



# Scope & Sequence

of

## Lexia Primary Reading®

SKILLS DEVELOPED	Early Reading AGES 4-6	Primary Reading AGES 5-8	Strategies for Older Students AGES 9-ADULT
Letter Combinations	✓		
Rhyming	✓		
Word Segmentations	✓		
General Letter Knowledge	✓		
Sound Blending	✓		
Letter Combinations	✓		
Consonant Sounds	✓	✓	
Short Vowel Sounds	✓	✓	✓
Phonemic and Phonological Awareness	✓	✓	✓
Beginning and Ending Sounds	✓	✓	✓
Vowel & Consonant Digraphs	✓	✓	✓
Sound/Symbol Correspondence	✓	✓	✓
Word-Attack Strategies	✓	✓	✓
Sound Segmenting	✓	✓	✓
Blending	✓	✓	✓
Decoding		✓	✓
Comprehension of Words, Phrases & Paragraphs		✓	✓
Contextual Understanding		✓	✓
Recognition of High-Frequency Words		✓	✓
Long Vowel (Silent -e) Words		✓	✓
Vowel Combination & Vowel -r Words		✓	✓
Suffixes		✓	✓
Short-Vowel Words		✓	✓
Automatic Recognition of Sight Words			✓
Recognition of Two- & Three-Syllable Words			✓
Automatic Recognition of Sight Words			✓
Anglo-Saxon Prefixes & Suffixes			✓
Latin Prefixes & Suffixes			✓
Greek Combining Forms			✓

# Lexia Scope & Sequence of Lexia Primary Reading®

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# Lexia Primary Reading®

## LEVEL 1 ACTIVITIES OVERVIEW

The activities in Level 1 are designed to improve phonemic awareness skills, sound/symbol correspondence, and recognition of high-frequency words for mid-kindergarten to early grade one students. Emphasis on phonological awareness of sound segments reinforces word-attack strategies necessary for automatic recognition of short-vowel words. Comprehension of sight words in phrases is also reinforced.



### SOUNDS TO LETTERS

**FOCUS:** To reinforce phonemic awareness and the ability to map sounds onto letters.

**UNITS:** 28

**WORDS:** 76



### CONSONANT CASTLE

**Focus:** To reinforce sound/symbol correspondence for consonants and increase awareness of initial and final sound segments.

**UNITS:** 12

**WORDS:** 150



### SIGHT WORD SEARCH

**FOCUS:** To develop automatic recognition of pre-primer high-frequency irregular words.

**UNITS:** 28

**WORDS:** 150



### SORT B, D, P

**FOCUS:** To develop visual discrimination of reversible letters (b, d, p).

**UNITS:** 9 (increasing in difficulty from one to four letters)



### SHORT VOWEL MATCH

**FOCUS:** To develop sound/symbol correspondence skills with short vowels.

**UNITS:** 7 (increasing in difficulty from two to five vowels)

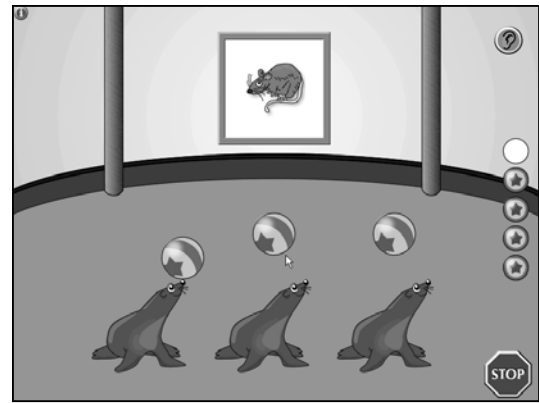
# SOUNDS TO LETTERS

**PURPOSE:** Sounds to Letters is designed to reinforce phonemic awareness skills, and to develop the ability to map sound patterns onto letter patterns. Its activities involve short-vowel CVC words.

**PREREQUISITE:** Phonemic awareness of sounds in CVC words.

**DESCRIPTION:** Sounds to Letters consists of two tasks:

1. Each seal represents a sound and is a placeholder for each sound position. The student hears the word and drags a token down to the initial, middle, and final sound spot. The program repeats the sounds after the student drops the tokens to the correct sound position, and then repeats the whole word when the student finishes.
2. The student hears the word and drags down the correct letters to spell the dictated words. The program repeats the sounds after the student moves the letters (Move-It-And-Say-It-Technique), and then repeats the whole word when the student finishes.



