

LEXIA STRATEGIES

Teacher's Manual

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Welcome to Lexia Strategies

Lexia Strategies is a technology-based, personalized reading program that extends reading skill development to older students (ages 12 through adult). Similar to Lexia Reading Core5, Strategies provides a differentiated approach through a system of student-driven online learning and targeted instruction by a teacher or paraprofessional.

The program focuses on fundamental reading skills, starting at first grade skill levels, with a more mature, age-appropriate interface and a range of content that covers basic phonological awareness through advanced decoding skills, vocabulary development, and comprehension activities. This program differentiates the instructional intensity needed to accelerate reading skills development.

Getting Started

As students work in Lexia Strategies, the results are sent to myLexia.com, the reporting and administrative system for educators. Teachers can open a web browser and log in to myLexia.com in order to monitor student progress.

1. Obtain your myLexia.com username (email address) and password from your school's Lexia administrator.
2. Log in to myLexia.com and prepare for your students' initial use:
 - If no classes are assigned to you, your Home Page displays an Add a Class button so you can set up your class and monitor your students. Typically, your school's Lexia administrator will create accounts for your students.
 - On the Students tab, review the class list to verify your students have the correct grade.
3. Allow students to log in to Lexia Strategies (see the next page):
 - Students who are new to Strategies will use Auto Placement.
 - Students who are already using Strategies will continue where they left off.
3. After initial student use, regularly log into myLexia.com to review your Home Page:
 - View the Plan Instruction list to monitor struggling students who may require explicit teacher-directed instruction with Lexia Lessons in order to progress. Click  to access a Lexia Lesson PDF.
 - View the class table at the bottom of your myLexia Home Page. Click a student's name to view the Student Report, which features an individualized Action Plan for that student.

For complete information about Progress Monitoring in myLexia.com, access the links under the Help Tools.

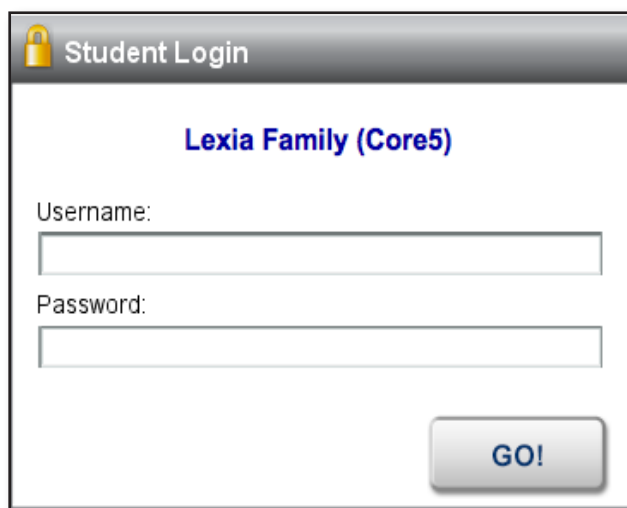
Logging into Lexia Strategies

1. Click the Lexia Strategies icon on the computer or tablet.



2. The Student Login displays after the program loads. Enter a username and password, and then select GO!

Note: Teachers can log in to the student software using their myLexia.com username and password. When logging in with teacher credentials, the program can be explored in teacher mode (not for use by students).



Lexia Strategies Login Screen

Using Auto Placement (First-Time Students Only)

The first time a student logs in to Lexia Strategies, Auto Placement activities will determine the student's best placement. Auto Placement generally takes about 10 minutes to complete. The student is automatically assigned to a level (with all units set to 1) based on performance.

Lexia strongly recommends that teachers allow students to use Auto Placement, although teachers can manually assign students to a level prior to student login (so that the student will not encounter Auto Placement) or after the student uses Auto Placement. To make a manual assignment, go to myLexia.com, click the Students tab, and select the student's name. In myLexia.com, teachers can see the results of Auto Placement by viewing a Class Auto Placement Report or by viewing the student list on the Students tab.

Selecting an Activity








After logging in and completing Auto Placement, the Select an Activity screen allows the student to select an activity in their current level. Teachers can monitor student progress by observing this screen as students work. Directly above each activity name, a bar displays the units (represented by lines) within that activity, with completed units filled in.

A row of five yellow circles above an activity bar indicates that the student has attempted a unit three or more times without success and may require explicit teacher-directed instruction in order to progress. A blue checkmark indicates that the student has successfully completed the activity; the student may repeat the last unit of the activity up to three more times before the activity is “grayed out” and no longer able to be selected.

To view information about an activity, hover the cursor over one of the activity bars. A brief summary displays the activity name, the skill it reinforces, the next unit that the student will work on, and if the branching feature is enabled.



Lexia Strategies Screen Buttons

	<p>The Stop button on the Select an Activity screen logs the student out of Lexia Strategies.</p>
	<p>The Stop button within a unit returns the student to the Select an Activity screen.</p> <p>Note: If the student selects this button before finishing the unit, the student must redo that entire unit before advancing to the next unit. Students should be encouraged to work until they see the Continue button to avoid having to repeat work.</p>
	<p>The Continue button allows the student to continue to the next unit in the activity after completing a unit.</p>
	<p>The Redo button allows the student to repeat the same unit (after completion).</p>
	<p>The Directions button allows the student to rehear the directions for the current task.</p>
	<p>The Rehear button repeats the student's current prompt. Students should be encouraged to use this button when needed.</p>
	<p>The Info button displays information about the student's current progress.</p>

Using myLexia.com

myLexia.com is Lexia’s administrative and reporting website for educators.

Logging into myLexia.com

1. Launch a web browser (Internet Explorer, Firefox, Safari, and Chrome are supported).
2. Go to **www.mylexia.com** (bookmark this page for easy access in the future).
3. Enter your email address and password:
 - Your school or district’s Lexia Administrator should have created your account.
 - Click the **Remember Me** check box to “save” your email address for future logins.
 - Click **Forgot Password?** to have a new password emailed to you.
4. Click the Login button.



www.mylexia.com Teacher and Staff Login

Logging into the myLexia App



Access student data on-the-go with the free myLexia App for iPhone®, iPad®, or iPad Touch® app. Download the myLexia App in the iTunes or App store so you can have secure, instant access to your students’ Lexia performance and usage!

Note: An administrative setting on the myLexia.com **Admin** tab may restrict teachers and educators from accessing student data on mobile devices. If this setting is turned on for your school or district, you will not be able to login to the myLexia App. Contact your school or district’s Lexia Administrator for more information.

Changing your myLexia.com Account Settings

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

1. After logging into myLexia.com, click **My Profile** at the top right-hand corner of the screen.
2. Make desired changes:
 - Under Email Notifications, you may opt-in or opt-out of Orientation emails (which are sent infrequently after students begin program use) and also change the frequency of Student Progress emails (which alert you about new student achievements or students who are struggling in your assigned classes).
3. To save your changes, click the Save button.

myLexia.com Access Levels

Each teacher and staff member is assigned an access level that controls what they can view and edit on myLexia.com. Your access level was set by your school's Lexia Administrator when your account was created. After logging into myLexia, click **My Profile** to view your access level.

Access Level	Description
District Admin Access	Full access to the information across the district.
School Admin Access	Full access to the information in their assigned school.
Class Access	Full access to the information in their assign class(es).

Users at any level can be assigned read-only access. Read-only users can view reports and information but not add or edit any student, class, or staff information.

Adding New Classes

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

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

1. Login to myLexia.com:
 - If you are not assigned to any class, on the **Home** tab, click the Add a Class button.
 - If you are assigned to a class and would like to create another class, on the **Students** tab, click the Add a Class button.
 - Users with District or School Admin Access should go to the **Classes** tab and click the Add a Class button.
2. On the Add a Class screen, define the class:
 - Enter the Grade level (required), Class name (required), and any optional notes.
 - Under Select Additional Teachers for this Class, you may select additional teachers who can access the class when they login to myLexia. You are automatically added.
 - Under Add Existing Students to this Class, in the left-hand window, click the student(s) and click Add>>. If you don't see your students, click Add New Students Here to create them.
3. To add the class, click the Save button.

Printing Class Rosters and Login Cards

A class roster is a list of students in a class with the students' usernames and passwords. Login cards include each student's username and password; they can be cut up and distributed to students individually. Login cards are compatible with Avery® 5395 and 8395.

1. After logging into myLexia.com, click the **Students** tab.
If you have more than one class, select one from the **Students in:** drop-down menu.
 - Users with a higher level of access should click the **Classes** tab.
2. To print the class roster, click the Print Roster button.
3. To print student login cards for the class, click the Print Login Cards button.
4. The roster or login cards displays in a new window. You may print this window.

Adding New Students

You can add new students at any time. You can also add students while creating a class (see page 9).

Note: The ability to add new students may be turned off for your school or district.

1. After logging into myLexia.com, click the **Students** tab.
2. If you have more than one class, select one from the **Students in:** drop-down menu. The student(s) will automatically be added to this class.
3. Click the Add Students to Class button, and then scroll to the bottom of the page and click the Add New Students Here button.
 - Users with a higher level of access should click the Add Students button.
4. In the Create New Students table, enter the required information for one or more students.
 - Usernames are not case-sensitive and may only contain letters, numbers, underscores, periods, apostrophes, and dashes. Usernames must be unique across your school/district.
 - Passwords must be at least four characters and should be easy for students to remember.
5. To add the students, click the Save and Done button. Or, to continue adding new students, click the Save and Add More Students button.

Changing Student Information

You can change a student's information, including username, password, grade, and other demographic information. To change a student's assignment, see page 11.

1. After logging into myLexia.com, click the **Students** tab.
2. If you have more than one class, select the student's class from the **Students in:** drop-down menu.
3. Click the student's name. The Student Info screen displays.
4. Make any edits to the student, and then scroll to the bottom of the page and click the Save button.

Managing Student Assignments

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

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

Warning! Changing a student's assignment may result in deleted data and may affect the student's data in the myLexia.com reports.

Making Manual Assignments

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

1. After logging into myLexia.com, click the **Students** tab.
2. Click the student's name.
Tip: If you are making assignment changes to more than one student, on the **Students** tab, click the Assignments button and follow the bullets below.
3. Scroll to the Program section:
 - To change a student's level: Click the Manual Assignment radio button and select a level from the drop-down menu.
 - To turn off activities in the current level: Select the level from the drop-down menu and then select the Advanced Settings link. Use the checkboxes to turn an Activity off or on. An activity turned off for the First Half will turn on when the student progresses to the Second Half of a level. Students will automatically progress to the next half or the next level after completing all activities that are currently turned on.
 - To change units in the student's current level: Select the level from the drop-down menu and then select the Advanced Settings link. Use the Unit drop-down menus to change the student's unit.
4. Click the **Save** button at the bottom of the screen.

Resetting Placement and Switching Programs

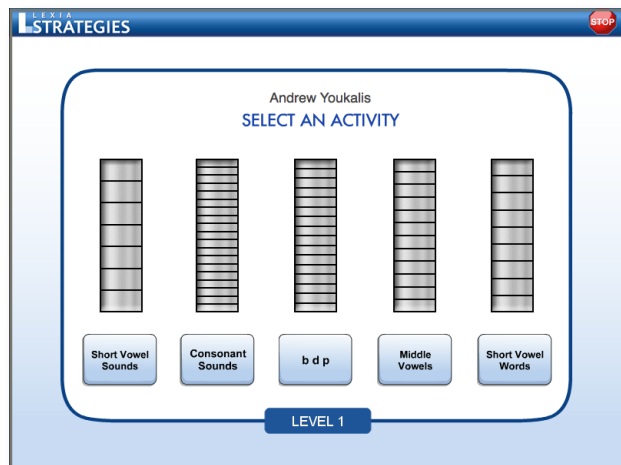
You may reset a student's placement to make the student go through Auto Placement again. Resetting placement may be needed if it was discovered that the volume was not loud enough or if the headphones were not working during the first Auto Placement.

If the student has begun working in a program, you must reset a student's assignment in order to change the assigned program (e.g., assigning a student in Lexia Strategies to Core5, and vice versa).

1. After logging into myLexia.com, click the **Students** tab.
2. Click the student's name.
3. Scroll to the Program section, select the Reset Placement option, and then click the Save button at the bottom of the screen.
4. If you are switching the student's program, select the other program to place the student in, and then click the Save button at the bottom of the screen.

Level 1 (Review 1st+ Skills)

Level 1 activities reinforce word-attack strategies necessary for automatic recognition of short-vowel one-syllable words containing consonants, consonant digraphs (two or more consonants that make one sound such as *sh* or *tch*), and consonant blends. Real words and detached syllables (word parts) are included. Phonological awareness of sound segments in the initial, medial, and final position is emphasized as well as comprehension of single words, phrases, and sentences.



Level 1–Activity Selection Screen

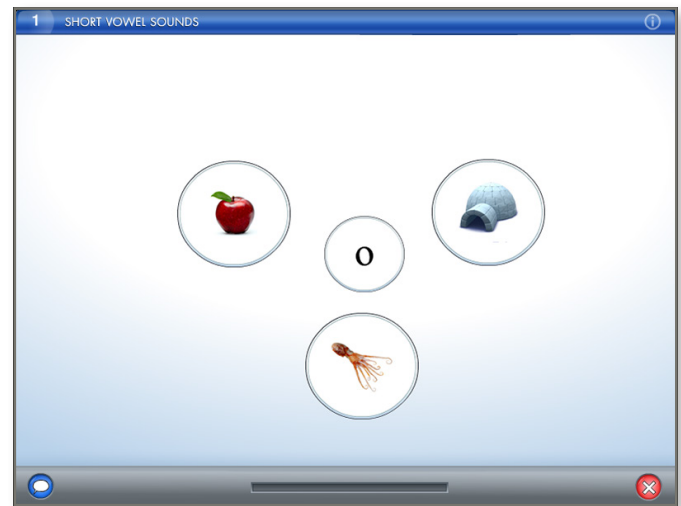
Activity	Description
Short Vowel Sounds	To reinforce sound/symbol correspondence for short vowels using key words and pictures. Includes discrimination of short-vowel sounds at the beginning of words. Units: 7
Consonant Sounds	To reinforce sound/symbol correspondence for consonants, consonant digraphs, and consonant blends in initial and final positions in one-syllable words and detached syllables. Includes a timed task to increase automaticity of word recognition. Units: 19 (13 with real words, 6 with detached syllables)
b d p	To develop automatic recall of sound-symbol correspondence for <i>b</i> , <i>d</i> , and <i>p</i> through visual and auditory discrimination in initial and final positions. Units: 16
Middle Vowels	To develop discrimination of medial short vowels in one-syllable words and detached syllables. Includes timed activities to develop automaticity (with untimed practice units). Units: 12 (5 with real words, 7 with detached syllables)
Short Vowel Words	To reinforce automatic word recognition by association of words, phrases, and sentences with pictures. Includes untimed and timed activities. Units: 9

Level 1 (Review 1st+ Skills)

Short Vowel Sounds

This activity is designed to teach sound/symbol correspondence for short vowels. Each vowel is associated with an illustrated key word that begins with the vowel sound. Thus, sound/symbol correspondence for short vowels is reinforced by association with pictures. Discrimination of the short-vowel sounds at the beginning of words is also reinforced. The activity begins by introducing two vowels (a and i) and systematically progresses to exercises that contain all five vowels.

Prerequisite: No previous knowledge of sound/symbol correspondence for short vowels is necessary.



Tasks

1. The student chooses vowels and listens to their sounds.
2. The student matches short-vowel sounds with key words and pictures.
3. The program dictates a sound and the student chooses the corresponding vowel.
4. The program dictates a word and the student types in the initial vowel.

