers</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	fast, past, can, pass, will
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



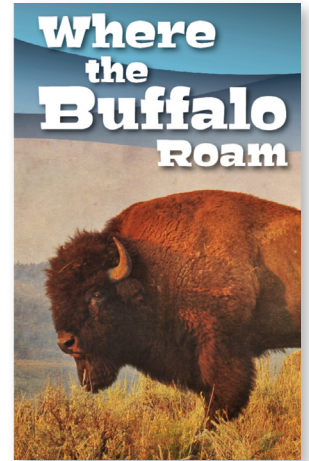
Level 1 | Activity 3

Informational Text 1.3

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze key vocabulary, including multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, and vocabulary



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Swimming Upstream</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	ocean, where, their, becomes
Unit 3	Prepare: Vocabulary	Students see and hear a multiple-meaning word and listen to the definitions. Then they select the matching image.	back, fish
Unit 4	Prepare: Sentence Comprehension	Students see and hear a sentence with the target word in bold. Then they select the part of speech (noun or verb) based on how the word is used in the sentence.	fish
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Swimming Upstream</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	fish, swim, rest, spot, back, lost, their
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Where the Buffalo Roam</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	from, they, thought, their
Unit 10	Instruction: Vocabulary	Students see and hear a word and listen to its definition. Then they select the matching image.	roam, survive, plain, splendid, extinct
Unit 11	Instruction: Sentence Comprehension	Students see and hear a sentence and select the matching image.	<i>Where the Buffalo Roam</i>
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Where the Buffalo Roam</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	is, past, they, gift, from, just
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



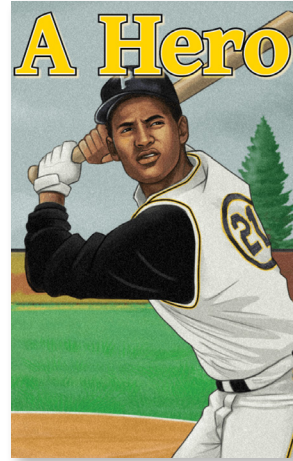
Level 1 | Activity 4

Informational Text 1.4

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze key vocabulary, including multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Hero: Roberto Clemente</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	was, taught, rights, always
Unit 3	Prepare: Vocabulary	Students see and hear a multiple-meaning word and listen to the definitions. Then they select the matching image.	play, hard
Unit 4	Prepare: Sentence Comprehension	Students see and hear a sentence and select the matching image.	<i>A Hero: Roberto Clemente</i>
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>A Hero: Roberto Clemente</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	him, came, not, up, camp, his
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Thinker Who Couldn't Talk or Walk</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word. Then they highlight the target word in a word scramble.	about, move, many, ever
Unit 10	Instruction: Vocabulary	Students see and hear a multiple-meaning word and listen to the definitions. Then they select the matching image.	make
Unit 11	Instruction: Sentence Comprehension	Students see and hear a sentence and select the matching image.	<i>A Thinker Who Couldn't Talk or Walk</i>
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>A Thinker Who Couldn't Talk or Walk</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	that, think, did, end, help, is
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 2

Foundational

Investigation



Activity

Informational Text 2.1

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Animal Tricksters* (590L)

Text 2: *Animal Dances* (530L)

Informational Text 2.2

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Plane Wings That Flap* (730L)

Text 2: *Velcro From a Plant* (570L)

Informational Text 2.3

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *A Forest Adventure* (590L)

Text 2: *Bicycles in Bogotá* (710L)

Informational Text 2.4

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Glaciers in Greenland* (680L)

Text 2: *A Path Through the Clouds* (610L)



Level 2 | Activity 1

Informational Text 2.1

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Animal Tricksters</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	sometimes, reason, front, kind
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	deceptive, imitate, respond
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	catch, kind
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Animal Tricksters</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	trick, heads, bait, find, pattern, clear
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Animal Dances</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	words, move, sounds, special
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	communicate, attract, respond
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	share, angle
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Animal Dances</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	words, share, moves, length, use, special
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



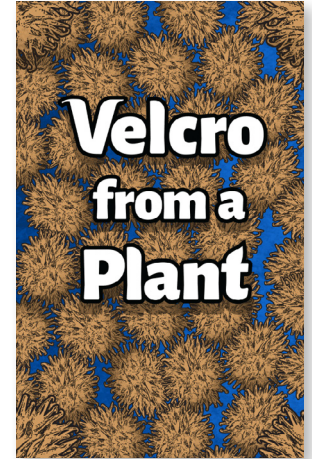
Level 2 | Activity 2

Informational Text 2. 2

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Plane Wings That Flap</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	work, today, most, group
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	develop, similar, adjust
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	flap, shape
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Plane Wings That Flap</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	flap, help, wings, smoother, group, need
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Velcro From a Plant</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	who, called, many, other
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	similar, examine, invent
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	press, product
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Velcro From a Plant</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	who, went, called, stuck. strips, produce
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



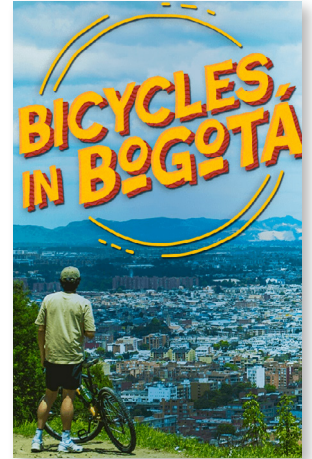
Level 2 | Activity 3

Informational Text 2.3

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Forest Adventure</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	one, down, around, important
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	combine, founded, benefits
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	focus, record
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>A Forest Adventure</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	<i>find, parks, slide, trees, old, enjoy</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Bicycles in Bogotá</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	because, city, people, different
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	benefit, develop, available
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	power, close
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Bicycles in Bogotá</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	<i>biking, air, help, rent, roads, or</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



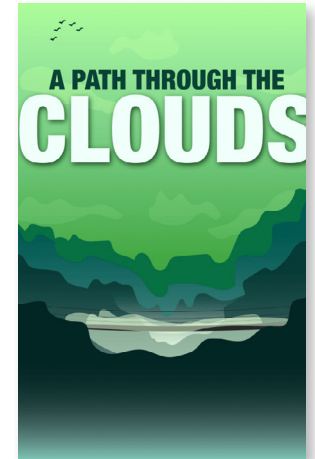
Level 2 | Activity 4

Informational Text 2.4

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Demonstrate sentence-level comprehension by completing sentence frames
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Glaciers in Greenland</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	water, walk, show, people
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	construct, landscape, crucial
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	body, picture
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Glaciers in Greenland</i>
Unit 6	Apply: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	<i>means, floating, tall, owl, sounds, made</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Path Through the Clouds</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	world, together, above, through
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	construct, landscape, option
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	reach, cross
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>A Path Through the Clouds</i>
Unit 13	Instruction: Sentence Comprehension	Students see and hear a sentence frame. Then they type the word that completes the sentence.	<i>world, trail, reach, high, see, moment</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 3

Foundational

Determination



Activity

Informational Text 3.1

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Change Champions* (780L)

Text 2: *Reed High Eco Warriors* (730L)

Informational Text 3.2

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *A Smart Sprinkler* (690L)

Text 2: *Clean Rivers, Clean Oceans* (720L)

Informational Text 3.3

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Disappearing Birds* (780L)

Text 2: *Bring the Plants Back* (790L)

Informational Text 3.4

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *A Human-Powered Phone Charger* (780L)

Text 2: *Many People, One Goal* (710L)

Skill Check

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *Day of the Monarchs* (500L)

Text 2: *Digging for History* (630L)



Level 3 | Activity 1

Informational Text 3.1

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Change Champions</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	their, people, could, these
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	community, environment, inspired
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	common, draw
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Change Champions</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Change Champions</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Reed High Eco Warriors</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	their, were, they, also
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	community, environment, inspire
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	champion, generation
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Reed High Eco Warriors</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Reed High Eco Warriors</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



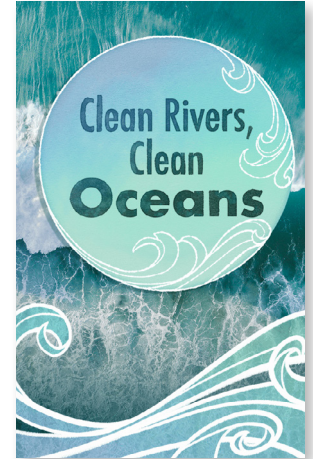
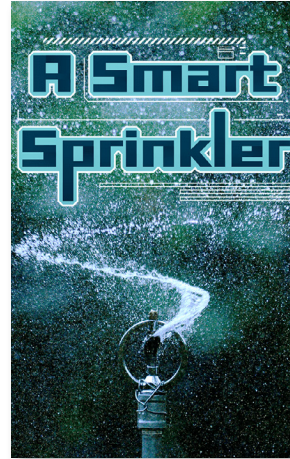
Level 3 | Activity 2

Informational Text 3.2

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Smart Sprinkler</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	through, these, some, their
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	design, research, conserve
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	focus, solution
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>A Smart Sprinkler</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>A Smart Sprinkler</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, author's craft, vocabulary
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Clean Rivers, Clean Oceans</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	around, world, first, together
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	design, research, source
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	solution, patch
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Clean Rivers, Clean Oceans</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Clean Rivers, Clean Oceans</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 3 | Activity 3

Informational Text 3.3

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Disappearing Birds</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	where, once, there, why
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	habitat, create, construct
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	track, movement
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Disappearing Birds</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Disappearing Birds</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Bring the Plants Back</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	why, could, other, where
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	habitat, create, native
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	spot, launch
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Bring the Plants Back</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Bring the Plants Back</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 3 | Activity 4

Informational Text 3.4

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



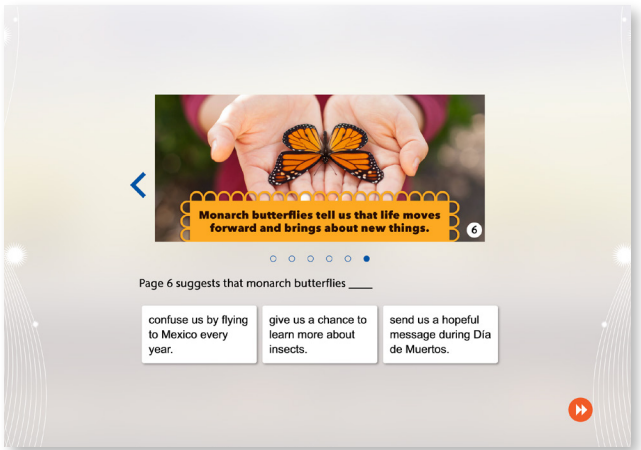
Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>A Human-Powered Phone Charger</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	could, other, want, thought
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	innovative, strategy, energy
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	field, power
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>A Human-Powered Phone Charger</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>A Human-Powered Phone Charger</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Many People, One Goal</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	because, together, where, they
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	innovative, strategy, reduce
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	stressed, attend
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Many People, One Goal</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Many People, One Goal</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	Day of the Monarchs
Unit 2	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, detail, inference, vocabulary
Unit 3	Listen: Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	Digging for History
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, detail, inference, vocabulary



Comprehension

Level 4

Foundational

Contemplation



Activity

Informational Text 4.1

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Believe in Yourself!* (660L)

Text 2: *Keep Believing!* (590L)

Informational Text 4.2

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *At Your Service* (670L)

Text 2: *Managing Expectations* (700L)

Informational Text 4.3

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Sports Talk* (560L)

Text 2: *Reaching People* (610L)

Informational Text 4.4

Read and demonstrate comprehension of informational text by answering text-dependent and higher-order thinking questions.

Units: 8 (plus 7 instructional units)

Text 1: *Twists and Turns* (770L)

Text 2: *Thrilling Rides* (750L)



Level 4 | Activity 1

Informational Text 4.1

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Believe in Yourself!</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	believe, yourself, knew, someone
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	expert, challenge, persevere
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	key, cheer
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Believe in Yourself!</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Believe in Yourself!</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Keep Believing!</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	cause, early, bright, ahead
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	expert, pressure, feedback
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	path, bright
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Keep Believing!</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Keep Believing!</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 4 | Activity 2

Informational Text 4.2

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>At Your Service</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	study, became, areas, sure
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	industry, manage, standard
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	fine, bill
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>At Your Service</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>At Your Service</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Managing Expectations</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	solve, problem, ready, enjoys
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	responsible, supervise, interact
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	order, place
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Managing Expectations</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Managing Expectations</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 4 | Activity 3

Informational Text 4.3

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Sports Talk</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	women, figure, nothing, idea
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	immigrant, assignment, professional
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	hustle, cover
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Sports Talk</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Sports Talk</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Reaching People</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	explain, learn, reach, young
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	media, culture, prepare
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	grasp, strike
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Reaching People</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Reaching People</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 4 | Activity 4

Informational Text 4.4

The goal of this activity is for students to build content-area knowledge, academic vocabulary, and key reading comprehension strategies through listening, reading, and responding to informational texts.