## Units

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. short-a words                 | 18. short-a, -i, -o and -u words |
| 2. short-a words                 | 19. short-e words                |
| 3. short-i words                 | 20. short-e words                |
| 4. short-i words                 | 21. short-e, -o and -u words     |
| 5. short-a and -i words          | 22. short-e, -o and -u words     |
| 6. short-a and -i words          | 23. short-e and -a words         |
| 7. short-o words                 | 24. short-e and -a words         |
| 8. short-o words                 | 25. short-e and -i words         |
| 9. short-a and -o words          | 26. short-e and -i words         |
| 10. short-a and -o words         | 27. random short-vowel words     |
| 11. short-i and -o words         | 28. random short-vowel words     |
| 12. short-i and -o words         |                                  |
| 13. short-u words                |                                  |
| 14. short-u words                |                                  |
| 15. short-i, -o and -u words     |                                  |
| 16. short-i, -o and -u words     |                                  |
| 17. short-a, -i, -o and -u words |                                  |

### Short-a Words

bag, bat, cab, can, dad, fan, ham, hat, mad, man, map, mat, nap, pan, rag, rat, sad, tag, wag, wax, van

### Short-i Words

bib, big, fin, him, hit, kid, lid, lip, pig, pin, wig, win

### Short-o Words

cop, dog, dot, fog, hop, hot, job, jog, log, mom, mop, pop, pot, sob, top, hog

### Short-u Words

bug, bun, bus, cub, cup, gum, hut, mud, mug, nut, rug, run, sub, sun, tub, tug

### Short-e Words

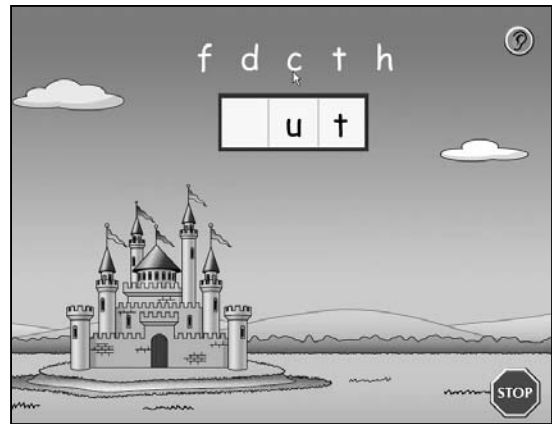
bed, hen, leg, men, net, peg, red, ten, vet, web, wet

# CONSONANT CASTLE

**PURPOSE:** Consonant Castle is designed to reinforce sound/symbol correspondence for beginning and ending consonants, and increase awareness of the initial and final sound segments within words.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants.

**TASK DESCRIPTION:** The student clicks the initial or final consonant to complete the spelling of dictated words. Correct responses build a castle at the bottom of the screen. When the castle is complete, a dragon and the number of correct responses display.



## UNITS 1–9, BEGINNING SOUNDS

1. m, s
2. b, r
3. m, s, b, r
4. d, f, t, h, c
5. l, p, g, w, n
6. k, j, y, z, v
7. b, d, m, n
8. p, g, f, s
9. b, d, p, g

## UNITS 10–12, ENDING SOUNDS

10. g, m, x
11. t, b, n
12. p, d, s

## UNITS 1–9 BEGINNING SOUNDS

- b: bad, bet, box, bud, bus, bun, big, bit, bug, beg, but
- c: cup, cub, cap, cut, can, cat, cob
- d: dam, den, did, dug, dip, dad, dot, dim, dog, dig,
- f: fan, fed, fog, fit, fig, fox, fun, fat, fin, fib,
- g: gas, get, got, gap, gum
- h: ham, hen, hum, him, hog, hut, hug, hid, hat, hit, had, has
- j: jab, jet, job, jam, jug, jog
- k: kid, keg, kit
- l: lad, led, lid, log, lap, lip, let, lit, lot, leg
- m: mad, men, mop, mud, mug, map, met, mat, mom
- n: net, nod, nip, nap, nut, not, new, now, not
- p: pan, peg, pop, pig, pin, pat, pot, pen, pet, put
- r: red, rot, rug, rib, run, rob, rat, rip, rid, ran
- s: sap, six, sob, sip, set, sub, sun, sat, sad, sag
- t: tap, ten, top, tub, tip, tab, tug, tan, tag
- v: van, vet, vim
- w: wag, web, win, wed, wax, wet, wig, was
- y: yet, yip, yes, yap
- z: zip, zap, zoo