Unit 1 a, i

Unit 2 a, i, o

Unit 3 a, o, e

Unit 4 e, o, u

Key Words

a apple

e elephant

i igloo

o octopus

u umbrella

Unit 5 i, o, u, e

Unit 6 a, i, e, u

Unit 7 a, i, o, u, e

The following words are dictated for auditory discrimination of initial short vowels (students are not required to read these words):

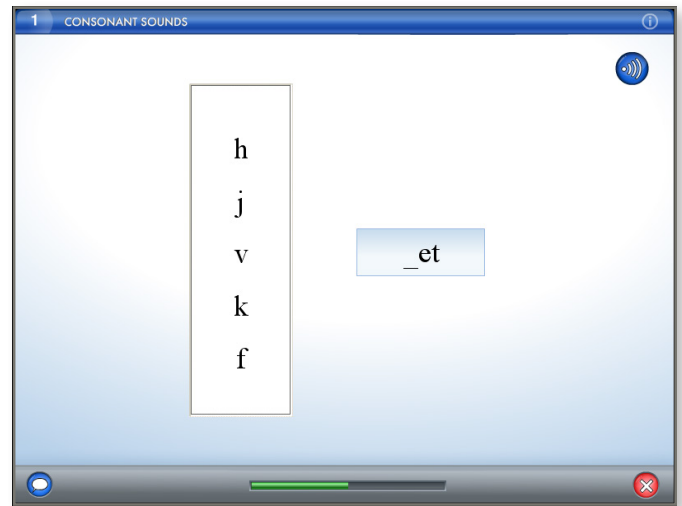
- a** absent, accent, acid, act, adverb, after, album, ambush, anchor, angle, animal, ankle, answer, astronaut, athlete, atom, attic
- i** ignore, illness, imitate, import, inch, income, increase, index, indicate, indoors, injury, ink, input, insect, interest, interrupt, itch
- o** object, obstacle, occupy, October, odd, offense, offer, office, often, olive, onward, operate, opposite, ostrich, otter, ox, oxygen
- u** ugly, umpire, uncle, under, uphill, upper, uproar, uproot, upset, utter
- e** echo, edge, effort, elbow, elevator, elf, empire, empty, enemy, engine, enter, escalator, ever, exercise, expert, extra

Level 1 (Review 1st+ Skills)

Consonant Sounds

This activity is designed to reinforce sound/symbol correspondence for consonants, consonant digraphs, and consonant blends. It helps to increase awareness of initial and final sound segments within words and detached syllables (word parts). The student discriminates the initial or final consonant sounds in CVC, CCVC, and CVCC words or detached syllables and associates them with the corresponding letters.

Prerequisite: Familiarity with sound/symbol correspondence for consonants and consonant digraphs.



Tasks

1. The student chooses the correct initial or final consonant, consonant digraph, or consonant blend to complete the spelling of dictated words or detached syllables. There are 10 possible responses in each session (untimed).
2. The student chooses dictated words or detached syllables as quickly as possible (timed).

Real Words

- Unit 1 h j k f v** (beginning sounds - CVC) **h**: ham, hat, hen, hid, him, hit, hog, hug, hum, hut **j**: jab, jam, jet, job, jog, jug
k: keg, kid, kin, kiss, kit **f**: fan, fat, fed, fib, fig, fin, fog, fox, fun **v**: Val, van, vet, Vic, vim
- Unit 2 g r y c w** (beginning sounds - CVC) **g**: gas, get, gem, got, gap **r**: rug, red, rot, rib, run, rob, rat, rip, rid **y**: yet, yes, yap, yam
c: cob, cop, cup, cub, cap, cut, can, cat **w**: wag, web, win, wed, wax, wet, wig
- Unit 3 t z l s** (beginning sounds - CVC) **t**: tap, ten, top, tub, tip, tab, tug, tan, tag **z**: zip, zap, zig, zag
l: lad, led, lid, log, lap, lip, let, lit, lot, leg **s**: sap, set, sob, sip, six, sub, sun, sat, sad, sag
- Unit 4 b d p m n** (beginning sounds - CVC) **b**: bad, bet, bus, box, bud, bun, big, bit, bug, beg **p**: pan, peg, pop, pig, pin, pat, pot,
pen **d**: dam, den, did, dug, dip, dad, dot, dim, dog, dig **m**: mad, men, mop, mud, mug, map, mom, met, mat
n: nut, net, nod, nip, nap, not
- Unit 5 n m x g** (ending sounds - CVC) **g**: beg, big, bug, dug, fig, fog, hug, jog, jug, keg, log, mug, peg, sag, wig
m: dam, dim, ham, hem, him, hum, jam **n**: can, den, fan, fin, hen, men, pan, pen, ran, run, sun, ten, van, win
x: box, fox, six, wax, tax, mix, fix
- Unit 6 b p t d** (ending sounds - CVC) **t**: bet, but, cat, dot, wet, get, got, hut, jet, lot, met, not, pat, rot **b**: nab, cob, cub, fib, gab,
jab, rib, sob, sub, tab, tub, web, job, lab **p**: cap, cup, dip, gap, hop, lip, mop, rip, sap, sip, tap, tip, top, zip **d**: bid, bud, fad,
fed, hid, kid, led, lid, mad, mud, nod, red, rod, sad, wed
- Unit 7 sh wh th ch** (beginning sounds - CCVCC) **sh**: shed, shin, ship, shop, shot, shut, shelf **wh**: whip, when, whiz, which, whack,
whiff **ch**: chat, chip, chop, chum, chap, chin **th**: that, this, thin, then, than, them, thank, think, thing
- Unit 8 st sl sp sn sm** (beginning sounds - CCVCC) **sl**: slam, slid, slim, slip, sled **sn**: snap, snag, snug, snob, snip **st**: stem, step,
stop, stun, stiff, still **sp**: spun, spot, spit, spin, spell, spill
- Unit 9 gr gl cl dr tr** (beginning sounds - CCVCC) **gl**: glob, glad, glen, glum, glass **gr**: grab, gram, grim, grin, grip **cl**: clam, club,
clap, clip, clod **dr**: drop, drug, drip, drag, drum **tr**: trip, trap, trim, trot, trunk, track, trick

Consonant Sounds, continued

- Unit 10** **fl pr br pl bl** (beginning sounds - CCVCC) **fl**: flap, flag, flesh, flash, flock **pr**: prop, prom, prank, print, prompt, press **br**: bran, brag, brim, brass, bring, brick, brush **bl**: blot, bled, block, blink, blush, bluff, bless **pl**: plan, plum, plot, plug, plop, plod
- Unit 11** **sh th ch ck** (ending sounds - CCVCC) **sh**: sash, cash, dish, fish, rash, dash, mash, wish, hush, rush, trash **th**: moth, path, bath, math, with **ck**: lick, rock, sack, rack, sock, neck, stock, speck, stuck **ch**: much, rich, such, which
- Unit 12** **ng nt nk lk nd** (ending sounds - CCVCC) **ng**: ring, rung, lung, rang, sing, song, hung, king **nt**: sent, hunt, dent, tent, tint, went, rent, runt, mint, lint **nk**: bank, wink, sink, link, sank, tank **lk**: milk, silk, bulk, hulk, sulk **st**: dust, fast, list, lost, mast, past, pest, rest, rust, nest
- Unit 13** **st lt pt ft mp** (ending sounds - CCVCC) **nd**: pond, band, mend, bend, sand, send, tend, hand, land **lt**: felt, belt, melt, wilt, tilt **pt**: kept, wept, swept, crept, slept **ft**: sift, gift, soft, raft, lift **mp**: dump, limp, ramp, pump, damp, jump, stump, cramp, stamp

Detached Syllables (word parts)

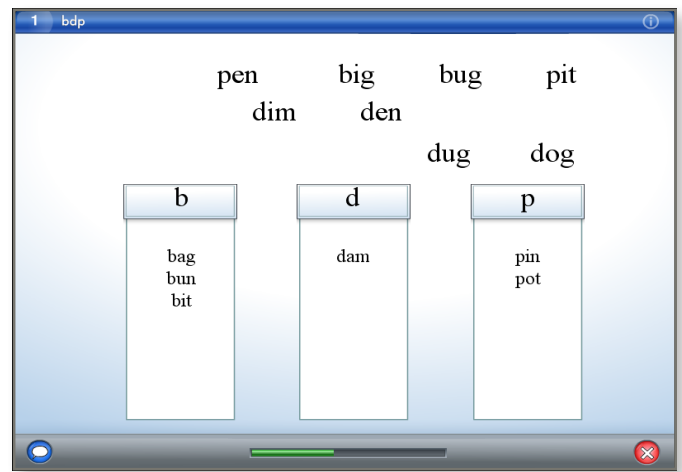
- Unit 14** **m n r v h** (beginning sounds - CVC) **m**: min, mon, mel, mex, mod, mul, mun **n**: nas, neg, nev, nom **r**: rab, ras, rec, ref, rel, rep, res **v**: vel, val, vac, ven, vin **h**: hab, han, hap, het, hic, hin, hob, hos
- Unit 15** **t s l b p** (beginning sounds - CVC) **l**: lan, las, lat, lav, lec, lem, lep, lev, lex, lib, lim, lin, lof, lum **b**: bal, bam, bas, bev, bis, bod, bom, bon, bos, bot, buf **p**: peb, pel, pes, pol, pon, pom, pos, pud, pul, pum **s**: sab, sac, sal, sec, sen, sep, seg, sil, sim, sud, suf, sug, sul, sus **t**: tem, tes, tet, tim, toc, ton, tum
- Unit 16** **m n b t d** (ending sounds - CVC) **n**: bon, fen, lan, hin, mon, tun, ven **m**: sim, fam, dem, lum, zom, tum **b**: lib, fab, rab, peb, sib, reb, wob **t**: lat, lit, det, mot, fet, vit **d**: mod, fid, med, hud, pud, rad, wid
- Unit 17** **cr cl sl sh ch** (beginning sounds - CCVCC) **cr**: crit, croc, cris, crim, cred, cran **cl**: clum, clut, clas, clat, clav, clev, clus **sl**: slen, sliv, slan, slov **sh**: shim, shab, shep, shat, shiv **ch**: chut, chis, choc, chim, cham, chan
- Unit 18** **bl pl dr tr br** (beginning sounds - CCVCC) **br**: brin, brit, bril, brack, broc, brus **dr**: driv, drib, dras, draf, drac, driz **tr**: trad, traf, trac, tran, trav, trig, trum, trib, trom **bl**: blan, blad, blas, blem, blis, blun, blus, bliz **pl**: plen, plas, plex, plun
- Unit 19** **ng nt st ct sh** (ending sounds - CCVCC) **sh**: tish, plish, ish, mish, bish, lish **ng**: ting, ling, bing, ming, ning **nt**: ment, vant, cant, lent, sant, tant **st**: est, sist, dest, nast **ct**: ject, pect, spect, nect, lect, rect, struct, dict, fect

Level 1 (Review 1st+ Skills)

b, d, p

This activity focuses attention on the differences between the reversible and easily confused letters b, d, and p. Students must use visual and auditory discrimination in words ranging from one to four letters. The activity reinforces sound/symbol correspondence for b, d, and p and increases awareness of initial and final sound segments. Students must discriminate the initial or final consonant sound in a CVC, CCVC, or CVCC word and associate it with corresponding letters. Some activities are timed to improve students' automatic recognition.

Prerequisite: Awareness of sound/symbol correspondence for b, d, and p.



Tasks

1. Three boxes display. The student sorts letters b, d, and p, or words that include these letters. There are 10–12 total possible responses in each session. Timed.
2. The student hears words containing b, d, or p (initial or final position) and identifies the letter by selecting the box where the word belongs. Untimed.
3. The student selects missing letters (b, d, or p) to complete the dictated words. Untimed.

Unit 1 Visual Sort single letters (b, p, d)

Unit 2 Visual Sort CVC beginning letter

Unit 3 Auditory Sort CVC beginning sound

Unit 4 Construct CVC beginning letter

Unit 5 Visual Sort CVC ending letter

Unit 6 Auditory Sort CVC ending sound

Unit 7 Construct CVC ending letter

Unit 8 Visual Sort CVCC beginning letter

Unit 9 Auditory Sort CVCC beginning sound

Unit 10 Construct CVCC beginning letter

Unit 11 Visual Sort CCVC ending letter

Unit 12 Auditory Sort CCVC ending letter

Unit 13 Construct CCVC ending letter

Unit 14 Visual Sort CCVC beginning blends

Unit 15 Auditory Sort CCVC beginning blends

Unit 16 Construct CCVC beginning blends

Units 2-4 Words

bag, beg, bet, big, bin, bit, bug, bun, dam, den, dig, dim, dog, dot, dug, pan, peg, pig, pin, pat, pot, pen, pit

Units 5-7 Words

web, rib, job, sob, tub, fib, rob, cab, mad, fed, led, kid, lid, nod, mud, rid, wed, tip, mop, cup, gap, lip, map, rip, sap

Units 8-10 Words

belt, bulk, bent, bass, bank, bunk, bust, bath, dust, dent, dull, disk, desk, dish, pant, pelt, pang, past, punt, pact, pest, path

Units 11-13 Words

club, grab, slab, crab, crib, scab, snob, glad, fled, sled, slid, skid, shed, crop, step, slap, grip, trip, snap, slip, chip, shop

Units 14-16 Word

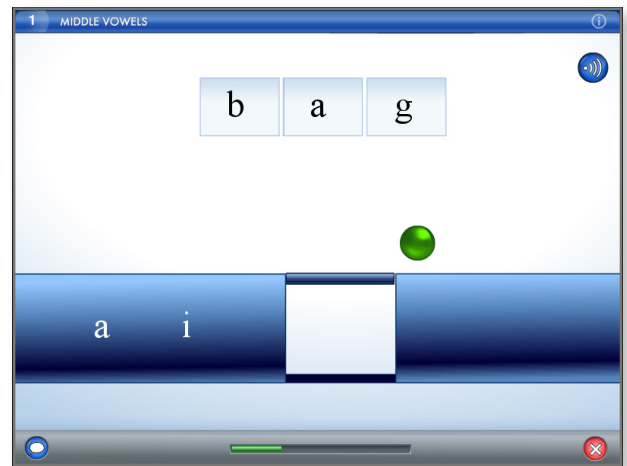
brat, blot, brag, brim, bran, bless, brass, drag, drug, drum, dress, drill, plot, plum, plug, prim, plan, press

Level 1 (Review 1st+ Skills)

Middle Vowels

This activity is designed to increase automatic retrieval of the sound/symbol correspondences for short vowels and to develop sound-segmenting skills for CVC, CCVC, and CVCC words. Emphasis is on medial short-vowel discrimination in a word or a detached syllable (word part). There are both untimed and timed versions. The untimed version provides practice in segmenting words as well as discriminating short-vowel sounds in words or detached syllables. The timed version is designed to develop automaticity.

Prerequisite: Basic knowledge of sound/symbol correspondence for short vowels.



Task

The student chooses the correct short-vowel letter to complete the spelling of dictated words or detached syllables. There are 10 total possible responses in each unit.