Students are asked to:

- Identify high-frequency words with regular and irregular spelling patterns to build automaticity
- Analyze academic vocabulary and multiple-meaning words
- Paraphrase sections of the text
- Demonstrate passage-level comprehension by answering text-based and inferential questions about subject, main idea, details, vocabulary, and author's craft



Unit 1	Listen: Text 1	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Twists and Turns</i>
Unit 2	Prepare: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	interest, company, always, park
Unit 3	Prepare: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	occur to, supervise, design
Unit 4	Prepare: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	point, jump
Unit 5	Read: Text 1	Students read a passage that is displayed as a slideshow.	<i>Twists and Turns</i>
Unit 6	Apply: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Twists and Turns</i>
Unit 7	Practice: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 8	Instruction: Listen Text 2	Students listen to and read along with a passage that is displayed as a slideshow.	<i>Thrilling Rides</i>
Unit 9	Instruction: High-Frequency Words	Students see and hear a high-frequency word in a sentence. Then they highlight the word in the sentence.	answer, straight, observe, beautiful
Unit 10	Instruction: Academic Vocabulary	Students construct vocabulary cards for academic words found in the text. They identify an image that completes the card with the target word and its definition.	creativity, observe, design
Unit 11	Instruction: Multiple Meaning Words	Students see and hear a multiple meaning word and its definitions. Then they select the correct meaning based on how the word is used in a sentence.	mean, rock
Unit 12	Instruction: Read Text 2	Students read a passage that is displayed as a slideshow.	<i>Thrilling Rides</i>
Unit 13	Instruction: Paraphrase	Students see and hear sentences from the passage. Then they select the word that best completes the paraphrase.	<i>Thrilling Rides</i>
Unit 14	Instruction: Text Comprehension	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, details, inference, vocabulary, author's craft
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 5

Foundational

Education & Imagination



Activity

Text Structure: Informational 5.1

Explore the elements of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *A Common Food* (540L)

Text 2: *Money* (620L)

Text Structure: Narrative 5.2

Explore the elements of narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *Babysitting* (600L)

Text 2: *The Boy and the Almonds* (390L)

Text Structure: Informational 5.3

Explore the elements of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *Building with Plastic Bottles* (520L)

Text 2: *Rabbits* (550L)

Text Structure: Narrative 5.4

Explore the elements of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *The Statue* (600L)

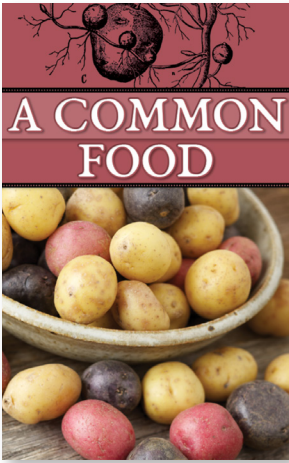
Text 2: *The Wolf and the Shepherd* (790L)



Text Structure: Informational 5.1

The goal of this activity is for students to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of informational text (subject, main idea, supporting ideas, details)
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Learn: Informational Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 2	Practice: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>A Common Food</i>
Unit 3	Practice: Informational Text Summary	Students listen to and read along with a summary of the text. Then they answer multiple-choice questions.	summary, key vocabulary, main idea, author's purpose
Unit 4	Instruction: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Money</i>
Unit 5	Instruction: Review	Students review the target concept. Then they listen to and read along with a summary.	summary, subject, main idea, supporting ideas, details
Unit 6	Conclusion	Motivational audio (no student tasks).	–

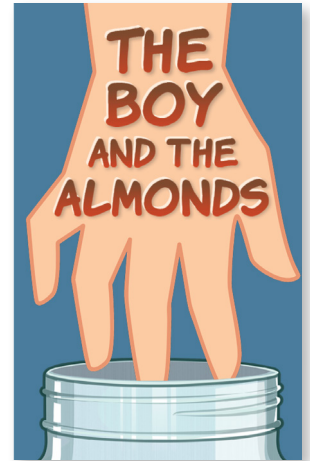


Level 5 | Activity 2

Text Structure: Narrative 5.2

The goal of this activity is for students to build their understanding of narrative text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of narrative text (character, setting, plot, resolution)
- Demonstrate passage-level comprehension by answering questions about key ideas
- Construct a text summary



Unit 1	Learn: Narrative Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	character, setting, plot, resolution
Unit 2	Practice: Narrative Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Babysitting</i>
Unit 3	Practice: Narrative Text Summary	Students listen to and read along with a summary. Then they highlight examples of the target concept in the text.	summary, character, setting, plot, resolution
Unit 4	Instruction: Narrative Text	Students review the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	summary, character, setting, plot, resolution
Unit 5	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>The Boy and the Almonds</i>
Unit 6	Conclusion	Motivational audio (no student tasks).	–



Level 5 | Activity 3

Text Structure: Informational 5.3

The goal of this activity is for students to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of informational text (subject, main idea, supporting ideas, details)
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



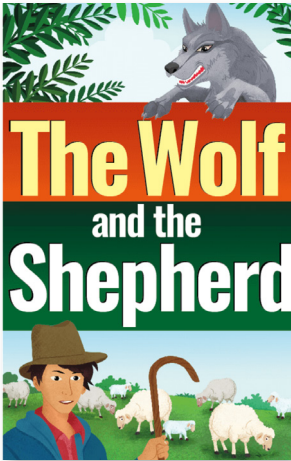
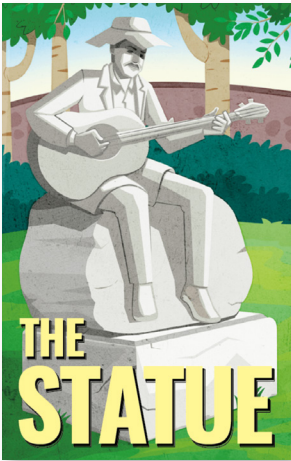
Unit 1	Learn: Informational Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 2	Practice: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Building with Plastic Bottles</i>
Unit 3	Practice: Informational Text Summary	Students listen to and read along with a summary. Then they answer multiple-choice questions.	summary, key vocabulary, main idea, author's purpose
Unit 4	Instruction: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Rabbits</i>
Unit 5	Instruction: Review	Students review the target concept. Then they listen to and read along with a summary.	summary, subject, main idea, supporting ideas, details
Unit 6	Conclusion	Motivational audio (no student tasks).	–



Text Structure: Narrative 5.4

The goal of this activity is for students to build their understanding of narrative text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of narrative text (character, setting, plot, resolution)
- Demonstrate passage-level comprehension by answering questions about key ideas
- Construct a text summary



Unit 1	Learn: Narrative Text	Students listen to a tutorial about the target concept. Then they match terms with definitions.	character, setting, plot, resolution
Unit 2	Practice: Narrative Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>The Statue</i>
Unit 3	Practice: Narrative Text Summary	Students listen to and read along with a summary. Then they highlight examples of the target concept in the text.	summary, character, setting, plot, resolution
Unit 4	Instruction: Narrative Text	Students review the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	summary, character, setting, plot, resolution
Unit 5	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>The Wolf and the Shepherd</i>
Unit 6	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 6
Foundational

Examination & Relaxation



Activity

Text Structure: Narrative 6.1

Explore the elements of narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *Two Sisters* (5470L)

Text 2: *Can You Believe It?* (640L)

Text Structure: Informational 6.2

Explore the elements of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *Birds-of-Paradise* (500L)

Text 2: *Kangaroos* (400L)

Text Structure: Narrative 6.3

Explore the elements of narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *Anansi and Common Sense* (550L)

Text 2: *Fortune Telling* (580L)

Text Structure: Informational 6.4

Explore the elements of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 4 (plus 2 instructional units)

Text 1: *The Eiffel Tower* (550L)

Text 2: *Slippers are Stupendous* (360L)

Skill Check

Read and demonstrate comprehension of informational and narrative text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *Painting Her Life* (690L)

Text 2: *The Surprise* (690L)

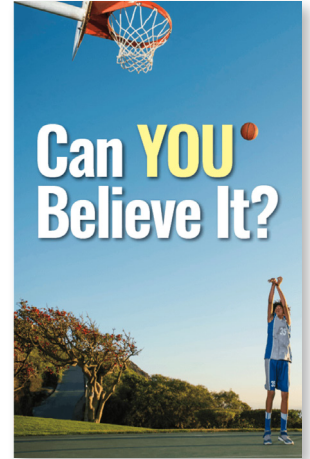


Level 6 | Activity 1

Text Structure: Narrative 6.1

The goal of this activity is for students to build their understanding of narrative text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of narrative text (character, setting, plot, resolution)
- Demonstrate passage-level comprehension by answering questions about key ideas
- Construct a text summary



Unit 1	Learn: Narrative Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	character, setting, plot, resolution
Unit 2	Practice: Narrative Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Two Sisters</i>
Unit 3	Practice: Narrative Text Summary	Students listen to and read along with a summary. Then they highlight examples of the target concept in the text.	summary, character, setting, plot, resolution
Unit 4	Instruction: Narrative Text	Students review the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	summary, character, setting, plot, resolution
Unit 5	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Can You Believe It?</i>
Unit 6	Conclusion	Motivational audio (no student tasks).	–

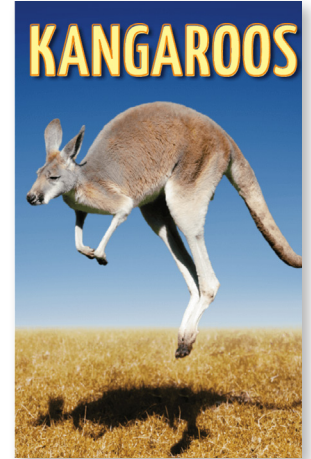
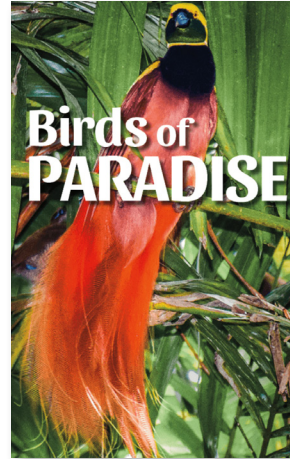


Level 6 | Activity 2

Text Structure: Informational 6.2

The goal of this activity is for students to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of informational text (subject, main idea, supporting ideas, details)
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Learn: Informational Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 2	Practice: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Birds-of-Paradise</i>
Unit 3	Practice: Informational Text Summary	Students listen to and read along with a summary. Then they answer multiple-choice questions.	summary, key vocabulary, main idea, author's purpose
Unit 4	Instruction: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Kangaroos</i>
Unit 5	Instruction: Review	Students review the target concept. Then they listen to and read along with a summary.	summary, subject, main idea, supporting ideas, details
Unit 6	Conclusion	Motivational audio (no student tasks).	–

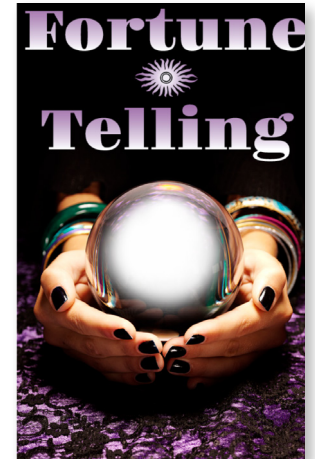
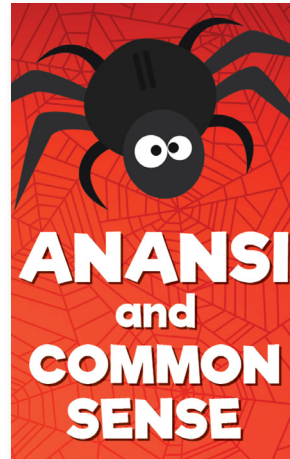


Level 6 | Activity 3

Text Structure: Narrative 6.3

The goal of this activity is for students to build their understanding of narrative text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of narrative text (character, setting, plot, resolution)
- Demonstrate passage-level comprehension by answering questions about key ideas
- Construct a text summary



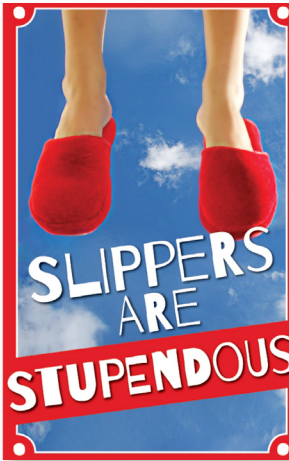
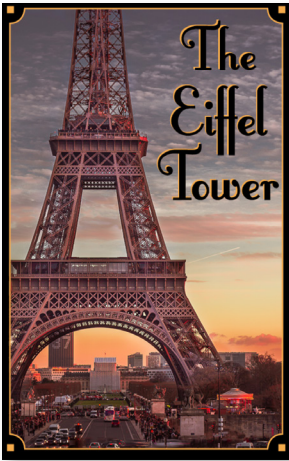
Unit 1	Learn: Narrative Text	Students listen to a tutorial about the target concept. Then they match terms with definitions.	character, setting, plot, resolution
Unit 2	Practice: Narrative Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Anansi and Common Sense</i>
Unit 3	Practice: Narrative Text Summary	Students listen to and read along with a summary. Then they highlight examples of the target concept in the text.	summary, character, setting, plot, resolution
Unit 4	Instruction: Narrative Text	Students review the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	summary, character, setting, plot, resolution
Unit 5	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Fortune Telling</i>
Unit 6	Conclusion	Motivational audio (no student tasks).	–



Text Structure: Informational 6.4

The goal of this activity is for students to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of informational text (subject, main idea, supporting ideas, details)
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Learn: Informational Text	Students listen to a tutorial about the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 2	Practice: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>The Eiffel Tower</i>
Unit 3	Practice: Informational Text Summary	Students listen to and read along with a summary. Then they answer multiple-choice questions.	summary, key vocabulary, main idea, author's purpose
Unit 4	Instruction: Informational Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Slippers are Stupendous</i>
Unit 5	Instruction: Review	Students review the target concept. Then they listen to and read along with a summary.	summary, subject, main idea, supporting ideas, details
Unit 6	Conclusion	Motivational audio (no student tasks).	–



Level 6 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

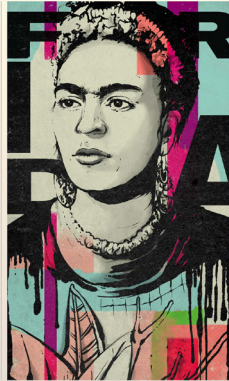
- Demonstrate passage-level comprehension by answering questions about key ideas

PAINTING HER LIFE

¹ Frida Kahlo is one of the most well-known painters. She did sketch a lot as a child, but never intended to be a painter. Kahlo's dream was to become a doctor instead. Sadly, those life plans changed due to one very scary day.