## UNITS 10–12, ENDING SOUNDS

- g: beg, big, bug, dug, fog, hug, jog, log, mug, wig, dog, leg, bag, pig
- m: ham, hem, him, hum, jam, Sam, Pam
- n: can, fan, fin, hen, men, pan, pen, ran, run, sun, ten, van, win
- x: box, fox, six, wax, mix, fix
- t: bet, cat, dot, wet, get, got, jet, lot, met, not, pat, rot
- b: rib, sob, sub, tub, web, job, cab, rob, rub
- p: cup, dip, hop, lip, mop, rip, sip, tap, top, zip, lap, map
- d: bed, Ted, fed, hid, kid, led, lid, mad, mud, nod, red, sad, had, dad
- s: gas, bus, yes

## SIGHT WORD SEARCH

**PURPOSE:** Sight Word Search is designed to develop automatic recognition of pre-primer high-frequency irregular words in isolation, in phrases, and in sentences.

**PREREQUISITE:** Basic knowledge of letters. No previous knowledge of pre-primer sight words required.

**TASK DESCRIPTION:** Sight Word Search consists of three tasks.



1. The program dictates and spells a word as it displays on-screen. The student finds the word hidden in the picture, and clicks it.
2. The student constructs the same word from letters scrambled on-screen (includes one foil letter): first by copying them, and then from memory .
3. The program dictates a phrase that is displayed on-screen with a missing word. The student clicks a word (from 2 or more), to complete the phrase.

## Units

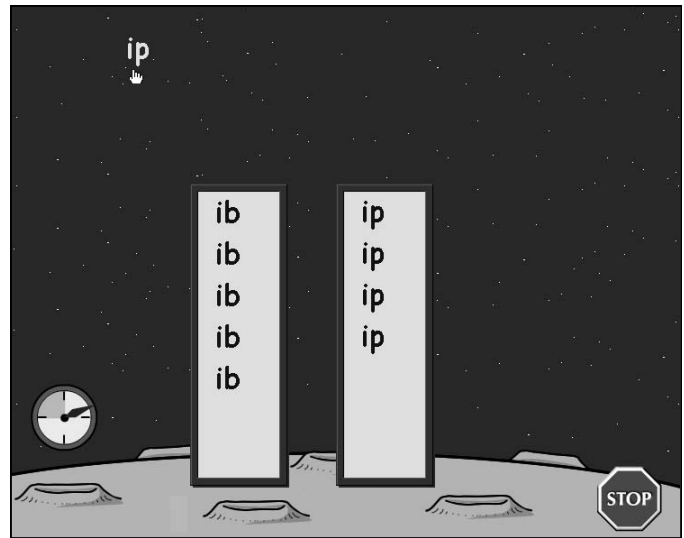
1. the
2. to
3. phrases from units 1 & 2
4. here
5. down
6. phrases from units 4 & 5
7. phrases/sentences with words from units 1, 2, 4, 5
8. automaticity game
9. one
10. two
11. phrases from units 9 & 10
12. phrases/sentences with words from units 4, 5, 9, 10
13. automaticity game
14. come
15. said
16. phrases from units 14 & 15
17. phrases/sentences with words from units 9, 10, 14, 15
18. automaticity game
19. you
20. where
21. phrases from units 19 & 20
22. phrases/sentences with words from units 14, 15, 19, 20
23. automaticity game
24. blue
25. yellow
26. phrases 24 & 25
27. phrases/sentences with words from units 19, 20, 24, 25
28. automaticity game

## **SORT B, D, P**

**PURPOSE:** Sort b, d, p focuses on the differences between the reversible and easily confused letters b, d and p. It requires visual discrimination of these reversible letters in progressively more complex combinations ranging from one to four letters. It is timed to develop automatic recognition.

**PREREQUISITE:** No previous knowledge of sound/symbol correspondence required.

**TASK DESCRIPTION:** Two boxes appear on the screen. The student sorts letters b/p, d/p, or b/d or letter clusters which include the letters b, d and p.