- Unit 1** Real words with medial a i (CVC)
- Unit 2** Real words with medial a i o (CVC)
- Unit 3** Real words with medial i e u (CVC)
- Unit 4** Real words with medial a e u o (CVC/CCVC/CVCC)
- Unit 5** Real words with medial a i o u e (CVC/CCVC/CVCC)
- Unit 6** Detached syllables with medial a i (CVC)
- Unit 7** Detached syllables with medial a i o (CVC)
- Unit 8** Detached syllables with medial a o u (CVC)
- Unit 9** Detached syllables with medial a u o (CVC)
- Unit 10** Detached syllables with medial a i e (CVC/CCVC/CVCC)
- Unit 11** Detached syllables with medial i o u e (CVC/CCVC/CVCC)
- Unit 12** Detached syllables with medial a i o u e (CVC/CCVC/CVCC)

Units 1-5 Words

bag, dam, fan, fat, gas, ham, jab, lad, lap, mad, nag, pan, sap, van, wag, bed, bet, den, fed, get, hem, jet, led, men, net, peg, red, set, web, yet, bib, bid, big, bit, did, dip, him, hit, kid, lid, nip, pig, rib, sip, tip, win, box, cob, dog, fog, fox, got, hog, hot, job, log, mop, nod, pop, rot, sob, top bud, bun, bus, cup, dug, fun, hum, hut, mud, rug, run, tub

Units 4-5 Words band, camp, cash, chat, fast, hang, lamp, mast, past, path, ramp, rash, sash, snag, snap, that, bend, mend, nest, pest, rent, send, sent, shed, stem, step, went, chip, dish, fish, fist, list, limp, mist, rich, ship, spin, spit, whip, with, cost, drop, long, lost, pond, shot, song, spot, stop, bust, chum, dump, dust, lump, mush, plum, pump, rust, spun, stun, sung

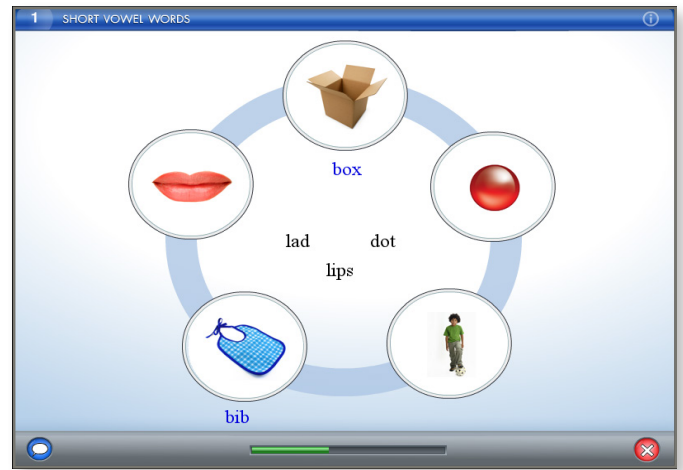
Units 6-9 Words nas, rab, val, vac, hab, han, hap, lan, lat, lav, bal, sab, sal, tac, fam, fab, rad, min, nim, vin, hin, hic, lib, lim, lin, bis, sil, sim, tim, hin, sib, lit, vit, wid, fid, mon, mod, mol, nom, non, vol, hob, hos, bon, bot, pon, pom, pos, ton, zom, wob, mot, mul, mun, buf, pud, pul, pum, sud, suf, sug, sul, sus, tum, tut, lum, hud, med, mex, neg, nev, rec, vel, ven, lec, lem, lev, bev, peb, pel, sec, sep, seg, tes, fen, dem, mem

Units 10-12 Words cran, clas, clat, clav, slan, shab, cham, chan, dras, drac, trad, traf, trav, blan, blad, blas, plas, cant, tant, nast, crit, crim, shim, shiv, chim, brit, bril, driv, drib, driz, trig, blis, bliz, mish, lish, ting, ling, ning, sist, croc, clos, choc, broc, bron, trom, grov, pros, prob, glom, clum, clut, clus, chut, brus, trum, blun, blus, plun, duct, grum, flut, flus, fluc, stut, cred, clev, slen, shep, trem, blem, plen, lent, ment, dest, ject, pect, nect, rect, fect, preg, pres, prem, sten, spec, spen

Level 1 (Review 1st+ Skills)

Short Vowel Words

This activity reinforces automatic recognition of short vowel CVC, CVCC, and CCVC words. The use of pictures emphasizes meaning. As a prerequisite, students should have familiarity with sound/symbol correspondence for consonants, consonant blends and digraphs, and short vowels.



Task

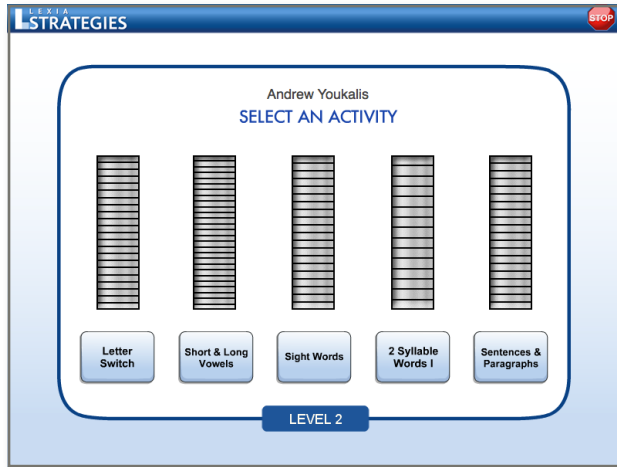
The student matches words with pictures, first untimed and then as a timed activity.

- Unit 1** CVC with a, i, and o plus phrases
bat, cat, dad, fan, ham, hat, lad, map, pan, van, bib, lips, pig, pin, six, wig, box, dog, dot, fox, log, mom, mop, pot, top
- Unit 2** CVC with u and e plus phrases
bud, bug, bun, cup, hut, mud, mug, nut, rug, sub, sun, tub, bed, hen, leg, net, vet, web
- Unit 3** Mix units 1 and 2 plus phrases
Words from units 1 and 2
- Unit 4** CVCC plus phrases
bank, bath, hand, lamp, sack, king, milk, pond, sink, cash, gift, pump, belt, bell, desk, neck, nest, vest, tent
- Unit 5** CCVC plus phrases
clam, crab, flag, trap, crib, ship, slip, skin, whip, stop, frog, shop, club, drum, sled

- Unit 6** Mix units 4 and 5 plus phrases
Words from units 4 and 5
- Unit 7** CCVCC plus phrases
crack, plant, splash, stamp, strap, blimp, drink, stick, block, clock, cloth, frost, brush, crust, stump, bench, check, chest, shelf, flock (plus phrases)
- Unit 8** Mix 4, 5, and 7 plus phrases
Words from units 4, 5, and 7 (plus phrases)
- Unit 9** Mix 1, 2, 4, 5, & 7 plus sentences
Words from units 1, 2, 4, 5, 7 (plus sentences)

Level 2 (Review 2nd + Skills)

Level 2 activities were developed to reinforce word-attack strategies necessary for automatic recognition of short-vowel words with blends and digraphs and long-vowel (silent e) one- and two-syllable words. There is continued emphasis on sound-segmentation skills at the sound and word level; exercises containing sentences and paragraphs are included to provide practice in applying word-attack strategies to contextual material. Level 2 begins with an activity to review concepts presented in Level 1.

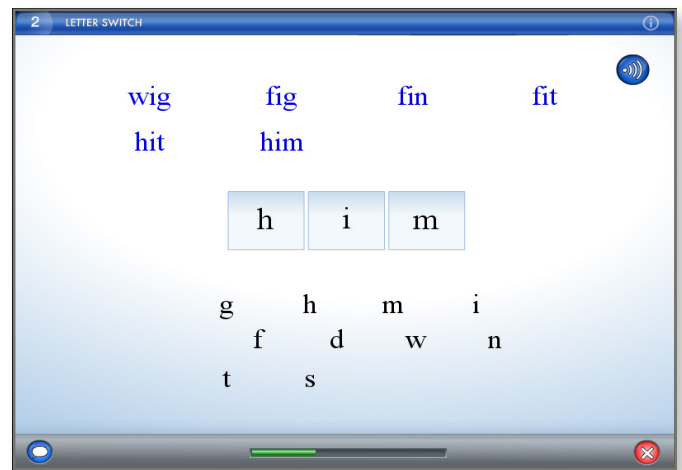


Level 2–Activity Selection Screen

Activity	Description
Letter Switch	To reinforce sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long (silent e) vowels; increase sound-segmenting skills by manipulating sounds in initial, medial, and final positions within words; includes sentences. Units: 22 (12 with real words, 4 with detached syllables, 6 with sentences)
Short & Long Vowels	To reinforce automatic recognition of short-vowel versus long-vowel (silent e) words through auditory and visual discrimination activities. Units: 27 (12 without blends or digraphs, 15 with blends and digraphs)
Sight Words	To develop automatic recognition of basic sight vocabulary words at the first- and second-grade level. Units: 20
2 Syllable Words 1	To reinforce the ability to construct two-syllable words containing short vowels (closed syllables) and long vowels (silent-e syllables); includes sentences. Units: 15 (10 with single words, 5 with sentences)
Sentences & Paragraphs	To reinforce the application of word-attack strategies to reading in context; review concepts presented in Strategies Levels 1 and 2 in related sentences or in paragraphs. Units: 20

Letter Switch

This activity is designed to increase sound-segmenting skills for short-vowel and long-vowel (silent e) words. These word-attack strategies are reinforced by using the words in sentences. Requires knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long vowels (silent e).



Tasks

1. The student replaces letter(s) in a word (Units 1-18) or detached syllable (Units 19-22) to spell a new word as dictated, e.g., "Change 'bug' to 'bag.'" Untimed.
2. The program dictates a word or detached syllable and the student selects that word from a list of words.
3. Every third unit contains sentences. The student chooses the appropriate word to complete each sentence

Unit 1 _ i _ (lid, lip, tip, rip, sip, six, sit, pit, pig, wig, fig, fin, fit, hit, him, his, hid)

Unit 2 ___ (fan, fat, fit, bit, pit, pet, pot, got, hot, cot, cut, hut, hug, tug, bug, bag, ban, can, van)

Unit 3 Sentences with words from units 1 & 2

Unit 4 ____ (sad, sand, band, bank, back, sack, sick, sip, sap, trap, slap, slam, slim, slid, sled, bed, bad)

Unit 5 ___ n g (king, bring, sing, sang, rang, rung, lung, sung, stung, sting, thing, ring, wing, fling)

Unit 6 Sentences with words from units 4 & 5

Unit 7 _____ (blend, spend, tend, tent, spent, sent, send, sand, sank, blank, crank, bank, band, bend)

Unit 8 _____ (hint, hunt, hung, stung, stunt, runt, rung, rust, crust, crest, rest, vest, nest, test, best, bent, tent, tint)

Unit 9 Sentences with words from units 7 & 8

Unit 10 ____ k (crack, track, truck, trick, stick, stack, stock, flock, flick, thick, think, drink, drank, sank, sack)

Unit 11 _____ (rank, ramp, damp, dump, pump, stump, stamp, camp, cash, mash, math, bath, bank, sank, sink, wink, blink, blank)

Unit 12 Sentences with words from units 10 & 11

Unit 13 ___ e (pile, file, mile, mule, mole, more, sore, core, care, cure, pure, pore, pole)

Unit 14 _____ (slap, slip, ship, shop, slop, slope, rope, ripe, gripe, grime, grim, gram, slam)

Unit 15 Sentences with words from units 13 & 14

Unit 16 _____ (grip, gripe, grape, scrape, scrap, strap, strip, stripe, wipe, wine, spine, spin, grin)

Unit 17 _____ (like, lick, lack, lake, cake, rake, rack, rock, stock, stack, stake, bake, bike)

Unit 18 Sentences with words from units 16 & 17

Unit 19 ___ (lin, min, hin, vin, vit, lit, lat, las, bas, bam, bom, nom, nim, lim)

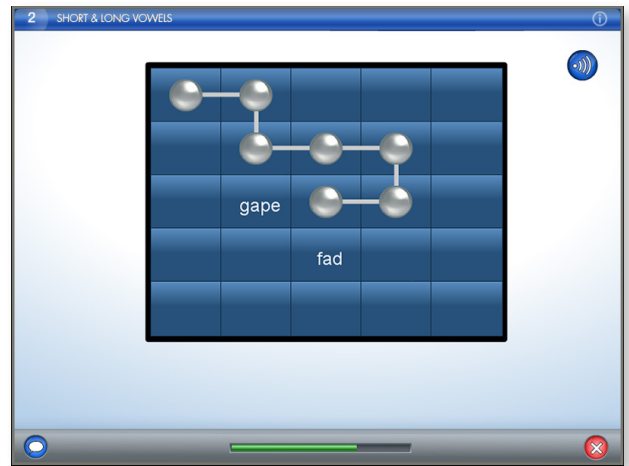
Unit 20 _____ (crit, crim, flim, lim, lish, plish, bish, bing, bis, chis, chim, cham, chan, cran, ran, tren, slen, slin, crin)

Unit 21 _____ (cate, nate, grate, grat, grav, grav, grod, plod, plode, plote, plete, pete, pute, pate)

Unit 22 _____ (nite, spite, spize, spire, tire, tore, store, plore, plote, mote, mot, vot, vote, noke, nike)

Short and Long Vowels

This activity is designed to reinforce the concept of “silent e” as a signal (marker) for the long-vowel sound. It requires discrimination of short and long vowels, sound/symbol association for these vowels, the insertion of the silent e marker when necessary. The student begins by contrasting two vowels in simple CVC or CVCe words and progress systematically to contrasting all five vowels in more complex words with consonant blends and digraphs. Requires knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long vowels (silent e).



Tasks

1. The student sorts dictated words into two columns according to their short or long vowels as quickly as possible.
2. The student chooses between two dictated words contrasted by silent e (e.g., “bit, bite”). The words display in a maze and the student advances through the maze by selecting the dictated words.
3. The student constructs words as dictated and creates a path through the maze.

No Blends

Unit 1 a, i Auditory Sort

Unit 2 a, i Choose Word

Unit 3 a, i Construct Word

Unit 4 i, o Auditory Sort

Unit 5 i, o Choose Word

Unit 6 i, o Construct Word

Unit 7 o, u Auditory Sort

Unit 8 o, u Choose Word

Unit 9 o, u Construct Word

Unit 10 o, u Auditory Sort

Unit 11 o, u Choose Word

Unit 12 o, u Construct Word

Blends

Unit 13 a, i Auditory Sort

Unit 14 a, i Choose Word

Unit 15 a, i Construct Word

Unit 16 i, o, u Auditory Sort

Unit 17 i, o, u Choose Word

Unit 18 i, o, u Construct Word

Unit 19 e, i Auditory Sort

Unit 20 e, i Choose Word

Unit 21 e, i Construct Word

Unit 22 a, e, o, u Auditory Sort

Unit 23 a, e, o, u Choose Word

Unit 24 a, e, o, u Construct Word

Unit 25 a, e, i, o, u Auditory Sort

Unit 26 a, e, i, o, u Choose Word

Unit 27 a, e, i, o, u Construct Word

Short and Long Vowels Word Lists (No Blends)

a rat, mad, can, tap, pal, hat, Sam, man, gap, fad, cap, pan, mat, fan, gas, jab, nag, sap
rate, made, cane, tape, pale, hate, same, mane, gape, fade, cape, pane, mate, cave, late, pave, rake, wade

i bit, pin, rip, Tim, dim, fin, kit, win, din, sit, dip, hit, kid, lid, nip, rib, sip, tip
bite, pine, ripe, time, dime, fine, kite, pipe, dine, site, dive, file, hike, life, pile, size, wide, tire

o pop, rob, not, tot, cop, rod, mop, cod, dot, hop, fog, got, job, nod, log, cob, jog
pope, robe, note, tote, cope, rode, mope, code, dote, hope, joke, mole, poke, pole, rope, vote, woke

u us, tub, cub, cut, dud, bud, bun, cup, dug, hum, hut, mud, rug, jug, nut, mug
use, tube, cube, cute, dude, rude, dune, mule, pure, rule, tune

e pet, hem, vet, yes, beg, den
Pete

Short and Long Vowels, continued

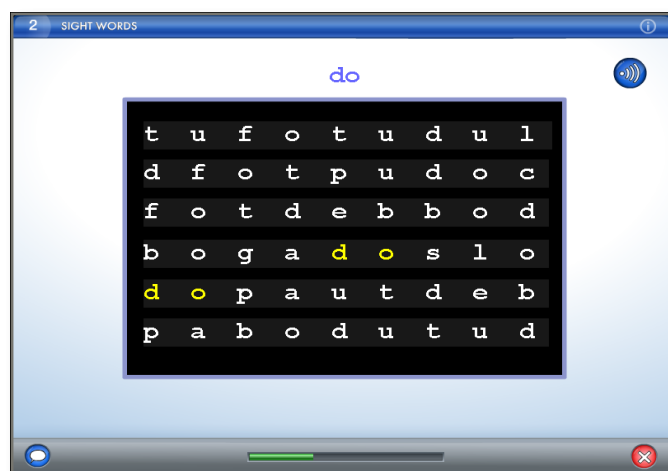
Word Lists (With Blends)

- a glad, plan, scrap, stack, snack, shack, chat, snap, stab, that, grab, clam, gram, slam, slap, trap glade, plane, scrape, stake, snake, shake, whale, blaze, blade, brave, crate, grave, spade, trade, shade
- i slid, shin, spit, quit, twin, spin, strip, snip, grip, slim, grin, slip, twig, chip, whip
slide, shine, spite, quite, twine, spine, stripe, snipe, gripe, slime, crime, drive, bribe, while, shrine, whine
- o glob, slop, smock, drop, flop, spot, prom, shot, plot, trot, chop
slope, globe, smoke, broke, choke, close, drove, froze, shone, stole, stroke, those, shore
- u plum, stub, chum, drum, spun, stun, slum, glum, drug, shut, chug plume, flute, prune, brute, crude
- e them, stem, shed, step theme, Steve, these

Level 2 (Review 2nd+ Skills)

Sight Words

This activity is designed to develop automaticity for sight words at the first- and second-grade level.