² When Kahlo was eighteen years old, she boarded a bus to go home from school. Then Kahlo remembered that she had left her umbrella somewhere. She got off the bus to look for it. Later that day, she boarded another bus. This bus was more crowded. Kahlo had to find a seat in the back. A few minutes into the trip, disaster struck. The bus driver tried to pass a **streetcar** but did not make it in time. The streetcar crashed into Kahlo's side of the bus and dragged it.

³ When the bus finally stopped moving, people saw that Kahlo had been injured. She was rushed to the hospital. Doctors found that she



Unit 1	Read: Text 1	Students read an informational passage.	<i>Painting Her Life</i>
Unit 2	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, supporting ideas, details, vocabulary, author's purpose
Unit 3	Read: Text 2	Students read a narrative passage.	<i>The Surprise</i>
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	character, setting, plot, ending



Comprehension

Level 7
Intermediate

Curiosity



Activity

Informational Text & Summary

Explore the structure of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Eight-Eyed Hunter* (730L)

Text 2: *They're Alive* (720L)

Narrative Text

Explore the structure of narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Back in Time* (660L)

Text 2: *Nobody's Fool* (540L)

Drama

Explore the structure and features of dramatic text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Pandora's Box*

Text 2: *The SIBS Robots*

Biography

Explore the elements of biographical text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Althea Gibson* (790L)

Text 2: *Dolores Huerta* (770L)







Informational Text & Summary

The goal of this activity is for students to build their understanding of informational text structure and summary as they develop comprehension skills and strategies through listening and reading. Students are asked to:

- Identify and explore elements of informational text (subject, main idea, supporting ideas, details)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	subject, main idea, supporting ideas, summary, informational text, excerpt
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>Eight-Eyed Hunter</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text. 	subject, main idea, supporting ideas
Unit 5	Practice: Author's Craft	Students sort descriptors and reorder sentences to construct a summary. 	summary
Unit 6	Practice: Deeper Meaning	Students review the target concept and answer multiple-choice questions. 	subject, main idea, supporting ideas, summary
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and match examples of the target concept from the text.	<i>Fruits Rock!</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Whoa, Hold Your Seahorses!</i>
Unit 10	Instruction: Review	Students listen to and read along with a summary of the text. Then they highlight examples of the target concept in the text.	summary, subject, main idea, supporting ideas, details
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>They're Alive</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	subject, main idea, supporting ideas
Unit 13	Apply: Author's Craft	Students reorder sentences to construct a summary.	summary
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions.	summary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 7 | Activity 2

Narrative Text

The goal of this activity is for students to build their understanding of narrative text structure and summary as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore elements of narrative text (exposition, rising action, climax, falling action, resolution)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	narrative, plot, setting, character
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Back in Time</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	character, setting, context clues, inference
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	exposition, rising action, climax, falling action, resolution
Unit 6	Practice: Deeper Meaning	Students reorder sentences to construct a summary. Then they answer multiple-choice questions. 👍	summary, genre, author's purpose
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with images or definitions.	character, setting, plot, resolution
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>The Dog and His Bone</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Don't Count Your Money Too Soon!</i>
Unit 10	Instruction: Review	Students listen to and read along with a summary of the text. Then they highlight examples of the target concept in the text and match terms with definitions.	character, setting, plot, resolution
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🎧	<i>Nobody's Fool</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	character, setting, conflict
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	exposition, rising action, climax, falling action, resolution
Unit 14	Apply: Deeper Meaning	Students reorder sentences to construct a summary. Then they answer multiple-choice questions and compare two texts.	summary, genre, author's purpose, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–

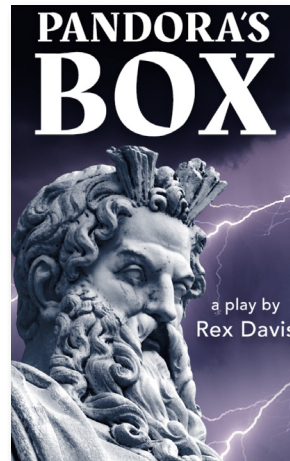


Level 7 | Activity 3

Drama

The goal of this activity is for students to build their understanding of dramatic text as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore the structure and features of dramatic text (monologue, dialogue, stage directions, act, cast)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	act, stage directions, dialogue, monologue
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Pandora's Box</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text. 📺	drama, cast, dialogue, monologue, stage directions
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	text evidence, inference, theme
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	drama, act, stage directions, dialogue, monologue
Unit 8	Instruction: Application	Students match terms with images and answer multiple-choice questions.	act, stage directions, dialogue, monologue
Unit 9	Instruction: Practice in Text	Students read a text and answer multiple-choice questions.	<i>The Sun and the Wind</i>
Unit 10	Instruction: Review	Students review the target concept.	drama, act, stage directions, dialogue, monologue
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>The SIBS Robots</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	act, stage directions, dialogue
Unit 14	Apply: Deeper Meaning	Students sort examples of the target concept from the text and answer multiple-choice questions. 🗳️	inference
Unit 15	Conclusion	Motivational audio (no student tasks).	–



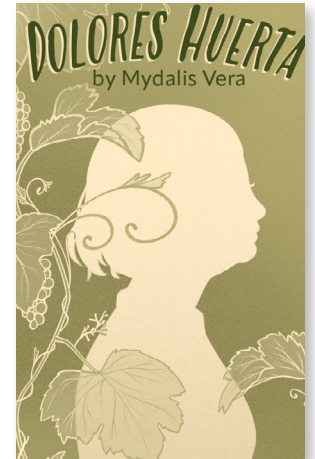
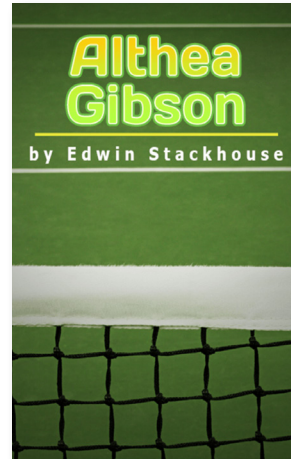
Level 7 | Activity 4

Biography

The goal of this activity is for students to build their understanding of biography as they develop reading comprehension skills and strategies.

Students are asked to:

- Identify and explore elements of biography and autobiography (personal qualities, life events, legacy)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	biography, autobiography, legacy, timeline
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Althea Gibson</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions. 📺	biography
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text. 👍	personal qualities, life events, legacy
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with definitions or examples.	biography, autobiography, personal qualities, life events, legacy
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>First in Space</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>Superstar and Role Model</i>
Unit 10	Instruction: Review	Students review the target concept. 👍	biography, autobiography, personal qualities, life events, legacy
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 👍	<i>Dolores Huerta</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions.	biography, timeline
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and compare two texts.	personal qualities, life events, legacy, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 8

Intermediate

Perceptiveness



Activity

Compare & Contrast

Explore the structure of informational text that compares and contrasts key ideas and details; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Mastodons and Mammoths* (720L)

Text 2: *Two Little Mermaids* (790L)

Cause & Effect

Explore the structure of informational text that explains cause and effect relationships; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Tragedy at Sea* (740L)

Text 2: *Disaster at Sea* (760L)

Making Inferences

Apply inferential thinking skills to draw conclusions in dramatic text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Take a Hint, Please!*

Text 2: *Thirty Seconds*

Characterization

Explore direct and indirect characterization in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Legend of William Tell* (700L)

Text 2: *The Choice* (650L)

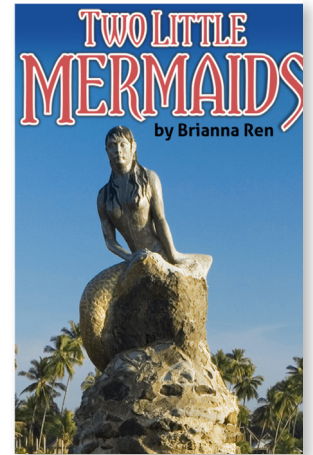
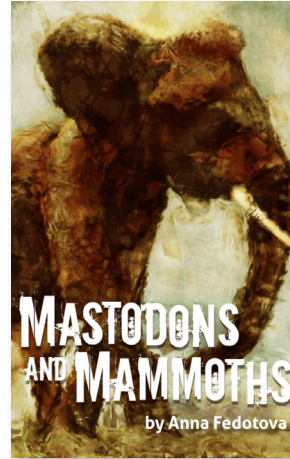


Level 8 | Activity 1

Compare & Contrast

The goal of this activity is for students to build their understanding of compare and contrast text structure as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore compare and contrast text structure and transition words
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	compare, contrast, transition words
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 🍌	<i>Mastodons and Mammoths</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions and match terms with examples of the target concept. 🎬	compare, contrast, transition words
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	text evidence
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	compare, contrast, transition words
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they match terms with examples.	compare, contrast, transition words
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Two of a Kind</i>
Unit 10	Instruction: Review	Students review the target concept and highlight examples in the text.	compare, contrast, transition words
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Two Little Mermaids</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students match terms with examples of the target concept and answer multiple-choice questions about the text.	compare, contrast, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	conflict, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–

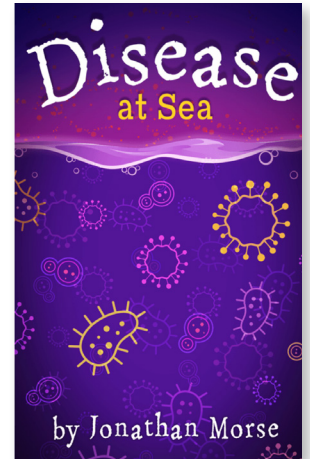
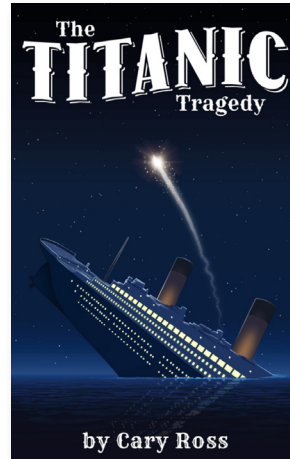


Level 8 | Activity 2

Cause & Effect

The goal of this activity is for students to build their understanding of cause and effect text structure as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore cause and effect text structure and transition words
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	cause, effect, transition words
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>The Titanic Tragedy</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions, match examples of the target concept, and highlight examples in the text. 📺	cause, effect, transition words
Unit 6	Practice: Deeper Meaning	Students match examples of the target concept from the text to construct a summary. Then they answer multiple-choice questions. 👍	cause, effect, transition words, summary
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	cause, effect
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they match terms with examples.	cause, effect
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>A Man and His Donkey</i>
Unit 10	Instruction: Review	Students review the target concept, answer multiple-choice questions, and highlight examples in the text.	cause, effect, transition words
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Disease at Sea</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students match terms with descriptors, answer multiple-choice questions, and highlight examples of the target concept in the text.	cause, effect, transition words
Unit 14	Apply: Deeper Meaning	Students match examples of the target concept from the text to construct a summary. Then they answer multiple-choice questions.	cause, effect, transition words, summary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 8 | Activity 3

Making Inferences

The goal of this activity is for students to apply inferential thinking skills to draw conclusions in dramatic text. Students are asked to:

- Identify and combine text evidence and background knowledge to make inferences
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	inference, text evidence, background knowledge, drama
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Take a Hint, Please!</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions. 📺	inference, text evidence, background knowledge
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	inference, text evidence, background knowledge
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	inference, text evidence, background knowledge
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Ice Covered Deserts</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Frogs at the Well</i>
Unit 10	Instruction: Review	Students review the target concept.	inference, text evidence, background knowledge
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Thirty Seconds</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	inference, text evidence, background knowledge
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	inference, text evidence, background knowledge
Unit 15	Conclusion	Motivational audio (no student tasks).	–