Tasks

1. A random sample of previously presented words displays. The student selects each word as dictated.
2. The student finds each word in a grid of letters. The student must select each letter of the word going from left to right.
3. The student copies the dictated word on-screen, and then types in the missing letters. Finally, students type the dictated words without a visual model. If the student types an incorrect letter, an auditory signal is given and the incorrect letter does not appear on-screen. Keystrokes made during the program audio are ignored.

Unit 1 to, do, of

Unit 2 you, are, was

Unit 3 who, any, all

Unit 4 said, once, does

Unit 5 give, live, from

Unit 6 come, some, done

Unit 7 have, gone, many

Unit 8 were, want, what

Unit 9 says, half, sure

Unit 10 they, busy, very

Unit 11 been, none, only

Unit 12 above, where, again

Unit 13 could, should, would

Unit 14 rough, tough, enough

Unit 15 almost, always, against

Unit 16 touch, thought, brought

Unit 17 watch, whose, ninth

Unit 18 other, mother, brother

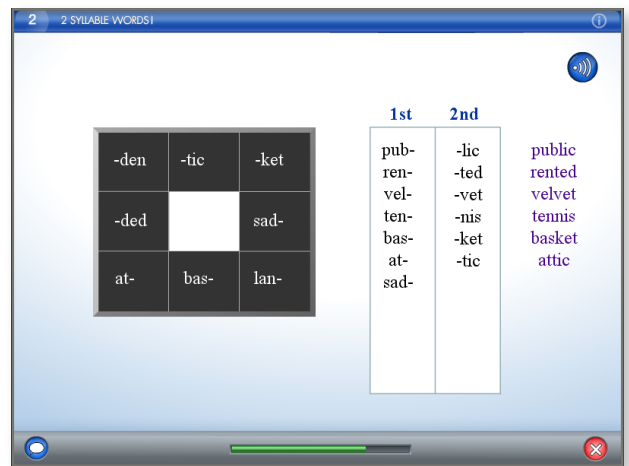
Unit 19 friend, people, pretty

Unit 20 danger, build, sugar

Level 2 (Review 2nd+ Skills)

2 Syllable Words I

This activity provides practice in reading two syllable words containing short vowels (closed syllables) and long vowels (silent e syllables). Units are arranged so that the first nine contain words primarily targeted for the second- to fourth-grade levels while the remaining units contain words for the fifth-grade level or above.



Tasks

1. The program dictates a word and the student spells it by matching the syllables displayed on-screen.
2. The student finds two matching syllables to spell the previous words.
3. The student reads a sentence and fills in the blank(s) from a choice of words displayed on-screen.

Easier Words (grades 2-4)

Unit 1 kitten, rabbit, helmet, puppet, picnic, kidnap, sudden, gallop, upset, patted, happen

Unit 2 rented, sadden, landed, tennis, attic, basket, submit, public, velvet

Unit 3 Sentences with words from units 1 & 2

Unit 4 insect, unless, attack, collect, command, traffic, consist, discuss, children

Unit 5 magnet, fabric, mended, commit, hidden, himself, object, expect, basket

Unit 6 Sentences with words from units 4 & 5

Unit 7 escape, ignore, mistake, admire, oppose, pancake, reptile, sunshine, complete

Unit 8 rubbish, splendid, signal, invent, witness, entire, costume, confuse, combine

Unit 9 Sentences with words from units 7 & 8

Harder Words (grades 5 and up)

Unit 10 pollen, summit, kennel, album, dispute, invite, talcum, pompom, expand

Unit 11 confine, compose, empire, accuse, dictate, goblin, invade, tadpole, admire

Unit 12 Sentences with words from units 10 & 11

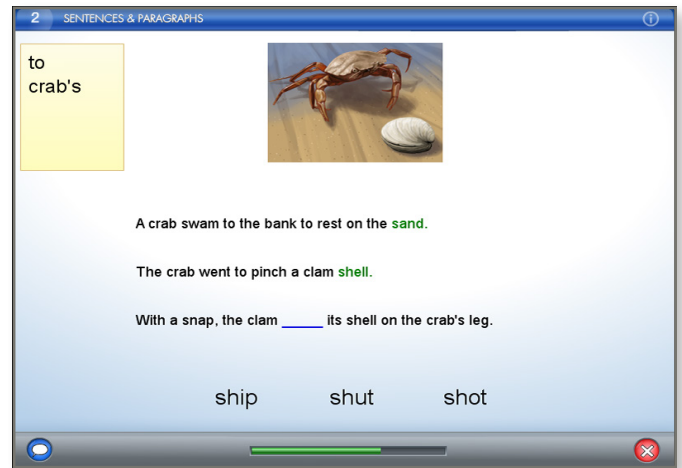
Unit 13 corrupt, plastic, problem, dismiss, shipment, connect, tadpole, explore, landslide

Unit 14 snapshot, compact, frantic, consult, athlete, explode, incline, translate, landscape

Unit 15 Sentences with words from units 13 & 14

Sentences and Paragraphs

This activity is designed to improve reading comprehension by applying word-attack strategies and by reading in context. Words containing the concepts included in Strategies for Older Students Levels 1 and 2 (CVC, CCVCC, CVCe, CCVCCe) are presented in related sentences or paragraphs.



Task

The student selects the correct word to complete the sentences. Sight words are in a box at the top of the screen and are pronounced when selected. Each unit contains a picture to illustrate the theme of the sentences/paragraph.

Units 1-5: Three sentences per unit have one missing word. Multiple-choice words (target words in bold):

- Unit 1 **hat**, fat, hut/ **bit**, bat, sit/ **got**, get, gap
- Unit 2 **lost**, fast, long/ **bring**, brick, sting/ **back**, bath, bank
- Unit 3 **sand**, send, sack/ **shell**, shall, shed/ **shut**, shot, ship
- Unit 4 **track**, trick, trap/ **bench**, bend, bunch/ **glass**, glad, grass
- Unit 5 **note**, not, nose/ **lake**, like, lack/ **ride**, ripe, rid

Units 6-10: Sentences with two missing words. Three sentences per unit. Multiple-choice words (target words in bold):

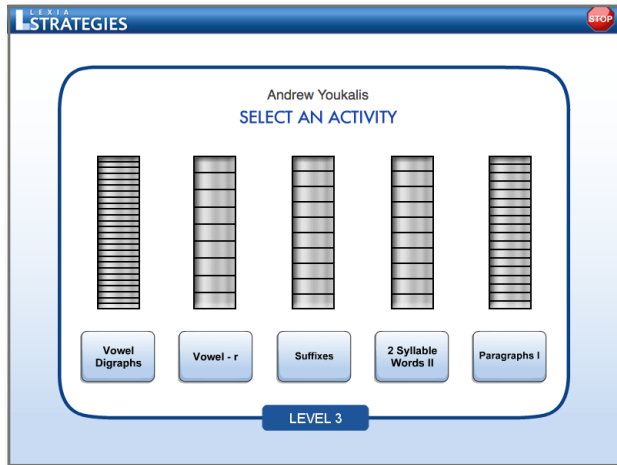
- Unit 6 **Jack**, **camp**, cramp/ **chips**, **lunch**, chaps/ **stuck**, **flame**, fame
- Unit 7 **wire**, **snake**, snack/ **came**, **care**, cape/ **hung**, **vine**, hunt
- Unit 8 **Jane**, **stung**, sung/ **bite**, **brave**, bit/ **chunk**, **hive**, live
- Unit 9 **wish**, **trash**, trap/ **cans**, **scrub**, cane/ **cash**, **care**, crash
- Unit 10 **shore**, **waves**, wives/ **dives**, **bone**, dines/ **think**, **whale**, while

Units 11-20: Each unit has a paragraph with five missing words. Multiple-choice words (target words in bold):

- Unit 11 **hunt**, **tracks**, **wise**, **jump**, **lost**, hung
- Unit 12 **came**, **pile**, **bare**, **care**, **plant**, cane
- Unit 13 **slide**, **shine**, **rest**, **slugs**, **hole**, rent
- Unit 14 **time**, **trips**, **test**, **life**, **spots**, traps
- Unit 15 **hope**, **pipes**, **grass**, **shop**, **well**, ship
- Unit 16 **tire**, **drive**, **Steve**, **left**, **trunk**, dine
- Unit 17 **cliff**, **glide**, **made**, **rush**, **best**, rust
- Unit 18 **bank**, **camp**, **help**, **take**, **fish**, held
- Unit 19 **swims**, **chest**, **munch**, **fresh**, **shell**, flash
- Unit 20 **tell**, **think**, **ship**, **sand**, **shore**, thick

Level 3 (Review 2nd + Skills)

Level 3 activities were developed to reinforce word-attack strategies necessary for automatic recognition of one- and two-syllable words containing vowel combinations and vowel r, as well as to review short-vowel and long- vowel (silent e) words. Students continue to develop phonological awareness, and the activities include sentences and paragraphs to provide practice in applying word-attack strategies in context.

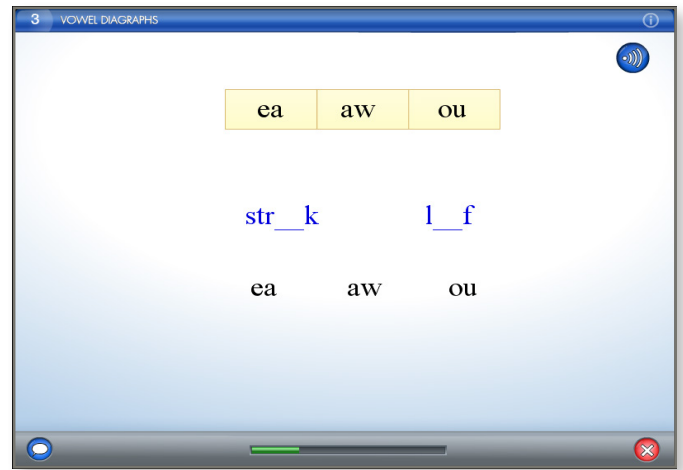


Level 3–Activity Selection Screen

Activity	Description
Vowel Digraphs	To reinforce sound/symbol correspondence for vowel combinations with one and two sounds; contains a timed task to develop automatic recognition of vowel combination words; includes sentences. Units: 26 (21 units with single words, 5 with sentences)
Vowel - r	To reinforce sound/symbol correspondence. Units: 9 (6 units with one-syllable words, 3 with two-syllable words–sentences in every unit)
Suffixes	To provide practice in reading and spelling words with simple suffixes; includes sentences. Units: 10
2 Syllable Words II	To practice the construction of two-syllable words from detached syllables (word parts) containing short and long (silent e) vowels, vowel combinations, and vowel -r; includes timed activity to develop automaticity. Units: 10
Paragraphs	To improve reading comprehension by reinforcing word-attack strategies for reading words in paragraphs; includes words containing short and long (silent e) vowels, vowel -r, vowel combinations, and simple suffixes. Units: 18

Vowel Digraphs

Vowel Digraphs is designed to reinforce sound/symbol correspondence for vowel combinations and to develop automatic recognition of words containing these vowel combinations. Activities involve constructing and recognizing words in isolation, as well as reading them in contextual material.



Tasks

1. The program dictates a word and the student completes the spelling of the word by selecting the correct vowel combination.
2. The student selects words as dictated by the program.
3. In Units 16–18 (vowel combinations with two sounds), the student sorts words into boxes according to the sound of each vowel combination.
4. Every fifth unit provides practice in reading vowel-combination words in sentences.

The last unit is a word-recognition task involving a random group of vowel combinations from Vowel Digraphs.

Unit 1 ee, ai

Unit 2 oa, ee, ai

Unit 3 igh, ai, oa

Unit 4 ay, oa, igh

Unit 5 sentences (words from units 1-4)

Unit 6 oi, ay, ee

Unit 7 oy, oa, igh

Unit 8 aw, oy, ay

Unit 9 au, oi, ee

Unit 10 sentences (words from units 6-9)

Unit 11 ow (snow), aw, oy

Unit 12 ea (eat), ow, au

Unit 13 oo (food), igh, oi

Unit 14 ou (out), aw, ea

Unit 15 sentences (words from units 11-14)

Unit 16 two sounds: oo (food, book)

Unit 17 two sounds: ea (eat, bread)

Unit 18 two sounds: ow (snow, cow)

Unit 19 oo, ea, ow

Unit 20 sentences (words from units 16-19)

Unit 21 ew, oi, ea

Unit 22 ue, au, ow

Unit 23 ie, ew, oo (book)

Unit 24 eigh, ue, ie

Unit 25 sentences (words from units 21-24)

Unit 26 review

Word Lists

ee bleed, deep, feed, greed, greet, queen, screen, screech, sheep, sheet, sleep, speech, speed, street, sweet, teeth, tree(s), weed, wheel(s)

oa boast, cloak, coast, coal, coat, coax, croak, goal, foam, goat, groan, load, loaf, loan, loath, moan, oat, oak, poach, roach, roam, soak, soap, throat, toast

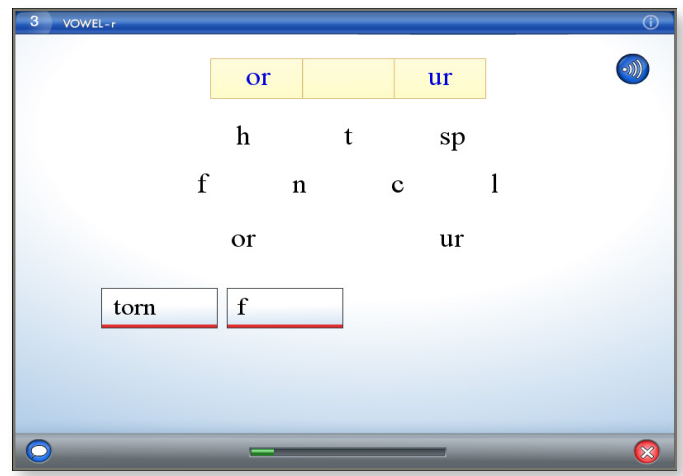
ai braid, brain, claim, drain, fail, faint, gain, grain, jail, main, nail, paid, pail, paint, rain(s), sail, saint, snail, sprain, strain, wait

Vowel Digraphs, continued

ay	bay, clay, day, gay, gray, hay, jay, lay, may, pay, play, pray, say, spray, stay, stray, sway, tray, way
oi	boil, broil, coil, coin, foil, join, joint, moist, oil, point, soil, spoil, toil
oy	boy, joy, Roy, toy, Troy
aw	claw, crawl, dawn, draw, flaw, hawk, jaw, law, lawn, paw, raw, shawl, slaw, squawk, straw, thaw, yawn
au	cause, clause, fault, fraud, gauze, haul, haunt, maul, Paul, pause, vault
ew	blew, brew, chew, crew, dew, drew, few, flew, grew, mew, new(s), pew, shrewd, slew, stew, threw
ue	blue, clue, cue, due, hue, glue, sue, true
igh	bright, fight, flight, fright, high, light, nigh, night, might, right, sigh, sight, slight, thigh, tight
eigh	eight, freight, neigh, sleigh, weigh(s), weight
ie (chief)	brief, chief, field, fiend, fierce, grief, niece, pier, pierce, priest, shield, shriek, thief, wield, yield
ou (out)	bound, cloud, couch, count, found, grouch, ground, hound, mount, mouth, pouch, pound, proud, scout(s), shout, sound, south, spout, sprout, trout
oo (food)	bloom, boom, boost, broom, cool, droop, food, gloom, hoop, mood, noon, pool, proof, room(s), scoop smooth, snoop, stool, spoon, swoop, stoop, tool, toot, tooth, zoom
oo (book)	book, brook, cook, crook, foot, good, hood, hook, look, rook, shook, soot, stood, took, wood, wool
ea (eat)	beach, bead, beast, beat, beak, cheap, clean, cream, dream(s), eat, feast, heat, lean, leaf, leap, mean, neat, peach, real, speak, sneak, steam, streak, teach, wheat
ea (bread)	bread, breadth, breast, breath, dead, deaf, dealt, death, dread, dreamt, head, health, meant, spread, thread, wealth
ow (snow)	blow, blown, bowl, crow, flow, flown, glow, grow, grown, growth, low, mow, own, row, show, shown slow, snow, throw, thrown
ow (cow)	brow, brown, chow, crown, drown, down, fowl, frown, growl, how, howl(s), owl, plow, prow, prowl, scowl, town, yowl

Vowel -r

This activity is designed to reinforce sound/symbol correspondence for vowel-r combinations (or, ur, ar, ir, er). Tasks involve recognizing words in isolation and spelling one- and two-syllable words as dictated. Includes sentences in every unit.