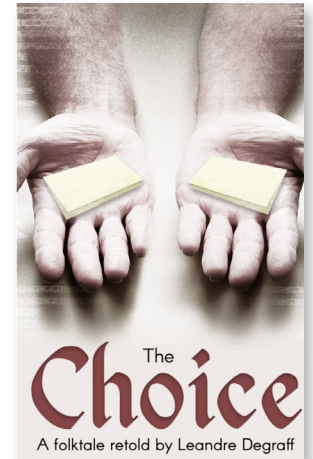
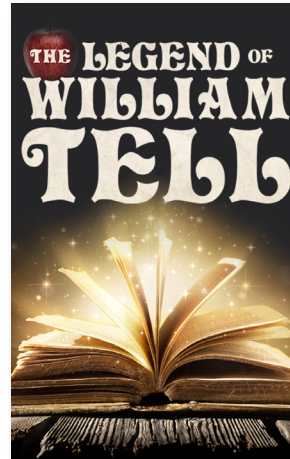


Level 8 | Activity 4

Characterization

The goal of this activity is for students to build their understanding of characterization in narrative text as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of direct and indirect characterization
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	characterization, character traits
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>The Legend of William Tell</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept in the text, answer multiple-choice questions, and sort examples. 📺	characterization, character traits
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	characterization
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, characterization, character traits
Unit 8	Instruction: Application	Students sort examples of the target concept. Then they listen to and read along with sentence-level examples and answer multiple-choice questions.	characterization, character traits
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Proud Horse</i>
Unit 10	Instruction: Review	Students review the target concept.	characterization, character traits
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>The Choice</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	characterization, character traits
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts.	characterization, character traits, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 9

Intermediate

Expectation



Activity

Theme

Explore theme in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Thief and the King* (660L)

Text 2: *Think... or Sink* (560L)

Sensory Language

Explore sensory language in narrative text and poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Churros and Hot Chocolate* (570L)

Text 2: *Heat Wave*

Figurative Language

Explore figurative language in poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *On the Platform*

Text 2: *Fireflies*

Tone & Mood

Explore tone and mood in narrative text and poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Ocean View* (550L)

Text 2: *The Rose That Grew From Concrete* by Tupac Shakur

Skill Check

Read and demonstrate comprehension of informational and narrative text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *Head Over Heels for Ice Skating* (950L)

Text 2: *Halftime Show* (860L)

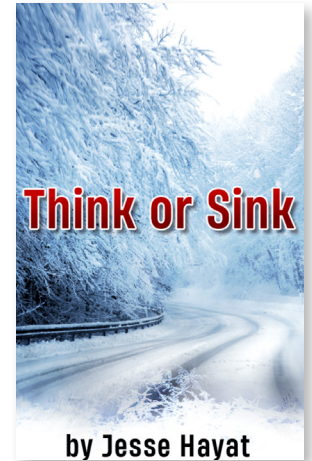
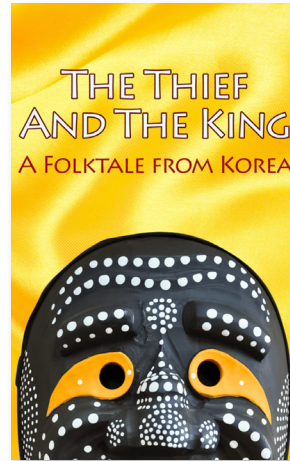




Level 9 | Activity 1

Theme

The goal of this activity is for students to build their understanding of theme in narrative text as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore the theme, or central message, of a text
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	conflict, character, author's craft, theme
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>The Thief and the King</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept in the text, answer multiple-choice questions, and sort examples. 	conflict, character, author's craft, theme
Unit 6	Practice: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions. 	conflict, character, author's craft, theme
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, author's craft, theme
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Ant and the Dove</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Farmer and His Sons</i>
Unit 10	Instruction: Review	Students review the target concept.	theme
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Think... or Sink</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	conflict, character, author's craft, theme
Unit 14	Apply: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions.	conflict, character, author's craft, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 9 | Activity 2

Sensory Language

The goal of this activity is for students to build their understanding of sensory language in narrative text and poetry as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of sensory language
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	sensory language, imagery, setting, narrator
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 👍	<i>Churros and Hot Chocolate</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	sensory language, imagery, setting, narrator
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	sensory language
Unit 7	Instruction: Introduction	Students review the target concept. Then they identify examples of the target concept and answer multiple-choice questions.	sensory language, imagery
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	sensory language, imagery
Unit 9	Instruction: Practice in Text	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	sensory language, imagery
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they highlight examples of the target concept in the text. 👍	<i>Spring</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Heat Wave</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students sort examples of the target concept, answer multiple-choice questions, and highlight examples in the text.	sensory language, imagery
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	sensory language, imagery
Unit 15	Conclusion	Motivational audio (no student tasks).	–

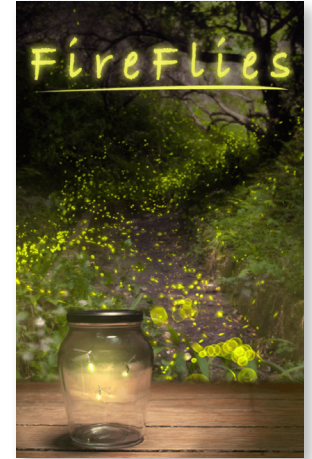
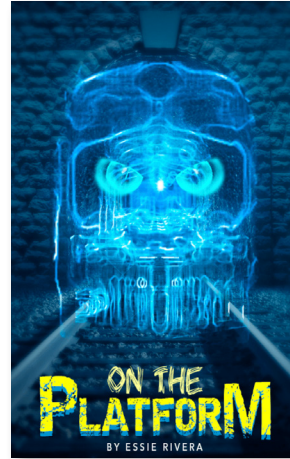


Level 9 | Activity 3

Figurative Language

The goal of this activity is for students to build their understanding of figurative language as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of figurative language (alliteration, personification, simile, metaphor, symbolism)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	poem, stanza, line, figurative language
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 🍌	<i>On the Platform</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students highlight examples of the target concept in the text and answer multiple-choice questions. 🎬	figurative language, alliteration, personification, simile, metaphor, symbolism, author's craft
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	poem, stanza, figurative language, author's craft
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	figurative language, simile, metaphor
Unit 8	Instruction: Application	Students listen to and read along with examples of the target concept. Then they answer multiple-choice questions.	figurative language, simile, metaphor
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>The Peacock and the Raven</i>
Unit 10	Instruction: Review	Students review the target concept and highlight examples in the text.	figurative language, simile, metaphor
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Fireflies</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	figurative language, simile, metaphor
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	poem, stanza, figurative language, symbolism, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–

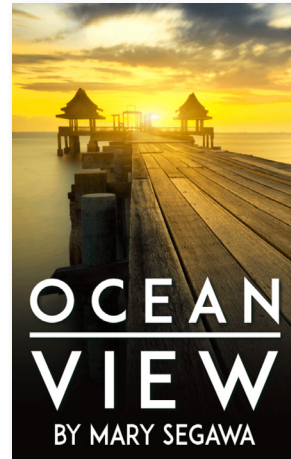


Level 9 | Activity 4

Tone & Mood

The goal of this activity is for students to build their understanding of tone and mood in narrative text and poetry as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore tone and mood
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	tone, mood, theme
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Ocean View</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students sort examples of the target concept and answer multiple-choice questions. 📺	tone, mood
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	tone, mood, theme
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with images.	tone, mood, subject
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions and sort examples.	tone, mood
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 👍	<i>The House on the Corner</i>
Unit 10	Instruction: Review	Students review the target concept.	tone, mood
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 👍	<i>The Rose That Grew From Concrete</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students sort examples of the target concept and answer multiple-choice questions.	tone, mood
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	tone, mood, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas

HALFTIME SHOW

1 Jordan held the **unicycle** awkwardly, trying to figure out how he was even going to mount the unusual piece of equipment. He'd joined the marching band because it seemed interesting. Coach Musa, the band teacher and volleyball coach, had assigned him to the **cymbals**. All he had to do was clang the copper disks at the right time. Well, Jordan thought that was all he had to do. Then, he learned that the highlight of the halftime show was that the two cymbalists must perform a **choreographed** high five while riding a unicycle.

2 Jordan assumed it was like riding a bicycle with one less wheel. He tried mounting the unicycle like he does a bicycle, by balancing with one foot on the pedal, then kicking off to gain speed by the time he placed his other foot on its pedal.

What is the setting of the story?

a school gym during band practice

a volleyball court during a match

a classroom with some friends

a concert hall with an audience

Unit 1	Read: Text 1	Students read an informational passage.	<i>Head Over Heels for Ice Skating</i>
Unit 2	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	subject, main idea, supporting ideas, cause & effect, compare & contrast, vocabulary
Unit 3	Read: Text 2	Students read a narrative passage.	<i>Halftime Show</i>
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	setting, character, inference, figurative language, tone & mood, theme

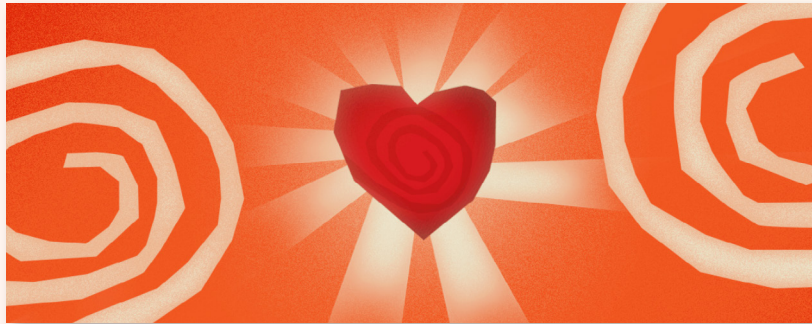


Comprehension

Level 10

Intermediate

Compassion



Activity

Conflict

Explore internal and external conflict in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Decision* (610L)

Text 2: *Avalanche* (610L)

Irony

Explore irony in narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Shepherd and the Ogre* (700L)

Text 2: *A Man, a Boy, and a Donkey* (670L)

Persuasive Techniques

Explore persuasive techniques in informational text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Way Ahead: A Campaign Speech* (620L)

Text 2: *Support Peasley Animal Shelter* (690L)

Argument

Explore the structure of argumentative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Lights Out!* (740L)

Text 2: *A Carless City Center* (710L)

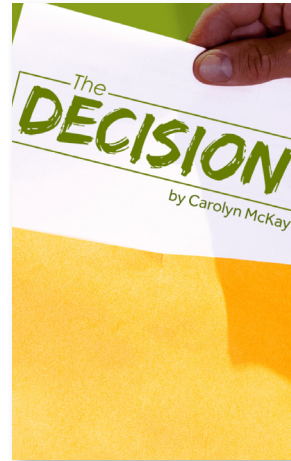


Level 10 | Activity 1

Conflict

The goal of this activity is for students to build their understanding of conflict in narrative text as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of internal and external conflict
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	internal conflict, external conflict
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧👍	<i>The Decision</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions about the text. 🎥	person vs. person, person vs. self, person vs. nature, person vs. society, internal conflict, external conflict
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	conflict, resolution, inference
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	internal conflict, external conflict
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions and match terms with examples.	internal conflict, external conflict
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions. 🎧	<i>Noah's Difficult Choice</i>
Unit 10	Instruction: Review	Students review the target concept.	internal conflict, external conflict
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Avalanche!</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review examples of the target concept. Then they answer multiple-choice questions about the text.	internal conflict, external conflict
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and compare two texts.	internal conflict, external conflict, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–

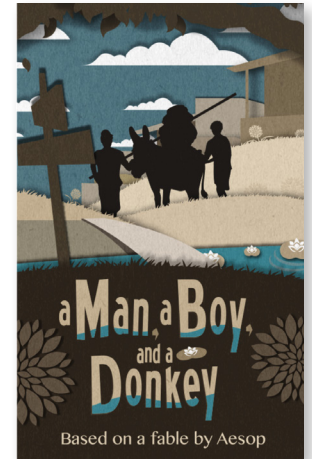
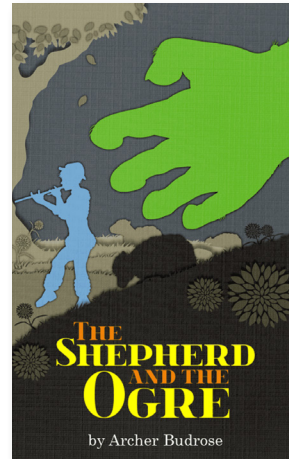






Level 10 | Activity 2

Irony

The goal of this activity is for students to build their understanding of irony in narrative text as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of irony
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



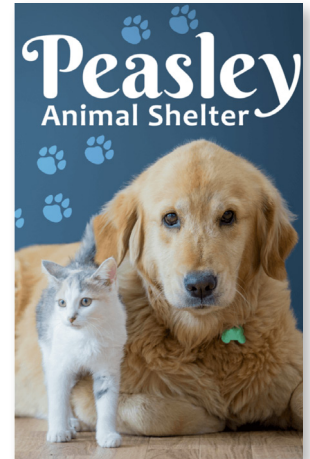
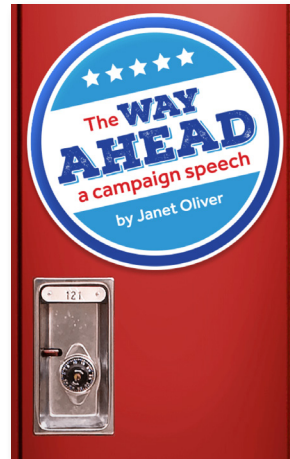
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	exposition, rising action, climax, falling action, resolution, irony
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>The Shepherd and the Ogre</i>
Unit 4	Learn: Key Ideas	Students review an instructional image. Then they answer multiple-choice questions, highlight examples in the text, and reorder sentences to construct a summary. 	exposition, rising action, climax, falling action, resolution, key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions about the text.  	irony
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text.	author's purpose, moral, irony
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, setting, plot, irony
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	irony
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>The Bear and the Bees; Maggie & Buddy</i>
Unit 10	Instruction: Review	Students review the target concept.	irony
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>A Man, a Boy, and a Donkey</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	irony
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text.	author's purpose, moral, irony
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Persuasive Techniques

The goal of this activity is for students to build their understanding of persuasive techniques as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore examples of persuasive techniques (repetition, inclusive language, rhetorical question, call to action)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>The Way Ahead: A Campaign Speech</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students highlight examples of the target concept in the text and answer multiple-choice questions. 📺	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	persuasive techniques, author's purpose
Unit 7	Instruction: Introduction	Students review the target concept.	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 8	Instruction: Application	Students identify and sort examples of the target concept.	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 9	Instruction: Practice in Text	Students identify examples of the target concept to construct a text. Then they listen to and read along with the text.	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they highlight examples of the target concept in the text. 👍	<i>Hungry?</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Support Peasley Animal Shelter</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	persuasive techniques, repetition, inclusive language, rhetorical question, call to action
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	persuasive techniques, author's purpose
Unit 15	Conclusion	Motivational audio (no student tasks).	–

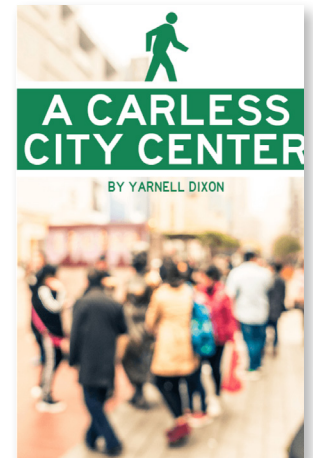


Level 10 | Activity 4

Argument

The goal of this activity is for students to build their understanding of argumentative text structure as they develop reading comprehension skills and strategies. Students are asked to:

- Identify and explore elements of argumentative text (claim, reason, evidence)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	argument, claim, reason, evidence
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Lights Out!</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	argument, claim, counterclaim, reason, evidence, transition words
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	argument, author's purpose
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and sort examples.	argument, claim, reason, evidence, transition words
Unit 8	Instruction: Application	Students identify elements of the target concept.	argument, claim, reason, evidence
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions, sort examples of the target concept, and highlight examples in the text.	<i>Good for You</i>
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 👍	<i>Dogs Are Great!</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>A Carless City Center</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	argument, claim, reason, evidence, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	argument, author's purpose
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 11

Intermediate

Exploration



Activity

Informational Text & Summary

Analyze the structure and features of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *What Was the Space Shuttle?* (810L)

Text 2: *Biologists Discover Skydiving Spiders* (950L)

Making Inferences

Refine inferential thinking skills to draw conclusions in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Eleven* by Sandra Cisneros (750L)

Text 2: *Eleven* by Sandra Cisneros (990L)

Sensory Language

Analyze sensory language in narrative text and poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Hatchet* by Gary Paulsen (1020L)

Text 2: *Hatchet* by Gary Paulsen (990L)

Biography

Analyze the elements of biographical text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Beyond Baseball* (970L)

Text 2: *Octavia Butler* (920L)



Informational Text & Summary

The goal of this activity is for students to refine their understanding of informational text structure, text features, and summary as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze informational text features (title, section heading, italics, caption)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary
- Compare two texts



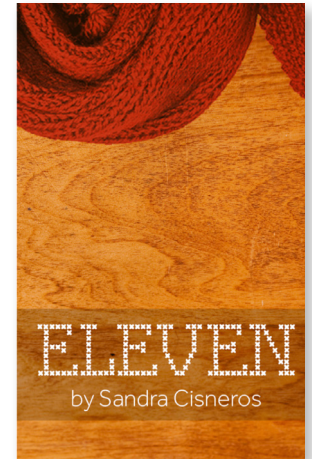
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	text features, title, section heading, italics, caption
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧👍	<i>What Was the Space Shuttle?</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	text features, title, section heading, italics, caption, subject, main idea, supporting ideas, details
Unit 6	Practice: Deeper Meaning	Students reorder sentences to construct a summary.	summary, main idea, supporting ideas
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and match examples of the target concept from the text.	<i>Fruits Rock!</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Whoa, Hold Your Seahorses!</i>
Unit 10	Instruction: Review	Students listen to and read along with a summary of the text. Then they highlight examples of the target concept in the text.	summary, subject, main idea, supporting ideas, details
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Biologists Discover Skydiving Spiders</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	title, section heading, caption, subject, main idea, supporting ideas, details
Unit 14	Apply: Deeper Meaning	Students reorder sentences to construct a summary. Then they compare two texts.	summary, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Making Inferences

The goal of this activity is for students to refine their inferential thinking skills to draw conclusions in narrative text. Students are asked to:

- Identify and combine text evidence and background knowledge to make inferences
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



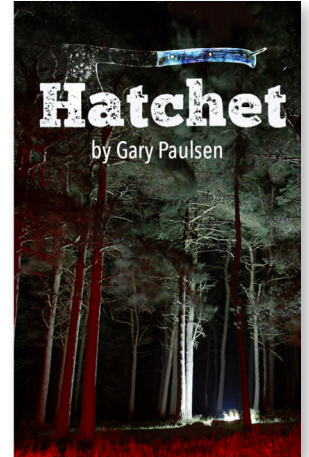
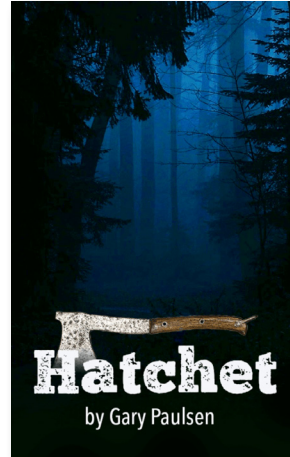
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	inference, text evidence, background knowledge, narrative
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Eleven</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions. 📺	inference, text evidence, background knowledge
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	inference, text evidence, background knowledge
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	inference, text evidence, background knowledge
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Ice Covered Deserts</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Frogs at the Well</i>
Unit 10	Instruction: Review	Students review the target concept.	inference, text evidence, background knowledge
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🎧	<i>Eleven</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	inference, text evidence, background knowledge
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. 🗳️	inference, text evidence, background knowledge
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Sensory Language

The goal of this activity is for students to refine their understanding of sensory language in narrative text and poetry as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of sensory language
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	sensory language, imagery, protagonist
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Hatchet</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	sensory language, imagery, setting, context clues
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	sensory language
Unit 7	Instruction: Introduction	Students review the target concept. Then they identify examples of the target concept and answer multiple-choice questions.	sensory language, imagery
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	sensory language, imagery
Unit 9	Instruction: Practice in Text	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	sensory language, imagery
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they highlight examples of the target concept in the text. 👍	<i>Spring</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Hatchet</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students highlight examples of the target concept in the text.	sensory language, imagery
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and compare two texts.	sensory language, imagery, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



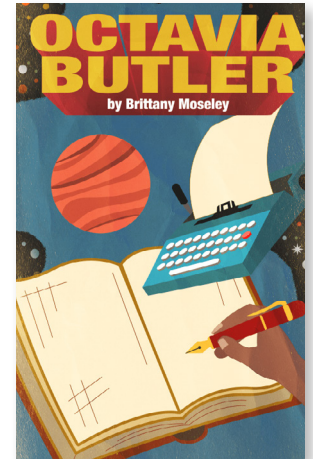
Level 11 | Activity 4

Biography

The goal of this activity is for students to refine their understanding of biography as they reinforce reading comprehension skills and strategies.

Students are asked to:

- Identify and analyze elements of biography and autobiography (personal qualities, life events, legacy)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	biography, autobiography, legacy, timeline
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Beyond Baseball</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students explore visual information. Then they answer multiple-choice questions. 📺	biography legacy, timeline
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text.	personal qualities, life events, legacy, inference
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with definitions or examples.	biography, autobiography, personal qualities, life events, legacy
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>First in Space</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>Superstar and Role Model</i>
Unit 10	Instruction: Review	Students review the target concept. 🗳️	biography, autobiography, personal qualities, life events, legacy
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Octavia Butler</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions and highlight examples in the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students explore visual information. Then they answer multiple-choice questions.	biography, timeline
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and compare two texts.	personal qualities, life events, legacy, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 12

Intermediate

Resilience



Activity

Figurative Language

Analyze figurative language in poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Basketball Forecast*

Text 2: *Percussion Blues*

Theme

Analyze theme in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Wonder* by R.J. Palacio (1060L)

Text 2: *Wonder* by R.J. Palacio (570L)

Cause & Effect

Analyze the structure of informational text that explains cause and effect relationships; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Man Who Couldn't Remember* (860L)

Text 2: *Day of Terror* (770L)

Drama

Analyze the structure and features of dramatic text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Diary of Anne Frank* by Frances Goodrich & Albert Hackett

Text 2: *The Diary of Anne Frank* by Frances Goodrich & Albert Hackett

Skill Check

Read and demonstrate comprehension of informational and narrative text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *The Fungal Network* (970L)

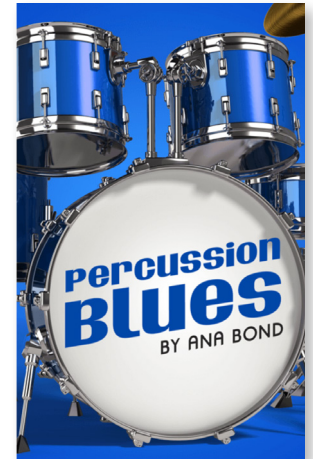
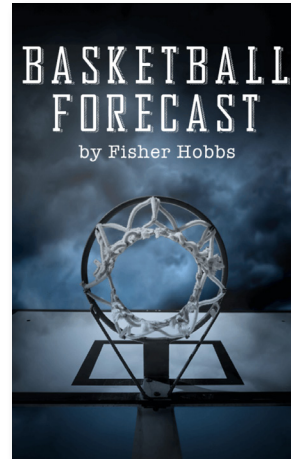
Text 2: *Falling for Mangos* (890L)



Figurative Language

The goal of this activity is for students to refine their understanding of figurative language as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of figurative language (alliteration, personification, simile, metaphor, symbolism)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	simile, metaphor, figurative language, imagery
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text.	<i>Basketball Forecast</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students highlight examples of the target concept in the text and answer multiple-choice questions.	figurative language, alliteration, personification, simile, metaphor, symbolism, imagery
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	figurative language, simile, metaphor
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	figurative language, simile, metaphor
Unit 8	Instruction: Application	Students listen to and read along with examples of the target concept. Then they answer multiple-choice questions.	figurative language, simile, metaphor
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>The Peacock and the Raven</i>
Unit 10	Instruction: Review	Students review the target concept and highlight examples in the text.	figurative language, simile, metaphor
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Percussion Blues</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	figurative language, simile, metaphor
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and compare two texts.	stanza, figurative language, simile, metaphor, imagery, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–

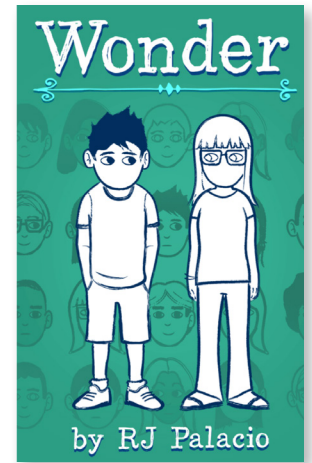
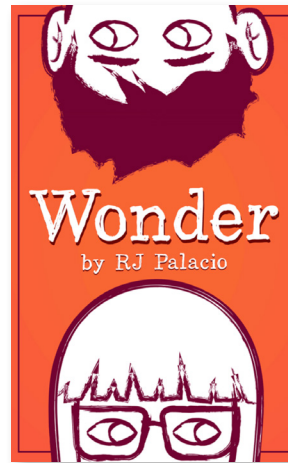


Level 12 | Activity 2

Theme

The goal of this activity is for students to refine their understanding of theme in narrative text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze the theme, or central message, of a text
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