Tasks

1. The program dictates a word and the student identifies it from a group of words that contain vowel-r combinations.
2. The student spells a dictated word by selecting the letters on-screen and putting them in order.
3. The student reads a sentence and chooses the correct vowel-r combination to fill in the missing letters to complete the word.
For example: *It is Jim's t__n to take out the trash. (or ur)*

Unit 1 or, ur (plus sentences)

Unit 2 ar, ir (plus sentences)

Unit 3 ar, or, ur (plus sentences)

Unit 4 ar, or, er with blends (plus sentences)

Unit 5 ar, or, ir with blends (plus sentences)

Unit 6 ar, or, ur with blends (plus sentences)

Word Lists Units 1-6

ar barn, car, charm, chart, dart(s), farm, hard, harm, harp, march, mark, marsh, part, scarf, shark, sharp, smart, spark, star(s), starch, start, tart, yard

ir dirt, fir, firm, first, girl, shirt, stir, third, whirl

or born, cord, corn, dorm, for, fork, form, fort, north, porch, pork, port, scorch, short, sport, stork, storm, thorn, torn

ur burn, burp, burst, church, curb, curl, fur, hurt, spur(s), spurt, turn

er jerk, perch, term

Unit 7 two syllables ar, ir, or (plus sentences)

Unit 8 two syllables ar, or, ur (plus sentences)

Unit 9 two syllables ar, or, er (plus sentences)

Word Lists Units 7-9

ar artist, carpet, darkness, harmless, hardware, harness, harvest, marching, pardon, starlight, started, target

ir birdbath, birthday, confirm, stirrup, whirlwind

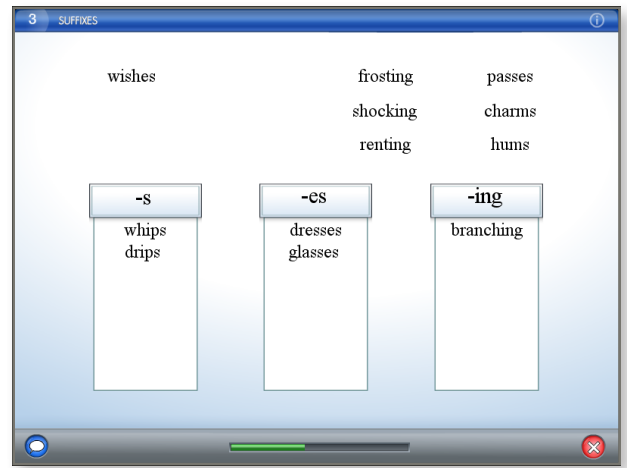
or airport, forest, forget, hornet, inform, morning, normal, organ, snorkel, torment, support

ur burden, current, furnish, suburb, surplus

er chapter, lantern, person, termite, verdict

Suffixes

This activity is designed to improve reading and spelling of common suffixes. It requires recognition of isolated words with suffixes, and spelling the suffixes at the end of a base word.



Tasks

1. The student sorts words into boxes based on their suffixes.
2. The student selects dictated words from a list. The word displays without the suffix and the student types it in.
3. The student completes a sentence by selecting the missing suffixes and placing them in the correct words.
For example: *When his class__ end, Ron plans to take a long camp__ trip. (s es ing)*

Unit 1 s, es, ing (plus sentences)

Unit 2 ed (rented), es, ing (plus sentences)

Unit 3 ed, ness, less (plus sentences)

Unit 4 ness, less, ful (plus sentences)

Unit 5 ful, est, er (plus sentences)

Unit 6 est, er, y (plus sentences)

Unit 7 y, ment, ish (plus sentences)

Unit 8 ment, ish, ly (plus sentences)

Unit 9 y, ly, en (plus sentences)

Unit 10 en, ed, es (plus sentences)

Word Lists

- s** bats, belts, cabs, hugs, hums, kids, mops, pets, ponds, jumps, drips, burns, charms, checks, chirps, cracks, docks, forks, honks, prints, risks, shells, shocks, snaps, specks, stops, whips, whirls, wings
- es** boxes, brushes, bunches, buzzes, classes, crashes, dresses, fixes, flashes, foxes, glasses, grasses, lunches, masses, mixes, losses, passes, messes, smashes, taxes, tosses, wishes
- ing** adding, bending, blocking, branching, bumping, camping, crunching, crushing, dusting, fixing, frosting, milking, munching, picking, renting, rushing, shocking, smashing, smelling, splashing, standing, stomping, thinking, trusting, twirling, wishing
- ed** rented, added, clouded, dented, drifted, dusted, ended, floated, frosted, handed, hinted, hunted, landed, lasted, listed, rented, sanded, sifted, stunted, tested, trusted
- est** clearest, coolest, deepest, dullest, farthest, fastest, longest, neatest, sharpest, shortest, slowest, smartest, strongest, sweetest, swiftest
- y** chilly, chunky, cloudy, crusty, dreamy, dusty, flashy, frilly, grassy, hairy, handy, healthy, lucky, messy, misty, rainy, roomy, rusty, speedy, sticky, stormy, thirsty
- ness** blackness, darkness, deafness, fatness, fondness, gladness, goodness, illness, limpness, quickness, redness, sadness, sharpness, sweetness, weakness, wetness
- less** blameless, careless, cloudless, dreamless, driplless, fearless, formless, helpless, hopeless, joyless, painless, shapeless, sleepless, soundless, thankless
- er** broiler, camper, clearer, dreamer, duster, farmer, hunter, jumper, longer, painter, planter, printer, prouder, roaster, seller, sifter, starter, sticker, swifter, teacher, twister

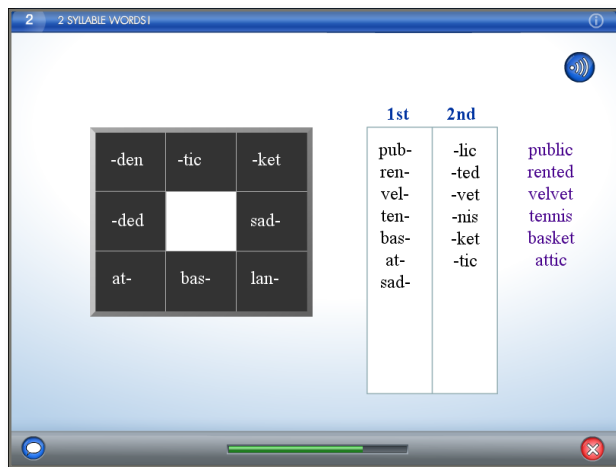
Suffixes, continued

ly	badly, blankly, bravely, clearly, dimly, fondly, frankly, gladly, grandly, gravely, lately, likely, lonely, loudly, mainly, manly, nearly, purely, sadly, safely, shapely, stately, timely
ment	basement, casement, pavement, payment, shipment, statement
ful	careful, cheerful, dreadful, fearful, fretful, grateful, hateful, helpful, hopeful, lawful, needful, spoonful, thankful, useful, wishful
ish	bookish, boyish, foolish, girlish, greenish, selfish, sickish
en	deepen, frighten, lighten, sharpen, shrunken, silken, wooden, woolen

Level 3 (Review 2nd+ Skills)

2 Syllable Words II

This activity is designed to provide practice in constructing two-syllable words containing the concepts presented in Lexia Strategies Levels 1, 2, and 3 (CVC, CCVCC, CVCe, CCVCe, VV, and V-r). The activity also includes a timed exercise to increase automaticity.



Tasks

Two columns of detached syllables (word parts) displays and the student selects the first and second syllable to create a word. The first syllable of a word displays and the student selects the second syllable to complete the word.

Unit 1	CVC, CVCe	ad-vice, cam-pus, chil-dren, com-pute, con-fuse, ex-plore, gos-sip, him-self, ig-nore, lan-ded, rot-ten, sus-pend, trip-let, up-set, wel-fare
Unit 2	VV, CVC	bam-boo, class-room, con-test, cos-mic, ex-plain, flash-light, fol-low, oat-meal, out-law, raccoon, rain-bow, rail-road, six-teen, sail-boat, sham-poo
Unit 3	VV, CVC, VCC	air-port, book-case, cole-slaw, con-fide, bar-ber, en-joy, fos-sil, muf-fin, play-ground, rep-tile, seg-ment, shop-ping, sub-ject, sun-rise, twis-ted
Unit 4	CVC, VV, V+r	an-noy, ap-pear, back-yard, dis-count, fol-low, free-dom, her-self, gar-den, lan-tern, shar-pen, sup-port, sur-round, ter-mite, thun-der, tim-ber
Unit 5	Mixed	ar-gue, blue-bird, con-sume, cor-ner, dis-turb, fish-hook, im-pact, pay-ment, par-king, pinpoint, sur-prise, soun-ded, tar-get, tea-spoon, vam-pire
Unit 6	Mixed	ar-gue, book-let, brigh-ten, com-bine, con-fess, dam-pen, ex-treme, fain-ted, fur-nish, hiccup, mid-night, mus-ket, per-haps, sum-mer, text-book
Unit 7	Mixed	ad-mire, ar-tist, bam-boo, car-pet, com-mute, dis-gust, eas-tern, ex-pert, grem-lin, in-stead, light-ning, met-ric, mis-fit, slip-per, thir-teen
Unit 8	Mixed	an-noy, bar-ber, chow-der, com-bat, dar-ling, ex-tinct, far-ther, for-got, high-way, in-dex, mar-ket, mis-lead, sus-tain, stif-fen, tur-nip
Unit 9	Mixed	com-plain, for-est, grem-lin, ham-mer, hor-net, land-slide, main-tain, moon-light, pros-pect, rep-tile, shel-ter, trum-pet, um-pire, val-ue, wel-fare
Unit 10	Mixed	ap-proach, bed-room, chil-dren, com-ment, dis-card, eigh-teen, fron-tier, haun-ted, in-clude, mon-ster, nur-sing, pad-lock, pil-low, pur-sue, text-book

Paragraphs 1

This activity is designed to improve reading comprehension by reinforcing word-attack strategies and reading in context. Paragraphs contain the same concepts included in Strategies for Older Students Levels 1, 2, and 3.

Alaska
oil
north
through
mountains

The Alaska pipe line brings oil from the north to the Gulf of Alaska. The big pipe snakes up hills, past lakes, and through gaps in the mountains. The pipe ends at the Gulf of Alaska at a ___ with docks for ships. Pumps ___ the oil to the tanks in the ships. Then tugs help the ships glide ___ rocks to safe spots in the Gulf.

pest brings hills
send spot past

Task

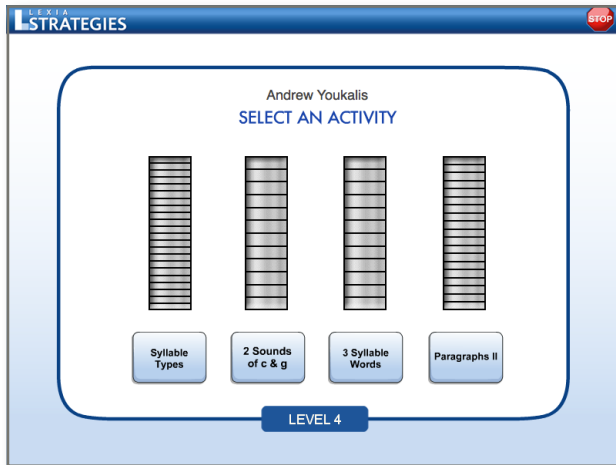
A paragraph displays with a picture illustrating its theme. Sight words are listed at the top of the screen and are pronounced when students select them. The student selects and types in the missing words to complete the paragraph. If the student makes two or more errors, the activity provides practice in recognizing target words in isolation.

Topics (target words in parenthesis)

- Unit 1** The Alaska Pipe Line (brings, hills, past, spot, send)
- Unit 2** A Trip to Alaska (plane, hike, tent, bring, long)
- Unit 3** The Salmon (time, swift, must, back, grave)
- Unit 4** Making an Iceberg (made, piles, thick, slides, split)
- Unit 5** Timing a Glacier (fast, past, clock, crept, melt)
- Unit 6** Mark Twain (name, boat, deep, tales, boys)
- Unit 7** The Mississippi (dirt, north, rafts, mules, streams)
- Unit 8** A Steamboat Trip (see, docks, hard, might, new)
- Unit 9** New Orleans (mouth, French, food, near, made)
- Unit 10** Sugar Bowl Game (times, street, dawn, game, bowl)
- Unit 11** Search for Land (land, raising, needed, went, western)
- Unit 12** Lewis and Clark (explore, coast, maps, soon, started)
- Unit 13** Loading Goods (need, start, tools, cow, children)
- Unit 14** Hard Times (times, broke, trail, kept, hopes)
- Unit 15** Narcissa Whitman (make, way, husband, brave, founders)
- Unit 16** Mix of People (west, laws, sent, life, part)

Level 4 (Review 3rd-6th+ Skills)

Level 4 activities reinforce the word-attack strategies necessary for automatic recognition of one-, two-, and three-syllable words. Words contain open and consonant-le syllables, hard and soft c and g syllables, and words containing concepts from Levels 1, 2, and 3. Exercises involving single words continue to develop phonological awareness, while activities including sentences and paragraphs provide practice in applying word-attack strategies to contextual material.