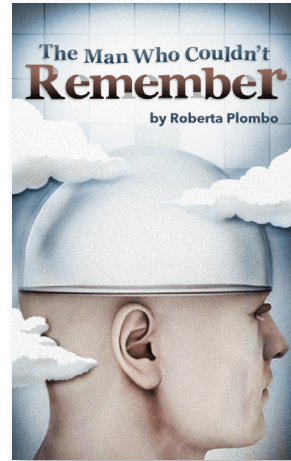
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	conflict, character, author's craft, theme
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Wonder</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept in the text and answer multiple-choice questions. 📺	conflict, character, simile, author's craft, theme
Unit 6	Practice: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions.	conflict, character, author's craft, theme
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, author's craft, theme
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Ant and the Dove</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Farmer and His Sons</i>
Unit 10	Instruction: Review	Students review the target concept.	theme
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🎧	<i>Wonder</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	conflict, character, simile, author's craft, theme
Unit 14	Apply: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions. 🎧	conflict, character, author's craft, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Cause & Effect

The goal of this activity is for students to refine their understanding of cause and effect text structure as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze cause and effect text structure and transition words
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	cause, effect, transition words
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>The Man Who Couldn't Remember</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions, match examples of the target concept, and highlight examples in the text. 📺	cause, effect, transition words
Unit 6	Practice: Deeper Meaning	Students match examples of the target concept from the text to construct a summary. Then they answer multiple-choice questions and highlight examples in the text.	cause, effect, transition words, summary
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	cause, effect
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they match terms with examples.	cause, effect
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>A Man and His Donkey</i>
Unit 10	Instruction: Review	Students review the target concept, answer multiple-choice questions, and highlight examples in the text.	cause, effect, transition words
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Day of Terror</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and review an instructional image.	cause, effect, transition words
Unit 14	Apply: Deeper Meaning	Students match examples of the target concept from the text to construct a summary. Then they answer multiple-choice questions. 📺	cause, effect, transition words, summary
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Drama

The goal of this activity is for students to refine their understanding of dramatic text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze the structure and features of dramatic text (monologue, dialogue, stage directions, “act, scene, cast)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	act, scene, cast, stage directions, dialogue, monologue
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 🗣️	<i>The Diary of Anne Frank</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text. 📺	drama, cast, dialogue, monologue, stage directions
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	monologue, stage directions, inference
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	drama, act, stage directions, dialogue, monologue
Unit 8	Instruction: Application	Students match terms with images and answer multiple-choice questions.	act, stage directions, dialogue, monologue
Unit 9	Instruction: Practice in Text	Students read a text and answer multiple-choice questions.	<i>The Sun and the Wind</i>
Unit 10	Instruction: Review	Students review the target concept.	drama, act, stage directions, dialogue, monologue
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>The Diary of Anne Frank</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	stage directions, dialogue, monologue, simile
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. 🗣️	monologue
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 12 | Skill Check

Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas

FALLING FOR MANGOS

¹ The evening had a golden glow about it; the sun was setting in the west and casting deep orange hues across the countryside of Toa Alta, Puerto Rico.

² While Jariel played catch with his cousin, Jose, he gazed at the **luminous** sunset in the background and tried to hold that image and feeling in his memory. It was the final day of his trip to Puerto Rico, and Jariel was saddened at the thought of returning home to New Jersey tomorrow. Two weeks had raced by far too quickly and Jariel was reluctant to say goodbye to this beautiful island.

³ As the two cousins continued to pass the baseball back and forth outside their Grandpa's home, Jariel **reminisced** about the fond memories of this trip. Jose had been his animated tour guide and took him to experience it all: sauntering the streets of Old

Jariel's thoughts and actions at the beginning of the story suggests that he _____

- ☐ is hoping to chop down the mango tree.
- ☐ is enjoying spending time with his cousin.
- ☐ is eager to return home the following day.
- ☐ is having a difficult time relating to his mother.

Unit 1	Read: Text 1	Students read an informational passage.	<i>The Fungal Network</i>
Unit 2	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	author's purpose, call to action, repetition, claim, reason, evidence
Unit 3	Read: Text 2	Students read a narrative passage.	<i>Falling for Mangos</i>
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	setting, conflict, character, inference, sensory language, irony

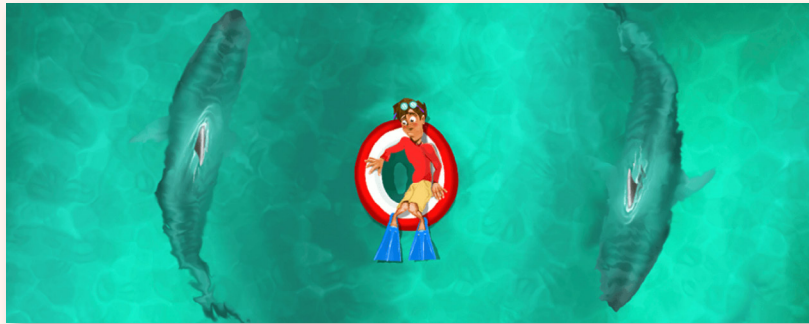


Comprehension

Level 13

Advanced

Conflict



Activity

Persuasive Techniques

Analyze persuasive techniques in informational text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Malala Yousafzai's Speech to the United Nations* (700L)
Text 2: *Malala Yousafzai's Speech to the United Nations* (940L)

Characterization

Analyze direct and indirect characterization in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *After Twenty Years* by O. Henry (900L)
Text 2: *After Twenty Years* by O. Henry (720L)

Irony

Analyze irony in narrative text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *The Dinner Party* by O. Henry (880L)
Text 2: *The Last Leaf* by O. Henry (990L)

Compare & Contrast

Analyze the structure of informational text that compares and contrasts key ideas and details; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

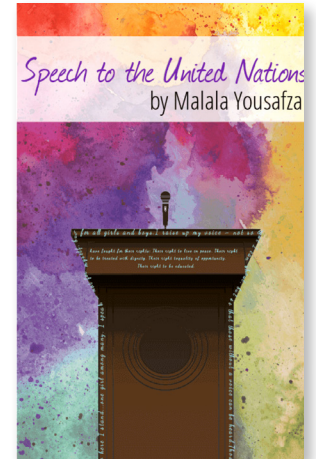
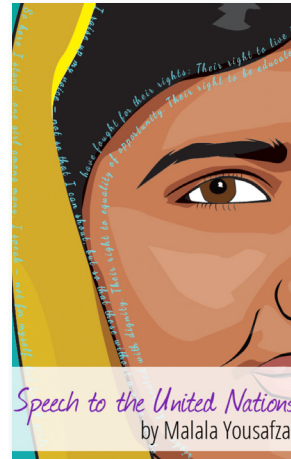
Text 1: *From Feet to Wheels to the Future* (850L)
Text 2: *What Is the Cost of Freedom?* (910L)






Persuasive Techniques

The goal of this activity is for students to refine their understanding of persuasive techniques as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of persuasive techniques (repetition, inclusive language, rhetorical question, call to action)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



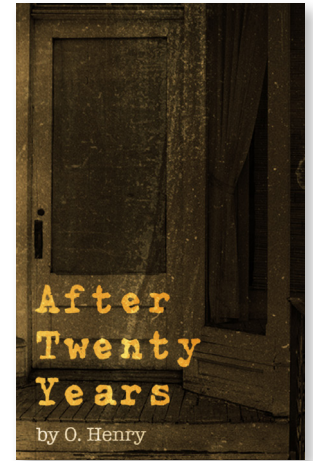
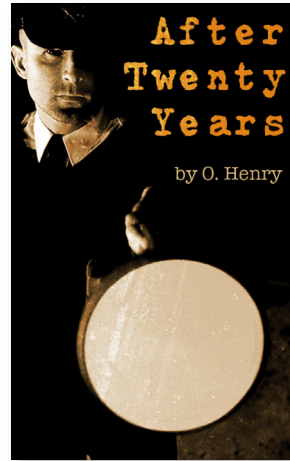
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	persuasive techniques, repetition, inclusive language, rhetorical question, word choice, call to action
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>Malala Yousafzai's Speech to the United Nations</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students highlight examples of the target concept in the text and answer multiple-choice questions. 	repetition, word choice, inclusive language, call to action
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	persuasive techniques, author's purpose
Unit 7	Instruction: Introduction	Students review the target concept.	repetition, inclusive language, rhetorical question, call to action
Unit 8	Instruction: Application	Students identify and sort examples of the target concept.	repetition, inclusive language, rhetorical question, call to action
Unit 9	Instruction: Practice in Text	Students identify examples of the target concept to construct a text. Then they listen to and read along with the text.	repetition, inclusive language, rhetorical question, call to action
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they highlight examples of the target concept in the text.	<i>Hungry?</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 	<i>Malala Yousafzai's Speech to the United Nations</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	persuasive techniques, repetition, inclusive language, call to action
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	persuasive techniques, author's purpose
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Characterization

The goal of this activity is for students to refine their understanding of characterization in narrative text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of direct and indirect characterization
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	characterization, character traits
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text.	<i>After Twenty Years</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept in the text, answer multiple-choice questions, and match examples.	characterization, character traits
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	characterization
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, characterization, character traits
Unit 8	Instruction: Application	Students sort examples of the target concept. Then they listen to and read along with sentence-level examples and answer multiple-choice questions.	characterization, character traits
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Proud Horse</i>
Unit 10	Instruction: Review	Students review the target concept.	characterization, character traits
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>After Twenty Years</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	characterization, character traits
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts.	characterization, character traits, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Irony

The goal of this activity is for students to refine their understanding of irony in narrative text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of irony
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary
- Compare two texts



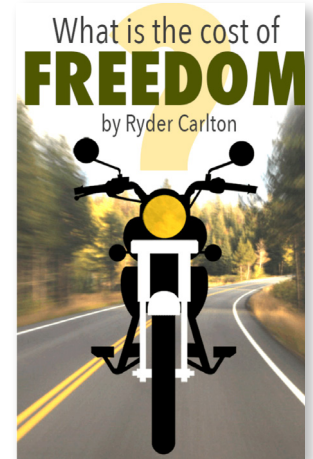
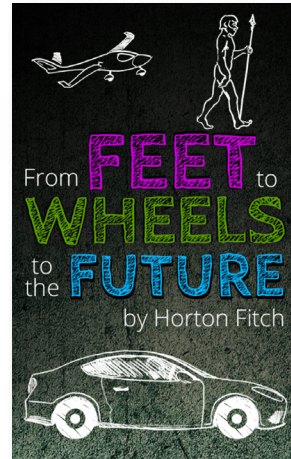
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	exposition, rising action, climax, falling action, resolution, irony
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 🍌	<i>The Dinner Party</i>
Unit 4	Learn: Key Ideas	Students review an instructional image. Then they answer multiple-choice questions and reorder sentences to construct a summary. 🎥	exposition, rising action, climax, falling action, resolution, key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions about the text. 🎥	irony
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text.	author's purpose, theme, irony
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, setting, plot, irony
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions.	irony
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>The Bear and the Bees; Maggie & Buddy</i>
Unit 10	Instruction: Review	Students review the target concept.	irony
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🍌	<i>The Last Leaf</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions and sort examples from the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions about the text.	irony
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and highlight examples of the target concept in the text. Then they compare two texts.	author's purpose, theme, irony, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–







Compare & Contrast

The goal of this activity is for students to refine their understanding of compare and contrast text structure as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze compare and contrast text structure and transition words
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	compare, contrast, transition words
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>From Feet to Wheels to the Future</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions and match terms with examples of the target concept. 	compare, contrast, transition words
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 	author's purpose
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	compare, contrast, transition words
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they match terms with examples.	compare, contrast, transition words
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Two of a Kind</i>
Unit 10	Instruction: Review	Students review the target concept and highlight examples in the text.	compare, contrast, transition words
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>What Is the Cost of Freedom?</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and match terms with examples of the target concept.	compare, contrast, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts. 	author's purpose, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Comprehension

Level 14

Advanced

Loyalty



Activity

Argument

Analyze the structure of argumentative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *No Limits to Screen Time* (830L)

Text 2: *Yes to a Later Start Time* (810L)

Tone & Mood

Analyze tone and mood in poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *Oranges* by Gary Soto

Text 2: *Hope is the thing with feathers* by Emily Dickinson

Conflict

Analyze internal and external conflict in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *In the Key of Nira Ghani, Part 1* by Natasha Deen (890L)

Text 2: *In the Key of Nira Ghani, Part 2* by Natasha Deen (730L)

Theme

Analyze theme in narrative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *The Outsiders* by S.E. Hinton (820L)

Text 2: *Weird Rules to Follow* by Kim Spencer (940L)

Skill Check

Read and demonstrate comprehension of informational and narrative text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *An Electric Conflict* (990L)

Text 2: *Emma and Paula* (920L)






Level 14 | Activity 1

Argument

The goal of this activity is for students to refine their understanding of argumentative text structure as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze elements of argumentative text (claim, reason, evidence)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