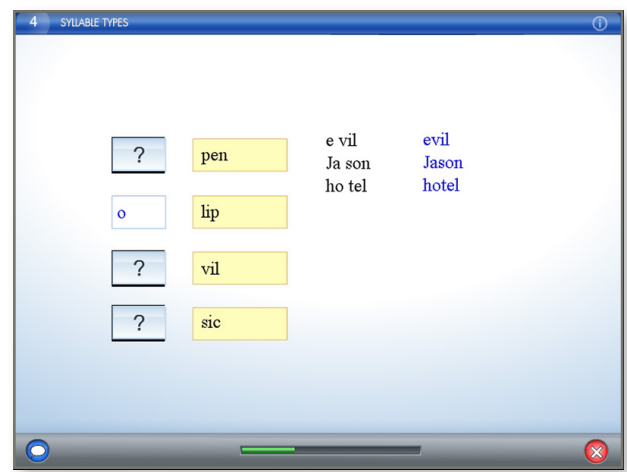


Level 4–Activity Selection Screen

Activity	Description
Syllable Types	To reinforce reading of two-syllable words containing six syllable types (Open, Closed, Silent e, Vowel Combination, Vowel -r, and Consonant-le); includes sorting detached syllables, and constructing words by combining syllables. Units: 22 (7 involve syllable sorting, 15 involve word construction)
2 Sounds of c & g	To reinforce sound/symbol correspondence for hard and soft c and g in one and two-syllable words; includes sentences in every unit. Units: 12 (sentences in every unit)
3 Syllable Words	To practice the construction of three-syllable words from five types of detached syllables (Open, Closed, Silent e, Vowel Combination, and Vowel -r). Units: 12
Paragraphs II	To improve reading comprehension by reinforcing word-attack strategies and by reading words in paragraphs; includes words containing concepts from Levels 1, 2, 3, and 4. Units: 19

Syllable Types

This activity improves automatic recognition of two-syllable words with open and consonant-le syllables. It also reviews the syllable types presented in Levels 1, 2, and 3 (Closed, Silent e, Vowel Combination, and Vowel -r). It includes sorting detached syllables and constructing and typing two-syllable words.



Tasks

1. The program dictates a detached syllable and the student selects the correct syllable and sorts it to the appropriate file card. This sorting task occurs every third unit.
2. The student constructs a two-syllable word by selecting a blue box, revealing the first syllable. The student then matches it to the appropriate second syllable. The word displays in a column, and the student copies the word by typing it.

Unit 1 Sort open and closed syllables to dictation

Unit 2 Construct words with open first syllable and closed second syllable—copy word (ba-sic, e-vil, si-lent, ho-tel, u-nit, o-pen, pi-lot, tu-lip, Ja-son, stu-dent)

Unit 3 Construct words with open or closed first syllable and closed second syllable—copy word (cab-in, cam-el, sec-ond, vis-it, sol-id, fi-nal, Su-san, mo-ment, spo-ken, hu-man)

Unit 4 Sort open and closed syllables to dictation

Unit 5 Construct words with open or closed first syllable and closed second syllable—copy word (trav-el, fin-ish, sal-ad, rob-in, la-bel, o-mit, le-gal, to-tal, pu-pil, pre-vent)

Unit 6 Construct words with open or closed first syllable and closed second syllable—copy word (rad-ish, pan-ic, clos-et, rap-id, tal-ent, plan-et, vi-rus, fre-quent, e-quip, Ro-man)

Unit 7 Sort Silent e, VV, and V+r syllables to dictation

Unit 8 Construct words with open first syllable and VCe second syllable—copy word (lo-cate, fe-male, vi-brate, e-rase, su-preme, do-nate, pro-vide, re-tire, ro-tate, mi-grate)

Unit 9 Construct words with open first syllable and VV or V+r second syllable—copy word (de-stroy, re-veal, se-cret, i-tem, mi-nor, me-ter, pa-per, spi-der, la-ter, ma-jor)

Unit 10 Sort c-le with closed and open syllables to dictation

Unit 11 Construct words with closed first syllable and c-le last syllable—copy word (han-dle, bub-ble, sam-ple, bot-tle, wig-gle, puz-zle, can-dle, trem-ble, set-tle, ap-ple)

Unit 12 Construct words with open or closed first syllable and c-le last syllable—copy word (mid-dle, cat-tle, tum-ble, strug-gle, jun-gle, bat-tle, a-ble, cra-dle, ta-ble, ri-fle)

Unit 13 Sort closed, open, and VCe syllables to dictation

Unit 14 Construct words with open or closed first syllable and closed second syllable—copy word (pol-ish, lim-it, hab-it, met-al, spi-ral, ra-ven, si-ren, va-cant, ba-sin, ba-con)

Unit 15 Construct words with open or closed first syllable and closed, VCe, or V+r second syllable—copy word (van-ish, hu-mid, mo-tel, ro-bot, bo-nus, pre-fer, pre-pare, trib-ute, pro-mote, fro-zen)

Unit 16 Sort closed, c-le, and VCe syllables to dictation

Unit 17 Construct words with open or closed first syllable and closed or VCe second syllable—copy word (at-om, cred-it, pun-ish, ro-dent, ha-zel, cu-pid, ri-val, re-quire, mi-grate, u-nite)

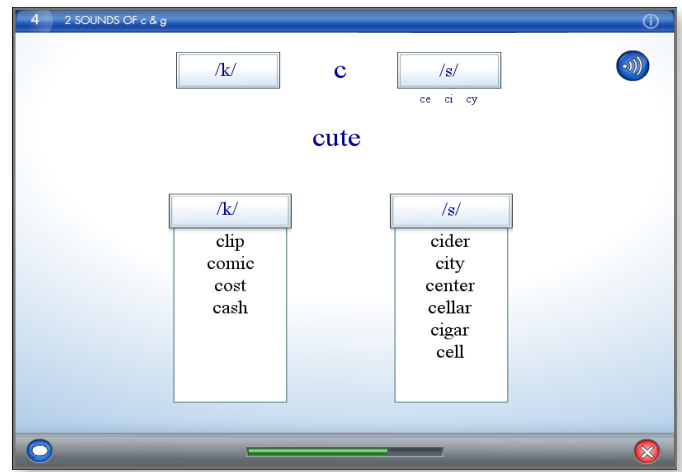
Syllable Types, continued

- Unit 18** Construct words with open or closed first syllable and c-le second syllable—copy word (rid-dle, hum-ble, gam-ble, rip-ple, snug-gle, grum-ble, tem-ple, bi-ble, cra-dle, bri-dle)
- Unit 19** Sort open, VV, and c-le syllables to dictation
- Unit 20** Construct words with open or closed first syllable and c-le second syllable—copy word (sad-dle, fid-dle, mum-ble, stum-ble, wob-ble, ket-tle, thim-ble, ca-ble, no-ble, i-dle)
- Unit 21** Construct words with open or closed first syllable and VV, VCe, or c-le second syllable—copy word (twin-kle, sniff-ple, top-ple, ma-ple, ro-tate, do-nate, re-store, de-vour, be-tween, pro-found)
- Unit 22** Review unit—carefully chosen words reviewing all concepts (hu-man, fin-ish, rap-id, lo-cate, drag-on, pan-ic, rip-ple, cra-dle, pro-found, tu-lip, re-fuse, e-rase, fre-quent, tum-ble, vi-brate)

Level 4 (Review 3rd – 6th+ Skills)

2 Sounds of c & g

This activity involves four tasks designed to reinforce reading of words containing hard and soft c and g. Tasks increase awareness and application of rules governing the pronunciation of c and g in one- and two-syllable words. Sentences are included in every unit to reinforce the application of rules to contextual information.



Tasks

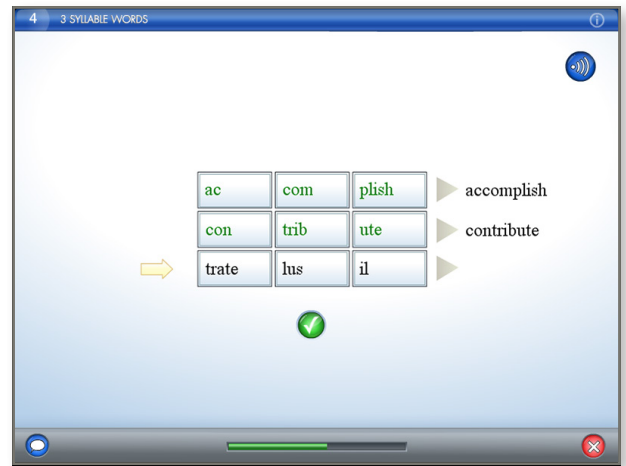
A word displays on-screen and the student determines the sound of the c or g, and sorts it into the appropriate box. The program dictates a word and the student selects it from a group of words. An incomplete word displays on-screen, and the student types in the missing letters. The student reads the beginning of a sentence and matches it with an appropriate ending.

- Unit 1** hard & soft beginning c (cute, cash, cost, clip, cabin, comic, cowboy, cent, cell, cellar, center, cider, city, cigar)
- Unit 2** hard beginning c, soft ending ce (clasp, crash, cane, cart, code, coast, cuff, ice, face, price, place, nice, ace, lace)
- Unit 3** hard beginning sc blend or two-syllable beginning c, soft ending nce and two-syllable beginning c (scab, scale, score, scare, campus, carton, current, prince, dance, glance, chance, fence, central, cinder)
- Unit 4** hard beginning c, soft ending ce (count, curb, cling, crow, crunch, clap, cast, voice, sauce, spruce, fleece, slice, trace, twice)
- Unit 5** hard beginning c, soft beginning and ending c (cube, cart, clock, carbon, carpet, cutter, coffin, race, grace, lice, space, scene, embrace, center)
- Unit 6** hard & soft medial c (expect, exclude, raccoon, escape, hiccups, collect, cupcake, percent, pencil, ulcer, except, dancer, princess, excite)
- Unit 7** mixed c (curl, crack, canal, candy, coffee, contact, cactus, lance, spice, scent, mercy, excess)
- Unit 8** hard & soft: beginning g (game, goat, grab, gush, garden, goblin, gallon, gent, germ, gym, gerbil, gently, gender, German)
- Unit 9** hard beginning g, soft ending (age, glass, gain, goal, grand, gutter, gossip, gotten, rage, page, wage, huge, enrage, stage, large)
- Unit 10** hard beginning g, soft ending nge and two-syllable beginning g (gust, gong, grass, glide, grime, gallop, gasket, cringe, lounge, hinge, plunge, gypsy, gem, gymnast)
- Unit 11** hard & soft medial g (magnet, disgust, fragrant, forgot, stagnant, engulf, forgave, margin, logic, rigid, legend, magic, charges, pages)
- Unit 11** mixed g (regain, regard, gambler, goblet, garment, goddess, gather, charge, urge, strange, indulge, danger, tragic, fragility, stencil)

Level 4 (Review 3rd - 6th+ Skills)

3 Syllable Words

This activity reinforces reading of three- syllable words containing the syllable types presented in Levels 1-4 (Closed, Open, Silent e, Vowel Combination, and Vowel -r).



Task

The student rearranges detached syllables to create the dictated three-syllable word. Then, the student copies the word by typing in the syllables. The student arranges detached syllables from the grid to form words without hearing the words first.

- Unit 1** contribute, estimate, illustrate, organize, requirement, establish, accomplish, Atlantic, united, develop
- Unit 2** important, equipment, instrument, communist, electric, musical, department, director, understood, peppermint
- Unit 3** dependent, professor, regular, magnetic, underneath, continent, astonish, investment, interrupt, violent
- Unit 4** deposit, domestic, republic, electron, violet, pretended, fantastic, interpret, forgotten, acrobat
- Unit 5** substitute, isolate, underline, entertain, external, appendix, commitment, Wisconsin, spectator, monument
- Unit 6** diplomat, document, alcohol, romantic, muscular, violin, volcano, consistent, absolute, eraser
- Unit 7** bitterness, forbidden, attainment, microscope, decorate, monorail, momentum, antelope, incomplete, manual
- Unit 8** uncommon, discontent, chimpanzee, occupant, remainder, reluctant, propeller, tenderness, interfere, misleading
- Unit 9** disconnect, suffocate, undertake, memorize, protected, politeness, rotating, feverish, inhabit, comprehend
- Unit 10** amputate, duplicate, boomerang, casserole, contentment, hibernate, cucumber, disrespect, banister, turpentine
- Unit 11** pollinate, intercom, badminton, bassinet, unbroken, torpedo, transistor, imperfect, daydreaming, Amsterdam
- Unit 12** contestant, deafening, immortal, distemper, abdomen, everglade, monotone, crookedness, underfoot, hobgoblin

Paragraphs II

This activity is designed to improve reading comprehension by using word-attack strategies when reading in context. Paragraphs reinforce concepts from Lexia Strategies Levels 1–4.

4 PARAGRAPHS II

early
Egypt
China
surprised

If you could go back in history to early China or Egypt, you might be surprised to encounter people playing sports that are popular today. In China, for example, badminton contests occurred _____ 4000 years ago. In Egypt, you could bowl using nine stone pins and a stone ball as far back as 5000 B.C. Or how about a _____ of hockey around 2000 B.C.?

might light game
playing nearly badminton

Task

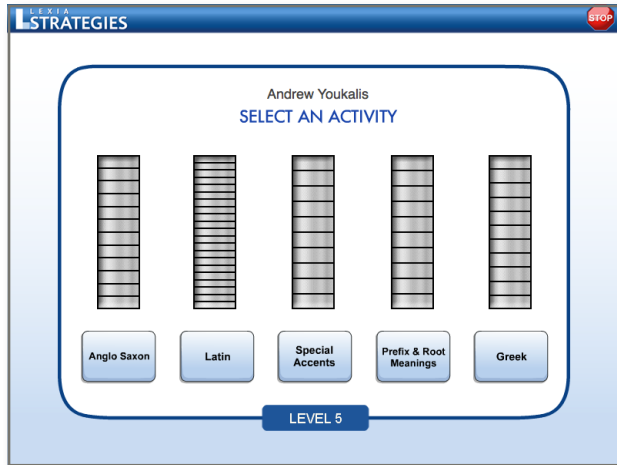
A paragraph displays with a picture illustrating its theme. Students may select sight words listed at the top of the screen for pronunciation. The student selects and types in the missing words to complete the paragraph. If there are two or more errors, the activity provides practice with recognizing target words in isolation.

Topics (target words in parenthesis):

- Unit 1** Ancient Sports (might, playing, game, hockey, nearly)
- Unit 2** Ancient Basketball (rubber, hoop, winning, team, lost)
- Unit 3** Winter Olympics Symbol (sport, Norway, needed, visit, lively)
- Unit 4** Inventing the Bicycle (began, invented, public, years, person)
- Unit 5** Biking Coast to Coast (coast, stay, bitter, food, goal)
- Unit 6** Diane Roffe-Steinrotter (event, athlete, winter, follow, fastest)
- Unit 7** Johnny Weismuller (films, trees, swimmers, training, spotted)
- Unit 8** Tiny Archibald (became, player, never, drafted, basketball)
- Unit 9** Fernando Valenzuela (baseball, owner, following, played, season)
- Unit 10** Roberto Clemente (athlete, respect, treated, rights, boys)
- Unit 11** Women Bowling Champs (bowling, skills, held, perfect, shown)
- Unit 12** Glenn Cunningham (record, badly, beat, ranch, children)
- Unit 13** Jacuzzi Brothers (parts, took, treatment, saw, whirlpool)
- Unit 14** Sylvia Earle (explorers, conducted, living, weeks, program)
- Unit 15** Margaret Gallimore (eighteen, rented, children, paid, proud)
- Unit 16** Stephen Hawking (speaking, ever, began, worldwide, thinkers)
- Unit 17** Maya Angelou (talented, road, being, strength, thousands)
- Unit 18** Merce Cunningham (difficult, bother, music, hear, bird)
- Unit 19** Eng Ung (hometown, flight, first, became, saved)

Level 5 (Review 3rd-6th+ Skills)

Level 5 activities reinforce the structural analysis word-attack strategies necessary for automatic recognition of multi-syllabic words. Exercises involving single words continue to develop automatic word recognition, while activities that include sentences and paragraphs provide practice in applying word attack strategies to contextual material.

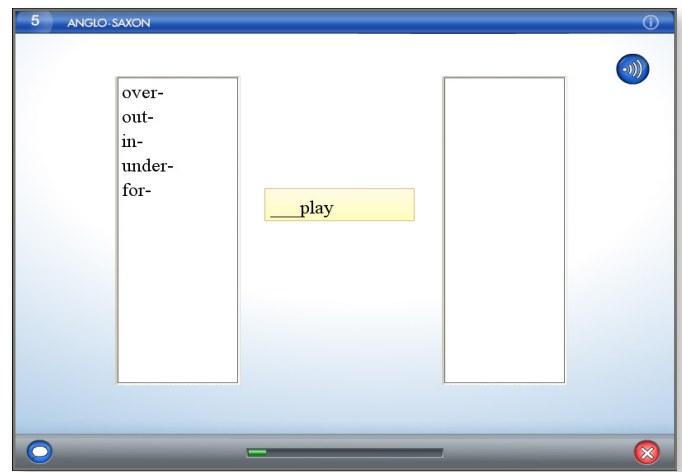


Level 5–Activity Selection Screen

Activity	Description
Anglo Saxon	To reinforce reading of two- to four-syllable words containing Anglo-Saxon prefixes and suffixes; includes discrimination of affixes and construction of words by adding affixes. Units: 12 (sentences in units 1-9)
Latin	To reinforce recognition of Latin prefixes and suffixes in two- to four-syllable words. Includes spelling of affixes by dictation, construction of words, and division of words into prefix, root, and suffix; accent placement is emphasized. Units: 21 (sentences in units 1-18)
Special Accents	To practice the recognition of two- to four-syllable words containing special accent patterns. Includes accent placement, spelling of important elements, and timed reading for automaticity. Units: 10 (sentences in every unit)
Prefix & Root Meanings	To improve vocabulary and word recognition through constructing and reading words containing common Latin roots and prefixes related to number and negation. Emphasis is on meanings of roots and prefixes. Units: 10 (sentences and paragraphs included)
Greek	To improve vocabulary and word recognition through constructing and reading words containing common Greek combining forms. Emphasis is on the meanings of the Greek combining forms. Units: 11

Anglo Saxon

This activity contains several different tasks to reinforce automatic recognition of multi-syllable words that contain Anglo-Saxon prefixes and suffixes. Activities include identifying prefixes and suffixes in isolation and within the context of a word and then typing them as dictated within the context of a word. Some activities focus on the three pronunciations of -ed, and some have sentences where the student chooses the correct affix to complete a word.



Task

The program dictates a prefix or suffix and the student chooses it from a group of affixes. Then, the program dictates a word and the student selects the affix and places it next to the root word. The student types the affix from dictation on a blank in front of the root word. If difficulties arise, a model will appear briefly and disappear; if another mistake is made, the student can copy the affix and then type it from memory. The student reads a sentence and selects the appropriate missing affix.

- Unit 1** Identify and spell prefixes to dictation (for, in, out, over, under)
overhead, overwhelm, overtake, underneath, understand, undertake, instead, inside, outside, outlaw, outplay, forget, forbid, forgot, forgive
- Unit 2** Identify and spell prefixes to dictation (a, be, fore, mis, un)
around, ahead, aground, before, because, become, begin, foreman, foretell, foreseen, misspell, mistake, mishear, unknown, unhappy, untried
- Unit 3** Sort words containing -ed to dictation (/ed/, /d/, /t/)
/t/ dumped, trashed, ranked, swished, stashed, honked, wished, dressed, dunked, stamped, crunched, thumped, camped, splashed, thanked, cracked, chirped, cashed, tacked, sacked, licked, limped, switched, cashed, touched, reached
/d/ filmed, smelled, killed, spelled, thrilled, banged, longed, drilled, filled, charmed, ordered, stowed, failed, screamed, shelled, wailed, veiled, majored, vetoed, bowed, shadowed, labored, colored, feared, sailed, mailed, reared, leaned
/ed/ dented, scolded, shielded, feasted, clouded, floated, baited, granted, blended, tended, rented, folded, twisted, handed, hunted, listed, dusted, blasted, grunted, blinded
- Unit 4** Identify and spell suffixes to dictation—unchanged base word (en, er, est, ness, less)
wooden, sharpen, lighten, harden, maiden, shorten, dampen, golden, eaten, beaten, fallen, teacher, smaller, smarter, steamer, cleaner, higher, darker, colder, taller, brighter, golfer, banker, printer, brightest, warmest, longest, lightest, dampest, darkest, shortest, kindest, fastest, slowest, nearest, fastness, darkness, sharpness, plumpness, kindness, goodness, sickness, illness, stillness, shyness, soreness, weakness, careless, shameless, helpless, useless, thankless, lifeless, selfless, hopeless, tactless, endless, restless, worthless, speechless, homeless, fearless, blameless, childless, pointless, harmless
- Unit 5** Mixed words from units 3 and 4
- Unit 6** Identify and spell suffixes to dictation—unchanged base word (ly, ing, ful, y, hood, ward, some)
rusty, windy, lucky, sleepy, rainy, curly, cloudy, stormy, snowy, tricky, messy, dirty, handy, lumpy, filthy, bloody, healthy, wealthy, soapy, helpful, careful, useful, shameful, skillful, willful, fretful, mindful, sinful, wasteful, painful, faithful, fearful, truthful, graceful, cheerful, playful, badly, hardly, nearly, slowly, friendly, nicely, mostly, gladly, lovely, lately, widely, lonely, swiftly, knighthood, likelihood, neighborhood, following, blocking, bumping, frosting, smelling, camping, marching, parking, chomping, branching, crunching, playing, munching, homeward, backward, forward, upward, inward, afterward, lonesome, wholesome, bothersome, handsome

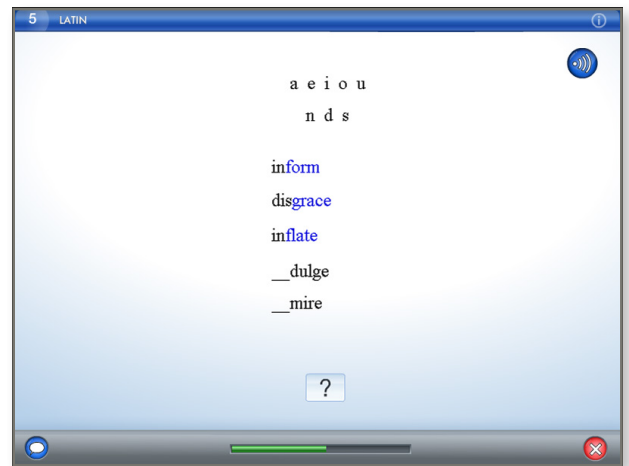
Anglo Saxon, continued

- Unit 7** Identify and spell suffixes to dictation—words with double letters or omitted e. stopping, biggest, shipper, hitting, hopping, gripping, snipping, mopping, robbed, stripped, tapping, spitting, bidding, planned, sloppy, batted, bitten, pinned, hoped, griping, scraper, riper, sloping, diner, taped, hiding, striped, mating, riding, cuter, safer, tubing, cutest
- Unit 8** Mixed words from units 4, 5, 6, and 7
- Unit 9** Mixed words from units 4, 5, 6, and 7
- Units 10-12** Three- and four-syllable words containing Anglo-Saxon affixes. understanding, forgetful, unturned, forbidden, forgiven, misspelling, outplayed, beginning, forecaster, overwhelming, unhelpful, unfaithful, oversharpen, overturned, underworked, forgotten, misleading, deafening, crookedness

Level 5 (Review 3rd - 6th+ Skills)

Latin

This activity is designed to reinforce word-attack strategies for reading multi-syllable words that contain Latin prefixes and/or suffixes where the accent falls on the root. The tasks increase awareness and application of rules governing the pronunciation of affixes in multi-syllable words. Exercises require visually discriminating affixes, spelling the affix to create a dictated word, dividing words into prefix, root, and suffix, and matching affixes and roots to complete words. Sentences are included in every unit to reinforce application of rules to contextual information.



Tasks

Latin consists generally of five tasks (units 7-10 vary somewhat due to conceptual differences):

1. A prefix displays next to a box containing letter strings, some of which match the prefix. The student selects the letter strings that match the prefix exactly (units 1-6). Later, the student clicks the dictated suffix (units 11-18).
2. The program dictates a word and the student uses letters in a box to spell the affix.
3. Two boxes display with the words containing Latin-based affixes. The student divides the words and places the affix and root in the appropriate boxes.
4. After placing the affixes in the boxes, the student matches the roots to form a word.
5. At the end of each unit, the student reads sentences with words that have an affix missing and fills in the affix.

Task Description for Units 7-10:

1. A word displays with three boxes containing a prefix. The student looks at the word and selects the box to indicate what prefix change has occurred.
2. Roots display with three boxes containing the prefix and possible changes. In response to a dictated word, the student chooses the correct root to combine with the prefix and puts it in the appropriate box.

Latin, continued

- Unit 1** Identify and manipulate Latin prefixes—no changes (ad, con, in, dis, ex, re)
admire, advance, address, conceal, concern, concrete, conduct, confess, confide, confine, confirm, conflict, confront, confuse, connect, consent, conserve, incline, include, increase, indent, indulge, inflate, inform, inhale, inject, disarm, discard, discharge, discuss, disgrace, dislike, dismay, dismiss, exact, except, excess, exchange, excite, exert, exhaust, expect, rebuild, recall, recline, record, recount, reduce, refer, refund, regard, regret
- Unit 2** Identify and manipulate Latin prefixes—no changes (ad, con, in, dis, ex, re)
adjust, admit, advice, advise, conserve, consist, console, constrict, construct, consult, consume, contain, content, contort, contract, contrast, convict, convince, inquire, inscribe, insert, inspect, install, instill, instruct, insult, invest, dismount, display, displease, dispute, disrupt, distinct, distort, distract, disturb, expire, explain, explode, explore, export, expose, express, extinct, release, relief, repay, report, reprint, request, reread, respect, retire, retrace
- Unit 3** Identify and manipulate Latin prefixes—no changes (de, ob, pre, pro, sub)
debate, decay, decide, decline, deduct, defeat, defect, defend, object, observe, obsess, precede, precise, predict, prefer, prescribe, proceed, proclaim, produce, profound, progress, project, prolong, promote, subdue, subject, sublease, sublet
- Unit 4** Identify and manipulate Latin prefixes—no changes (de, ob, pre, pro, sub)
deflate, depart, delay, delight, depend, depress, destroy, devote, obstruct, obtain, obscure, prepare, present, preserve, presume, pretend, prevent, pronounce, propel, propose, protect, protest, provide, provoke, submerge, submit, subscribe, subsidize, subtract
- Unit 5** Identify and manipulate Latin prefixes—no changes (ab, trans, per, se, inter)
abduct, abrupt, absolve, absorb, transact, transfer, transfix, transform, transfuse, seclude, secrete, secure, sedate, perhaps, permit, perplex, persist, perspire, pertain, intersect, intersperse, intertwine, intervene, interweave
- Unit 6** Identify and manipulate Latin prefixes—no changes (ab, trans, per, se, inter)
abstain, abstract, absurd, transgress, translate, transmit, transplant, transport, seduce, select, serene, severe, perceive, percent, perfect, perform, perfume, interact, intercept, interchange, interfere, interject, interrupt
- Unit 7** Identify and manipulate Latin prefixes—changes (ad, ob, sub)
appear, appeal, applaud, apply, appoint, arrange, arrive, attempt, attract, oppose, oppress, offend, offer, occult, succeed, success, suggest, supplant, suppress
- Unit 8** Identify and manipulate Latin prefixes—changes (ad, ob, sub)
attract, afford, assist, allow, attend, annoy, accent, accept, account, offense, offer, occult, occur, offend, suppress, supply, support, suppose, suggest
- Unit 9** Identify and manipulate Latin prefixes—changes (con, in, dis, ex)
compose, complain, complete, combine, compare, compel, compete, impel, impose, imbibe, improve, impair, diffuse, divide, diverge, dilate, digest, effect, erect, evade, elect, elate, elope, erase
- Unit 10** Identify and manipulate Latin prefixes—changes (con, in, dis, ex)
compute, command, commit, collect, collapse, collide, corrupt, correct, impart, import, implore, impress, immense, direct, divine, dilute, digest, divide, erode, equate, equip, erupt, evict, evoke, event
- Unit 11** Identify and manipulate Latin suffixes (al, ary, ish, ment, us, ty)
vocal, equal, marshal, coastal, dental, mortal, rival, fatal, floral, brutal, library, salary, rosary, rotary, summary, blackish, boyish, childish, dampish, darkish, basement, payment, shipment, dainty, duty, fifty, forty, frailty, virus, bonus, campus, cactus, crocus, circus
- Unit 12** Identify and manipulate Latin suffixes (al, ary, ish, ment, us, ty)
global, spinal, oral, lethal, postal, total, formal, rental, mental, glossary, boundary, burglary, primary, granary, roundish, selfish, sickish, smallish, strongish, tallish, ailment, augment, casement, ninety, safety, sixty, thirty, twenty, sinus, minus, focus, walrus, discus, fungus
- Unit 13** Identify and manipulate Latin suffixes (ure, tude, ile, ize, ory)
figure, conjure, secure, gratitude, solitude, attitude, reptile, futile, hostile, winterize, victimize, organize, modernize, history, armory, savory, memory, sensory

Latin, continued

- Unit 14** Identify and manipulate Latin suffixes (ure, tude, ile, ize, ory)
failure, endure, altitude, longitude, latitude, amplitude, juvenile, fragile, textile, memorize, fertilize, civilize, factory, Gregory, ivory, victory, hickory, rectory
- Unit 15** Identify and manipulate Latin suffixes (age, ant, ance, ancy, ability, able, ous)
bandage, blockage, coinage, shortage, shrinkage, spoilage, storage, yardage, linkage, pleasant, tenant, servant, quadrant, pregnant, balance, distance, hindrance, vacancy, pregnancy, probability, livability, probable, bankable, bearable, bleachable, breakable, burnable, joyous, nervous, famous
- Unit 16** Identify and manipulate Latin suffixes (age, ant, ance, ancy, ability, able, ous)
package, passage, cabbage, manage, message, scrimmage, luggage, plumage, baggage, pendant, peasant, merchant, migrant, fragrant, warrant, fragrance, finance, entrance, clearance, pregnancy, infancy, probability, capability, cashable, chewable, countable, crushable, fixable, wondrous, porous, pompous, callous
- Unit 17** Identify and manipulate Latin suffixes (ice, ive, ent, ence, ency, ible, ibility)
service, malice, justice, office, lattice, practice, captive, active, cursive, festive, tangent, talent, student, strident, solvent, serpent, rodent, silence, sentence, frequency, urgency, currency, possible, flexible, horrible, sensible, visible, possibility, visibility
- Unit 18** Identify and manipulate Latin suffixes (ice, ive, ent, ence, ency, ible, ibility)
hospice, novice, solstice, jaundice, chalice, crevice, massive, motive, native, passive, present, patent, parent, dissent, current, agent, sentence, prudence, decency, tendency, agency, tangible, forcible, legible, feasible, terrible, edible, sensibility, credibility

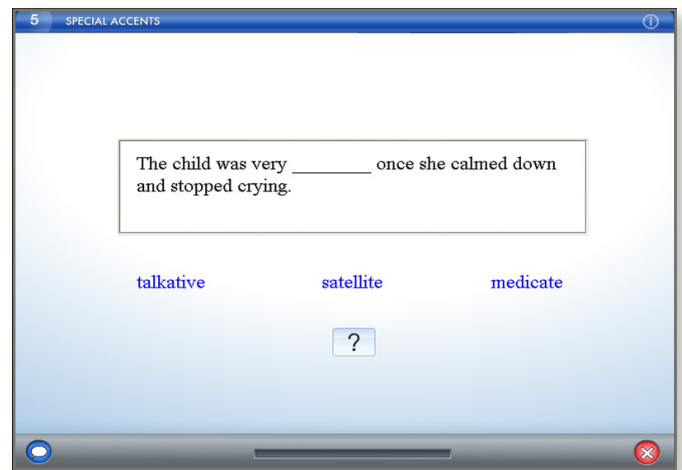
Units 19, 20, 21

Three- and four-syllable words containing Latin affixes

immortal, important, refusal, removal, recital, referral, external, internal, repayment, prepayment, detachment, equipment, contentment, investment, installment, advisory, digestible, divergent, accessory, compulsory, directory, admissible, collectible, compatible, contractible, convertible, deductible, distractible, divisible, responsible, inflexible, adorable, adjustable, dependable, attachable, allowable, affordable, correctable, dependable, detectable

Special Accents

This activity is designed to practice reading multisyllable words containing Latin affixes where the accent does not necessarily fall on the root. Emphasis on accent- placement rules and pronunciation of the affixes aids in word identification. Students match affixes, identify affixes and words containing the affixes, and type words and affixes. Concepts related to connectives i and u, ligatured tu and du, and pronunciation of si/ti/ci are presented and reinforced. Every unit includes sentences to assist in applying rules to contextual information.