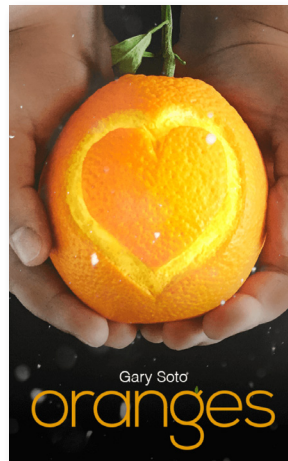
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	argument, claim, counterclaim, reason, evidence
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 	<i>No Limits to Screen Time</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 	argument, claim, counterclaim, reason, evidence, transition words
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	argument, author's purpose, counterclaim
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and sort examples.	argument, claim, reason, evidence, transition words
Unit 8	Instruction: Application	Students identify elements of the target concept.	argument, claim, reason, evidence
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions, sort examples of the target concept, and highlight examples in the text.	<i>Good for You</i>
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 	<i>Dogs Are Great!</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Yes to a Later Start Time</i>
Unit 12	Apply: Key Ideas	Students sort elements of the target concept and answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples of the target concept in the text.	argument, claim, reason, evidence, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	argument, author's purpose, counterclaim
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Tone & Mood

The goal of this activity is for students to refine their understanding of tone and mood in narrative text and poetry as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze tone and mood
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	tone, mood, theme
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Oranges</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students sort examples of the target concept and answer multiple-choice questions. 📺	tone, mood
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text.	tone, mood, theme
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with images.	tone, mood, subject
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions and sort examples.	tone, mood
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The House on the Corner</i>
Unit 10	Instruction: Review	Students review the target concept.	tone, mood
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🗣️	<i>Hope is the thing with feathers</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they sort examples of the target concept, highlight examples in the text, and answer multiple-choice questions.	tone, mood, metaphor
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts.	tone, mood, theme, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Conflict

The goal of this activity is for students to refine their understanding of conflict in narrative text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze examples of internal and external conflict
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



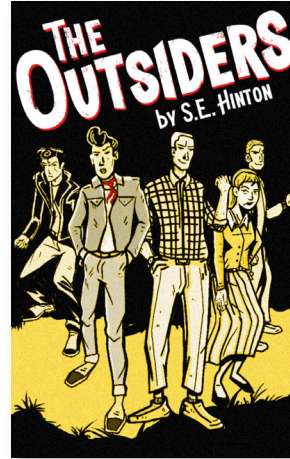
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	internal conflict, external conflict, person vs. person, person vs. self, person vs. nature, person vs. society
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text.	<i>In the Key of Nira Ghani, Part 1</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions and sort details about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they match terms with examples and answer multiple-choice questions about the text.	person vs. person, person vs. self, person vs. nature, person vs. society, internal conflict, external conflict
Unit 6	Practice: Deeper Meaning	Students match terms with examples and answer multiple-choice questions about the text.	conflict, inference
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	internal conflict, external conflict
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions and match terms with examples.	internal conflict, external conflict
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Noah's Difficult Choice</i>
Unit 10	Instruction: Review	Students review the target concept.	internal conflict, external conflict
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>In the Key of Nira Ghani, Part 2</i>
Unit 12	Apply: Key Ideas	Students highlight details in the text and answer multiple-choice questions.	key ideas and details
Unit 13	Apply: Author's Craft	Students match terms with examples from the text and answer multiple-choice questions.	person vs. person, person vs. self, person vs. nature, person vs. society, simile
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text.	conflict, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Theme

The goal of this activity is for students to refine their understanding of theme in narrative text as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze the theme, or central message, of a text
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	conflict, character, author's craft, theme, prologue, epilogue
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>The Outsiders</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions and sort details from the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept in the text and answer multiple-choice questions. 📺	conflict, character, author's craft, theme, irony
Unit 6	Practice: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions.	conflict, character, author's craft, theme, inference
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	character, author's craft, theme
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Ant and the Dove</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The Farmer and His Sons</i>
Unit 10	Instruction: Review	Students review the target concept.	theme
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 📢	<i>Weird Rules to Follow</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	conflict, character, simile, author's craft, theme
Unit 14	Apply: Deeper Meaning	Students match terms with examples from the text and answer multiple-choice questions.	conflict, character, author's craft, theme
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas

An Electric Conflict

1 Thomas Edison and Nikola Tesla are two of the most accomplished inventors. However, the two creators were from very different backgrounds. Edison was born in Ohio and quit school at age twelve. Tesla was born in present-day Croatia and studied at some of the most prestigious universities in Europe. Still, both inventors were determined to usher the world into the modern era. While they had the same goal, they tried to bring each other down. They were bitter rivals, in fact. Their conflict reached its peak in the late 1880s. This time would become known as the War of the Currents.

2 It is important to understand the times in which Tesla and Edison lived. Years before, an Italian physicist named Alessandro Volta created a battery that worked on direct current, or DC, electricity. DC electricity works by sending the flow of electricity in one

In Section 1, the author makes the claim that ____

Edison was more intelligent than Tesla.

Edison and Tesla ultimately became good friends.

Tesla was inspired by the work of Edison.

Edison and Tesla were very talented inventors.

Unit 1	Read: Text 1	Students read an informational passage.	An Electric Conflict
Unit 2	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	compare & contrast, claim, counterclaim, detail, vocabulary
Unit 3	Read: Text 2	Students read a narrative passage.	Emma and Paula
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	character, vocabulary, internal conflict, irony, inference, theme



Comprehension

Level 15

Advanced

Perseverance



Activity

Compare & Contrast

Analyze the structure of informational text that compares and contrasts key ideas and details; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Making Games More Accessible* by Stuart Maine (1010L)
Text 2: *Good Gaming* by Stuart Maine (1040L)

Argument

Analyze the structure of argumentative text; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Losing Is Good for You* by Ashley Merryman (990L)
Text 2: *Make the School Day Longer* (900L)

Tone & Mood

Analyze tone and mood in poetry; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Harlem* by Langston Hughes
Text 2: *Dreams* by Langston Hughes

Informational Text & Summary

Analyze the structure and features of informational text; construct a text summary; read and demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 4 instructional units)

Text 1: *Civic Responsibility* (1000L)
Text 2: *Marvels of Construction* (980L)



Compare & Contrast

The goal of this activity is for students to refine their understanding of compare and contrast text structure as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze compare and contrast text structure and transition words
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



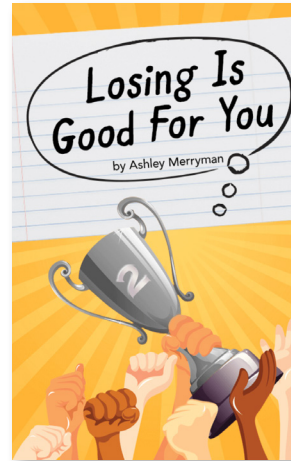
Unit 1	Introduction	Introductory audio (no student tasks).	—
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	compare, contrast, transition words, primary source, secondary source
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Making Games More Accessible</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students answer multiple-choice questions and match terms with examples from the text. 📺	compare, contrast, transition words
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions about the text. 👍	author's purpose
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions.	compare, contrast, transition words
Unit 8	Instruction: Application	Students listen to and read along with sentence-level examples of the target concept. Then they match terms with examples.	compare, contrast, transition words
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions.	<i>Two of a Kind</i>
Unit 10	Instruction: Review	Students review the target concept and highlight examples in the text.	compare, contrast, transition words
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Good Gaming</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students answer multiple-choice questions and match terms with examples of the target concept.	compare, contrast, simile, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts.	primary source, author's purpose, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	—



Argument

The goal of this activity is for students to refine their understanding of argumentative text structure as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze elements of argumentative text (claim, reason, evidence)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	argument, claim, counterclaim, reason, evidence
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧	<i>Losing Is Good for You</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺👍	argument, claim, counterclaim, reason, evidence
Unit 6	Practice: Deeper Meaning	Students sort examples of the target concept from the text and answer multiple-choice questions.	argument, author's purpose, counterclaim
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and sort examples.	argument, claim, reason, evidence, transition words
Unit 8	Instruction: Application	Students identify elements of the target concept.	argument, claim, reason, evidence
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions, sort examples of the target concept, and highlight examples in the text.	<i>Good for You</i>
Unit 10	Instruction: Review	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 👍	<i>Dogs Are Great!</i>
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Make the School Day Longer</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students sort elements of the target concept, answer multiple-choice questions, and highlight examples in the text. 👍	argument, claim, reason, evidence, transition words
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions about the text. Then they compare two texts.	argument, author's purpose, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Tone & Mood

The goal of this activity is for students to refine their understanding of tone and mood in narrative text and poetry as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze tone and mood
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	tone, mood, rhetorical question, simile, metaphor
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 👍	<i>Harlem</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Check: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept and answer multiple-choice questions. 📺	tone, mood, rhetorical question, simile, imagery
Unit 6	Check: Deeper Meaning	Students answer multiple-choice questions about the text.	theme
Unit 7	Practice: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with images.	tone, mood, subject
Unit 8	Practice: Application	Students listen to and read along with sentence-level examples of the target concept. Then they answer multiple-choice questions and sort examples.	tone, mood
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	<i>The House on the Corner</i>
Unit 10	Instruction: Review	Students review the target concept.	tone, mood
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text.	<i>Dreams</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they highlight examples of the target concept and answer multiple-choice questions.	tone, mood, metaphor
Unit 14	Apply: Deeper Meaning	Students compare two texts.	tone, mood, theme, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–



Level 15 | Activity 4

Informational Text & Summary

The goal of this activity is for students to refine their understanding of informational text structure, text features, and summary as they reinforce reading comprehension skills and strategies. Students are asked to:

- Identify and analyze informational text features (title, section heading, section subheading, italics, caption)
- Preview general and content-specific academic vocabulary before reading in context
- Demonstrate passage-level comprehension by answering questions about key ideas and details
- Construct a text summary
- Compare two texts



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students construct vocabulary cards by matching definitions to instructional terms that will be used throughout the lesson.	text features, title, section heading, section subheading, caption, italics, feature box
Unit 3	Read: Text 1	Students watch a video that introduces the first text. Then they preview key vocabulary words and hear their definitions. Students then read the text. 🎧 🍌	<i>Civic Responsibility</i>
Unit 4	Learn: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 5	Practice: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text. 📺	text features, title, section heading, section subheading, bold, italics, feature box, image, caption, supporting ideas, graph
Unit 6	Practice: Deeper Meaning	Students answer multiple-choice questions and sort details from the text.	main idea, supporting ideas, details
Unit 7	Instruction: Introduction	Students review the target concept. Then they answer multiple-choice questions and match terms with examples.	subject, main idea, supporting ideas, details
Unit 8	Instruction: Application	Students listen to and read along with a text. Then they answer multiple-choice questions and match examples of the target concept from the text.	<i>Fruits Rock!</i>
Unit 9	Instruction: Practice in Text	Students listen to and read along with a text. Then they answer multiple-choice questions to construct a summary.	<i>Whoa, Hold Your Seahorses!</i>
Unit 10	Instruction: Review	Students listen to and read along with a summary of the text. Then they highlight examples of the target concept in the text.	summary, subject, main idea, supporting ideas, details
Unit 11	Read: Text 2	Students preview key vocabulary words and hear their definitions. Then they read the text. 🍌	<i>Marvels of Construction</i>
Unit 12	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 13	Apply: Author's Craft	Students review an instructional image. Then they answer multiple-choice questions and highlight examples of the target concept in the text.	text features, title, section heading, section subheading, bold, italics, feature box, image, caption, supporting ideas, bulleted list, diagram
Unit 14	Apply: Deeper Meaning	Students answer multiple-choice questions and sort details from the text. Then they compare two texts.	main idea, supporting ideas, details, text connections
Unit 15	Conclusion	Motivational audio (no student tasks).	–

🎧 Indicates that Listen Mode can be enabled

📺 Indicates that the unit has an instructional video

🍌 Indicates that the unit has a poll



Comprehension

Level 16

Advanced

Uniqueness



Activity

Analysis & Evaluation: Text to Text

Analyze two narrative texts; synthesize knowledge to construct a text-to-text comparison; demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *A Dog's Purpose* by W. Bruce Cameron (1150L)

Text 2: *Hatchet* by Gary Paulsen (1010L)

Analysis & Evaluation: Video to Text

Analyze a video and an informational text; synthesize knowledge to construct a video-to-text comparison; demonstrate comprehension by answering source-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *President John F. Kennedy's The Moon Speech*

Text 2: *Apollo Anniversary: Moon Landing Inspired World*
by John Roach (1200L)

Analysis & Evaluation: Text to Art

Analyze a narrative text and two paintings; synthesize knowledge to construct a text-to-art comparison; demonstrate comprehension by answering source-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *All Summer in a Day* by Ray Bradbury (780L)

Text 2: *Poppies in a Field* by Victor Gabriel Gilbert,
Persistence of Memory by Salvador Dali

Analysis & Evaluation: Text to Script

Analyze a narrative text and a dramatic text; synthesize knowledge to construct a text-to-script comparison; demonstrate comprehension by answering text-dependent and higher-order thinking questions.

Units: 11 (plus 3 instructional units)

Text 1: *All Summer in a Day* by Ray Bradbury (720L)

Text 2: *The Monsters Are Due on Maple Street* by Rod Serling

Skill Check

Read and demonstrate comprehension of informational and narrative text by answering text-dependent and higher-order thinking questions.

Units: 4

Text 1: *Saturday Stories* (960L)

Text 2: *A Winning Day* (900L)

Text 3: *Empress of Ethiopia* (1150L)

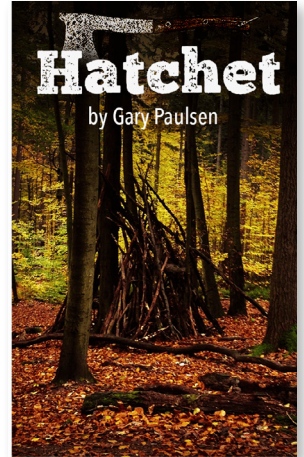
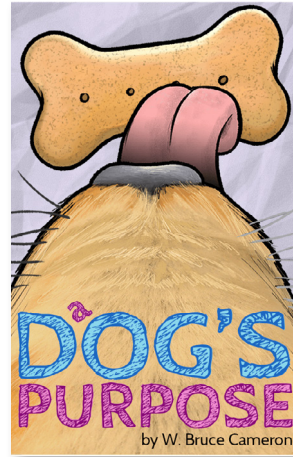


Level 16 | Activity 1

Analysis & Evaluation: Text to Text

The goal of this activity is for students to consolidate comprehension skills and strategies in the analysis of two narrative texts. Students are asked to:

- Identify, analyze, and compare the structure, craft, and purpose of two sources
- Preview general and content-specific academic vocabulary before encountering in context
- Demonstrate comprehension by answering questions about key ideas and details



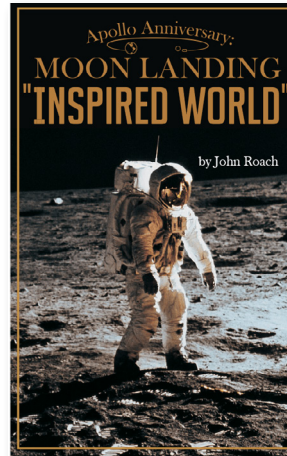
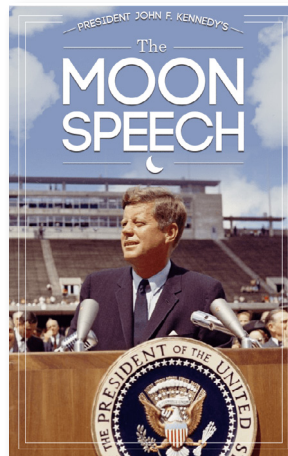
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	pursuit, indignity, resolve
Unit 3	Explore: Source 1	Students watch a video that introduces the first source. Then they read the text. 🎧 🗳️	<i>A Dog's Purpose</i>
Unit 4	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 5	Apply: Author's Craft	Students answer multiple-choice questions, highlight text evidence, and sequence events.	sensory language, figurative language, dialogue, inference, sequence
Unit 6	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	vital, corrosive, sulfurous
Unit 7	Explore: Source 2	Students watch a video that introduces the second source. Then they read the text. 🎧	<i>Hatchet</i>
Unit 8	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 9	Apply: Author's Craft	Students answer multiple-choice questions, highlight text evidence, and sequence events.	sensory language, figurative language, inference, sequence
Unit 10	Synthesize: Source 1 & 2	Students compare the two sources by answering multiple-choice questions, attributing word choice, and matching terms with examples from the text.	tone, mood, cause, effect, summary
Unit 11	Instruction: Review	Students sequence events and answer multiple-choice questions about the two sources.	key ideas and details
Unit 12	Instruction: Vocabulary	Students compare the two sources by attributing word choice.	tone, mood
Unit 13	Instruction: Synthesize	Students compare the two sources by answering multiple-choice questions.	tone, mood, cause, effect, summary
Unit 14	Conclusion	Motivational audio (no student tasks).	–



Analysis & Evaluation: Video to Text

The goal of this activity is for students to consolidate comprehension skills and strategies in the analysis of a video and an informational text. Students are asked to:

- Identify, analyze, and compare the structure, craft, and purpose of two sources
- Preview general and content-specific academic vocabulary before encountering in context
- Demonstrate comprehension by answering questions about key ideas and details



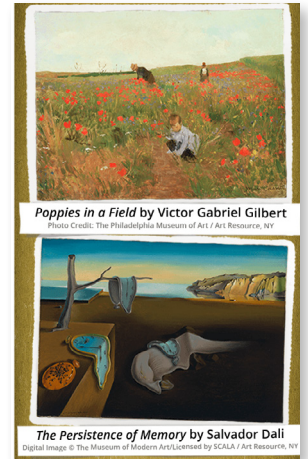
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	propulsion, celestial, guidance
Unit 3	Explore: Source 1	Students watch a video and read an overview that introduces the first source. Then they watch the video. 🎧 🗳️	<i>President John F. Kennedy's The Moon Speech</i>
Unit 4	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 5	Apply: Author's Craft	Students answer multiple-choice questions about the video.	persuasive techniques, author's purpose
Unit 6	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	module, culmination, viable
Unit 7	Explore: Source 2	Students watch a video that introduces the second source. Then they read the text. 🎧	<i>Apollo Anniversary: Moon Landing Inspired World</i>
Unit 8	Apply: Key Ideas	Students answer multiple-choice questions about the text.	key ideas and details
Unit 9	Apply: Author's Craft	Students answer multiple-choice questions about the text.	author's purpose, inference
Unit 10	Synthesize: Source 1 & 2	Students compare the two sources by answering multiple-choice questions, attributing word choice, and matching terms with examples from each source.	author's purpose, tone, cause, effect, summary
Unit 11	Instruction: Review	Students sequence events and answer multiple-choice questions about the two sources.	key ideas and details
Unit 12	Instruction: Vocabulary	Students compare the two sources by matching descriptors with the source.	author's purpose, author's craft
Unit 13	Instruction: Synthesize	Students compare the two sources by answering multiple-choice questions.	cause, effect, summary, author's purpose
Unit 14	Conclusion	Motivational audio (no student tasks).	–



Analysis & Evaluation: Text to Art

The goal of this activity is for students to consolidate comprehension skills and strategies in the analysis of a narrative text and two paintings. Students are asked to:

- Identify, analyze, and compare the structure, craft, and purpose of three sources
- Preview general and content-specific academic vocabulary before encountering in context
- Demonstrate comprehension by answering questions about key ideas and details



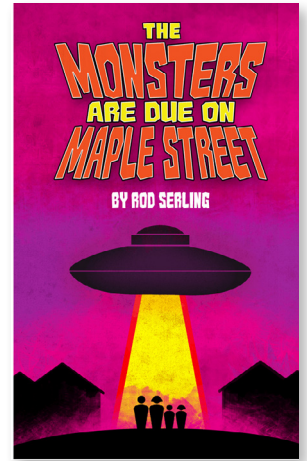
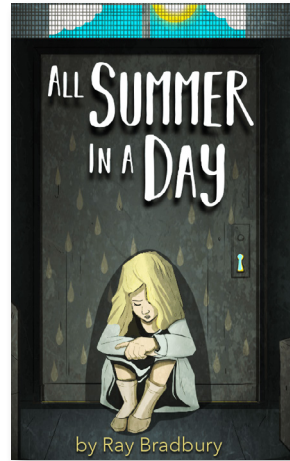
Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	drenched, compounded, concussion
Unit 3	Explore: Source 1	Students watch a video that introduces the first source. Then they read the text. 🎧	<i>All Summer in a Day</i>
Unit 4	Apply: Key Ideas	Students answer multiple-choice questions and highlight details in the text.	key ideas and details
Unit 5	Apply: Author's Craft	Students answer multiple-choice questions and highlight examples in the text.	inference, figurative language, dialogue, characterization, conflict
Unit 6	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	vibrant, disturbing, idyllic
Unit 7	Explore: Source 2	Students watch a video that introduces the second source. Then they view the painting.	<i>Poppies in a Field, Persistence of Memory</i>
Unit 8	Apply: Key Ideas	Students answer multiple-choice questions about the painting.	key ideas and details
Unit 9	Apply: Author's Craft	Students answer multiple-choice questions and compare two paintings. 👍	tone, mood, composition, conflict, genre
Unit 10	Synthesize: Source 1 & 2	Students compare the two sources by answering multiple-choice questions and completing sentence frames. 👍	tone, mood, theme
Unit 11	Instruction: Review	Students answer multiple-choice questions and evaluate statements about the two sources.	key ideas and details
Unit 12	Instruction: Vocabulary	Students sort descriptive details about the two sources.	key ideas and details
Unit 13	Instruction: Synthesize	Students compare the two sources by answering multiple-choice questions, completing sentence frames, and evaluating statements.	tone, mood, theme
Unit 14	Conclusion	Motivational audio (no student tasks).	–



Analysis & Evaluation: Text to Script

The goal of this activity is for students to consolidate comprehension skills and strategies in the analysis of a narrative text and a dramatic text. Students are asked to:

- Identify, analyze, and compare the structure, craft, and purpose of two sources
- Preview general and content-specific academic vocabulary before encountering in context
- Demonstrate comprehension by answering questions about key ideas and details



Unit 1	Introduction	Introductory audio (no student tasks).	–
Unit 2	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	surge, plead, standstill
Unit 3	Explore: Source 1	Students watch a video that introduces the first source. Then they read the text. 🎧 👍	<i>All Summer in a Day</i>
Unit 4	Apply: Key Ideas	Students answer multiple-choice questions, sequence events, and highlight details in the text.	key ideas and details
Unit 5	Apply: Author's Craft	Students answer multiple-choice questions and highlight details in the text. 👍	figurative language, simile, metaphor, sensory language, tone, mood, symbolism, connotation, characterization, inference, theme
Unit 6	Prepare: Vocabulary	Students select key vocabulary words to hear the definitions. Then they type the words to complete sentence frames.	optimism, antagonism, register
Unit 7	Explore: Source 2	Students watch a video that introduces the second source. Then they read the text. 🎧	<i>The Monsters Are Due on Maple Street</i>
Unit 8	Apply: Key Ideas	Students highlight details in the text and answer multiple-choice questions.	key ideas and details
Unit 9	Apply: Author's Craft	Students answer multiple-choice questions about the text. 👍	characterization, mood, inference
Unit 10	Synthesize: Source 1 & 2	Students compare the two sources by answering multiple-choice questions, matching descriptors to each source, and completing analogies.	genre, inference, antagonist, characterization, theme
Unit 11	Instruction: Review	Students compare the two sources by answering multiple-choice questions and matching descriptors with the source.	key ideas and details
Unit 12	Instruction: Vocabulary	Students compare the two sources by answering multiple-choice questions.	characterization, theme
Unit 13	Instruction: Synthesize	Students compare the two sources by answering multiple-choice questions and evaluating statements.	characterization, theme
Unit 14	Conclusion	Motivational audio (no student tasks).	–



Skill Check

The goal of this activity is for students to demonstrate understanding of key concepts from this level. Students are asked to:

- Demonstrate passage-level comprehension by answering questions about key ideas

An Electric Conflict

1 Thomas Edison and Nikola Tesla are two of the most accomplished inventors. However, the two creators were from very different backgrounds. Edison was born in Ohio and quit school at age twelve. Tesla was born in present-day Croatia and studied at some of the most prestigious universities in Europe. Still, both inventors were determined to usher the world into the modern era. While they had the same goal, they tried to bring each other down. They were bitter rivals, in fact. Their conflict reached its peak in the late 1880s. This time would become known as the War of the Currents.

2 It is important to understand the times in which Tesla and Edison lived. Years before, an Italian physicist named Alessandro Volta created a battery that worked on direct current, or DC, electricity. DC electricity works by sending the flow of electricity in one

In Section 1, the author makes the claim that ____

Edison was more intelligent than Tesla.

Edison and Tesla ultimately became good friends.

Tesla was inspired by the work of Edison.

Edison and Tesla were very talented inventors.

Unit 1	Read: Text 1 & Text 2	Students read two narrative passages.	Saturday Stories & A Winning Day
Unit 2	Check	Students compare the two sources by answering multiple-choice questions	synthesize sources, detail
Unit 3	Read: Text 3	Students read an informational passage.	Empress of Ethiopia
Unit 4	Check	Students answer multiple-choice questions about the passage from previous units. The text is available for reference.	detail, claim, counterclaim, appeal to emotion, heading, vocabulary

The 5-Minute Check-In!

Log in to www.myLexia.com. Your Class Overview in myLexia has the data that can help you decide:

☐

Who needs more time online?

Check the *Needs Usage* tab in the Class Action Plan. Schedule additional time online for students who are not meeting usage targets.

☐

Who needs help?

Check the *Needs Instruction* tab in the Class Action Plan to see which students would benefit from a teacher-led Lexia Lesson.

☐

Who is ready to apply what they've learned?

Check the *Skill Builders* tab in the Class Action Plan to see which students are ready to work on Lexia Skill Builders.

☐

Who is ready to celebrate?

Print out certificates to help celebrate student success.

☐

What are my next steps?

Make a plan to deliver Lexia Lessons, Lexia Skill Builders, and additional instructional resources.

For additional information,
visit the Lexia Help Center for
Support for Teachers.



ABOUT LEXIA

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