Tasks

Tasks for Unit 1

1. A suffix displays next to a box of letter strings, some of which match the suffix. The student selects the matching letter strings.
2. A box containing six multi-syllabic words displays. The student selects the dictated word. Words are visually coded for accent placement and for the specified suffix.
3. A word displays and the student indicates where to place the accent. The program dictates the word and the student types it.
4. The student selects words as dictated as quickly as possible and has the opportunity to try to decrease his/her time.
5. The student identifies the correct word to complete a sentence.

Tasks for Unit 2-5

1. Boxes containing word parts display; the program dictates a word and the student selects the box that contains the word part.
2. Boxes containing words display and the student highlights the word parts under consideration. The accented syllable displays and the word is pronounced.
3. A word displays and the student indicates where to place the accent. The program dictates the word and the student types it.
4. Three partial words display and the student types the correct suffix in the blank.
5. The student selects words as dictated as quickly as possible and has the opportunity to try to decrease his/her time.
6. The student identifies the correct word to complete a sentence.

Task for Units 6 & 7

1. The student selects words as dictated as quickly as possible and has the opportunity to try to decrease his/her time.

Tasks for Units 8 & 9

1. Words display and the student highlights the word part under consideration. The program pronounces the sound of the word part.
2. Words display in boxes and the student types in the missing word part after the program dictates it. The accented syllable displays and the word part is underlined.

Task for Unit 10

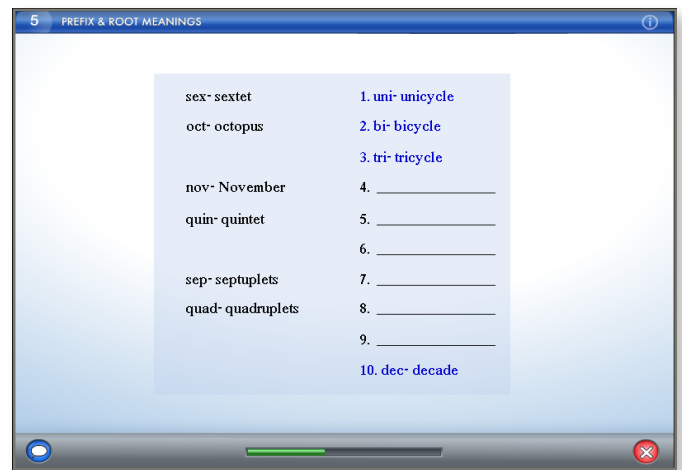
1. The student selects words as dictated as quickly as possible and has the opportunity to try to decrease his/her time.

Special Accents, continued

- Unit 1** Accent placement and identification of Latin-based three-syllable words containing suffixes ending in silent -e (-ate, -ite, -ive)
perforate, separate, compensate, activate, alternate, candidate, circulate, dedicate, estimate, aggravate, compensate, delegate, designate, amputate, calculate, complicate, congregate, duplicate, elevate, formulate, hesitate, concentrate, contemplate, decorate, demonstrate, devastate, dominate, hibernate, immigrate, isolate, navigate, nominate, operate, suffocate, terminate, illustrate, regulate, ventilate, medicate, motivate, penetrate, definite, infinite, indefinite, urbanite, dynamite, opposite, satellite, parasite, favorite, relative, narrative, primitive, positive, sensitive, tentative, negative, secretive, talkative, cognitive
- Unit 2** Accent placement and identification of Latin-based words containing suffixes -ity, -ic, and -ical
purity, identity, facility, hospitality, activity, sincerity, fragility, captivity, capability, festivity, electricity, hostility, stupidity, civility, rapidity, humanity, timidity, polarity, humidity, personality, vicinity, severity, publicity, public, traffic, fantastic, republic, attic, Atlantic, Pacific, artistic, gigantic, automatic, sarcastic, angelic, elastic, Antarctic, democratic, statistic, athletic, terrific, energetic, domestic, dynamic, electronic, ethnic, frolic, diplomatic, historic, dramatic, frantic, economic, electric, garlic, Hispanic, acrobatic, historical, ethical, hysterical, identical, mathematical, economical, practical, political, comical, technical, fanatical, botanical, critical, electrical
- Unit 3** Accent placement and identification of Latin-based words containing connectives i and u
radial, radio, serious, barbarian, oblivion, malaria, experience, phobia, criterion, custodian, suburbia, Bolivia, anterior, posterior, imperial, ulterior, hysteria, stadium, alleviate, mysterious, editorial, humiliate, delirium, superior, material, radiant, luxurious, solarium, Arabia, opium, Canadian, Utopia, encyclopedia, Liberia, insomnia, zodiac, Scandinavia, auditorium, sanitarium, comedian, obvious, librarian, precarious, Colombia, alien, continuous, genuine, conspicuous, tempestuous, monument, document, strenuous, ambiguous, manual, vacuum, evaluate, continual, incongruous, discontinuous, promiscuous, annual
- Unit 4** Accent placement and identification of Latin-based words containing connective i saying /y/
senior, junior, petunia, stallion, genius, Daniel, spaniel, familiar, union, regalia, dominion, battallion, companion, brilliant, bunion, million, gardenia, peculiar, opinion, communion, convenient, Spaniard, William, convenience, billion, valiant, ingenious
- Unit 5** Accent placement and identification of Latin-based words containing ligatured tu and du
natural, nature, virtuous, mutual, picture, punctual, Portugal, statue, pasture, furniture, departure, century, scripture, agriculture, mixture, adventure, manufacture, spatula, virtue, puncture, posture, torture, capture, lecture, feature, rupture, structure, fixture, fortune, graduate, gradual, pendulum, schedule, fraudulent, nodule, individual, residual, incredulous, procedure, module, adulation
- Unit 6** Identify words from units 4–5
- Unit 7** Identify words from units 1–5
- Unit 8** Accent placement and identification of Latin-based words containing si, ti, ci saying /sh/
gracious, vicious, delicious, special, efficient, spacious, precious, judicial, ferocious, musician, session, confession, profession, passion, convulsion, fission, depression, impression, mission, commission, admission, omission, nation, spatial, national, vacation, ambitious, ambition, initial, patience, station, motion, revolution, condition, ignition, partial, emotional
- Unit 9** Accent placement and identification of Latin-based words containing si saying /sh/ and /zh/
session, confession, profession, passion, convulsion, fission, depression, impression, mission, commission, admission, omission, fusion, erosion, illusion, explosion, seclusion, profusion, inclusion, invasion, provision, version, division, confusion, revision, precision, exclusion, occasion, abrasion, collusion
- Unit 10** Identification of words from all units

Prefix and Root Meanings

This activity is designed to increase vocabulary as well as word identification through constructing and reading words containing common Latin roots and prefixes related to number and negation. The meanings of the prefixes and roots are emphasized and words are categorized according to the meaning of the prefix or root. Sentences and paragraphs reinforce conceptual application to contextual material.



Tasks

Tasks for Unit 1

1. Two boxes display, one with the number prefixes, sample words and their meanings, and one with numbers. The student drags a prefix over and places it beside the correct number. The program says the prefix, sample word, and the meanings.
2. The student highlights prefixes signifying number amounts and sort them into boxes. The program says the prefix, sample word, and the meanings.
3. Sentences defining a target word display with a box containing number prefixes. The student types in the appropriate prefix.

Tasks for Unit 2

1. Negative prefixes display in a box and the student clicks on the dictated prefix.
2. A base word displays. The student listens to a dictated word and types in the negative prefix to complete the word.
3. Five words display in a box. The program dictates the meaning of one of the words and the student highlights the negative prefix in that word.
4. Sentences display and students type in the missing prefixes.

Tasks for Units 3 & 4

1. Two boxes display, one with prefixes indicating direction and one with meanings. The student listens to dictated words and then clicks on a prefix and puts it in the box next to the correct meaning.
2. Three boxes display with the meanings of the prefixes on top. The student listens to the word and clicks on the box that corresponds to its meaning.
3. Sentences with missing words display and the student selects the correct words.

Tasks for Units 5–9

1. A box with three prefixes displays with a blank followed by a root. The program defines the root and the student types one of the prefixes into the blank to create a word. The program defines the word.
2. Five boxes display with a root on top. The program dictates a word and the student clicks the box that contains the root of that word. The word appears in the box without the root and the student types the root.
3. A paragraph displays on-screen containing ten words using the roots and the student highlights the words.

Task for Unit 10

1. Five boxes display with a root on top. The program dictates a word and the student selects the box that contains the root of that word. The word displays in the box without the root and the student types in the root.

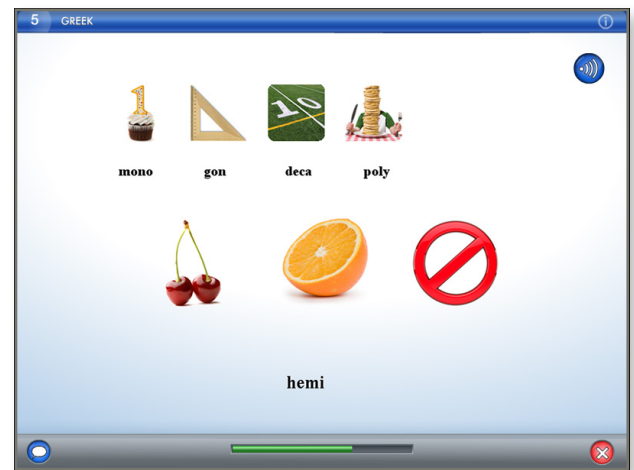
Prefix and Root Meanings, continued

- Unit 1** unicycle, uniform, bicycle, tricycle, triplets, quadruplets, quintet, quintuplets, sextet, sextuplets, septuplets, octopus, octagon, November, decade, decathlon, centipede, century, centennial, millipede, millennium, multilingual, multiphase, multimillionaire, semicircle, semiliquid, semiconscious
- Unit 2** unhappy, unreadable, unattached, unbalanced, unchanged, unclear, unhealthy, nonmetal, nonparticipating, nonconformist, nonexistent, nonsense, nonproductive, nonrefundable, inhuman, inconsistent, independent, inexcusable, infirm, insane, insensitive, discontent, disobey, discontinue, distrust, disregard
- Unit 3** insert, intrude, inspect, import, internal, exit, external, export, eject, extract, submarine, subway, substandard, subnormal, transport, transmit, transfer, transfuse, propose, proceed, project, protrude, produce
- Unit 4** conduct, committee, contract, community, connect, distant, divide, disrupt, dismantle, predict, prevent, prepay, pretest, preview, interrupt, intercept, interfere, international, interview, intermission, repeat, recede, retake, respond, retell
- Unit 5** retract, distract, extract, contract, produce, induct, conduct, reduce, object, project, inject, eject, reject, construct, instruct, destruction, reflex, deflect, inflection
- Unit 6** report, export, import, transport, inform, reform, conform, deform, invert, revert, convert, pretend, contend, extend, insist, resist, consist
- Unit 7** vision, visual, visit, visor, auditory, audience, auditorium, vocal, vocalize, vocation, tactile, contact, intact, predict, contradict, diction
- Unit 8** inspect, respect, spectator, repel, expel, impel, scribble, inscribe, describe, interrupt, disrupt, erupt, intercept, concept, except
- Unit 9** recede, precede, intercede, propose, transpose, compose, transmit, emit, submit, inspire, conspire, respirator, transfer, infer, refer
- Unit 10** Review of words from all units

Level 5 (Review 3rd – 6th+ Skills)

Greek

This activity is designed to increase vocabulary and improve word identification by constructing and reading words containing common Greek forms. The meanings of the combining forms are emphasized and words are analyzed according to these meanings. Phrases are used throughout to reinforce meaning.



Task

Tasks for Units 1-3, 5-7, and 9-10

1. Three pictures depicting the meanings of three Greek combining forms display and the program dictates its sound and states its meaning. The student selects the corresponding picture.
2. The student chooses the correct picture to match the meaning stated by the program and the meaning appears under the picture with the combining form.
3. A word displays with three meanings underneath it. The student chooses the correct meaning to go with the word.
4. Part of a word displays on-screen and the student types in the combining form that corresponds to the dictated definition to complete the word.

Tasks for Units 4, 8, & 11

1. Three pictures depicting the meanings of three Greek combining forms display with two blank lines. The program states the definition of a word and the student identifies the two combining forms found in that word and puts them on the lines. The program then forms them into the word (e.g., "writing about life" is "biography").
2. A word displays with three pictures. The student highlights the combining forms in the word and selects the matching picture.
3. Sentences with missing words display and the student chooses the correct words to fill in the blanks.

Unit 1 Meanings of combining forms (bio, phon, geo, theo, psych, tech)
biology, phonology, geology, theology, psychology, technology

Unit 2 Meanings of combining forms (derma, arch, chron, phys, astro, path)
dermatology, archeology, chronology, physiology, astrology, pathology

Unit 3 Meanings of combining forms (meter, scope, graph, tele, gram)
thermometer, microscope, phonograph, telephone, audiogram

Unit 4 Manipulating combining forms from units 1-3
telephone, telegraph, phonograph, chronometer, telegram, biography, telescope, geography, psychometric, chronograph, psychopath

Unit 5 Meanings of combining forms (crat, dem, naut, therm, hydro, polis)
autocrat, demographic, nautical, thermometer, hydroplane, metropolis

Unit 6 Meanings of combining forms (biblio, auto, phobia, photo, mania)
bibliography, automatic, claustrophobia, photosynthesis, maniac

Greek, continued

- Unit 7** Meanings of combining forms (hypo, hyper, macro, micro, mega, pyro)
hypodermic, hyperactive, macrocosm, microcosm, megacomplex, pyrotechnics
- Unit 8** Manipulating combining forms from units 5-7
bibliography, democracy, astronaut, thermometer, autograph, thermograph, hypothermic, microscope, hypodermic, hydrophobia, photograph, megaphone, autocrat, theocratic, demographic, pyromania, geothermal, hydroscope, hyperthermia
- Unit 9** Meanings of combining forms (syn/sym, anti, a/an, pod, neo)
synonym, antiaircraft, anarchy, podiatrist, neophyte
- Unit 10** Meanings of combining forms (poly, mono, duo, gon, hemi, deca)
polygon, monocle, duet, hexagon, hemisphere, decade
- Unit 11** Manipulating combining forms from units 9 & 10
sympathy, symmetry, synchronize, symphony, polygon, monopoly, decagon, monomania, polypod, polyphone, anhydrous