### **Units**

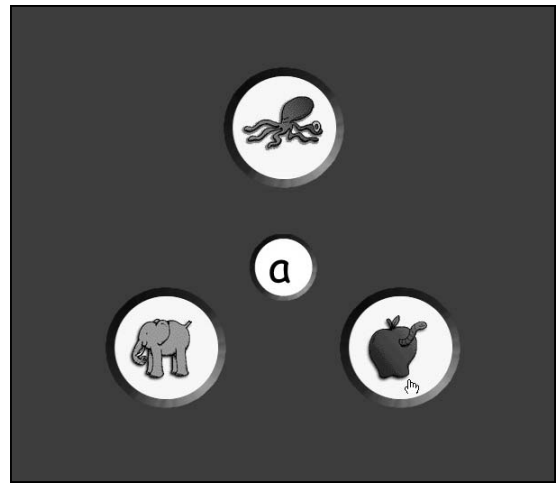
1. b, d, p
2. ib, id, ip
3. bi, di, pi
4. bit, dit, pit
5. big, dig, pig
6. gib, gid, gip
7. brag, drag, prag
8. bing, ding, ping
9. ribs, rids, rips

## SHORT VOWEL MATCH

**PURPOSE:** Short Vowel Match is designed to teach sound/symbol correspondence for the short vowels.

**PREREQUISITE:** No previous knowledge of sound/symbol correspondence for short vowels required.

**TASK DESCRIPTION:** Each vowel is associated with an illustrated key word that begins with the vowel sound. The activity begins by introducing two vowels (a and i) and progresses systematically to exercises containing all five vowels. The student matches short-vowel sounds to key words and pictures.



### Key Words

a–apple  
e–elephant  
i–igloo  
o–octopus  
u–umbrella

### Units

1. a, i
2. a, i, o
3. a, o, e
4. e, o, u
5. i, o, u, e
6. a, i, e, u
7. a, i, o, u, e

## LEVEL 2 ACTIVITIES OVERVIEW

The activities in Level 2 are designed to reinforce word-attack strategies necessary for automatic recognition of high-frequency sight words, short-vowel CVC words, and short-vowel words with blends and digraphs. There is continued emphasis on sound-segmentation skills at the word level, as well as comprehension at the word, phrase, and sentence levels.



### SOUNDS TO LETTERS II

**FOCUS:** To reinforce phonemic awareness and the ability to map sounds onto letters.

**UNITS:** 20

**WORDS:** 150



### CONSONANT BLAST

**FOCUS:** To reinforce sound/symbol correspondence for consonants, consonant digraphs and consonant blends in initial and final positions in one-syllable words.

**UNITS:** 15

**WORDS:** 150



### SIGHT WORD SEARCH II

**FOCUS:** To develop automatic recognition of primer high-frequency irregular words.

**UNITS:** 28



### SHORT VOWEL BRIDGE

**FOCUS:** To develop automaticity for sound/symbol correspondence with short vowels, and reinforce sound-segmenting skills.

**UNITS:** 10

**WORDS:** 70



### PICTURE-WORD MATCH

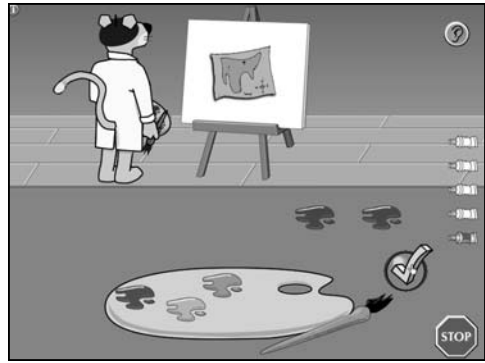
**FOCUS:** To reinforce reading comprehension skills by matching pictures to words, phrases, and sentences.

**UNITS:** 12 (increasing in difficulty from two to five vowels)

## SOUNDS TO LETTERS II

**PURPOSE:** Sounds to Letters II is designed to reinforce phonemic awareness skills, and to develop the ability to map sound patterns onto letter patterns. Practice with CVC words is followed by activities containing CCVC and CVCC words.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants and short vowels. Phonemic awareness of sounds in CVC words, and the ability to apply this knowledge to CCVC and CVCC words.



**TASK DESCRIPTION:** Sounds to Letters II consists of two tasks.

1. Each paint color represents a sound and is a placeholder for a sound position. The student hears the word and drags a token down to the initial, middle, and final sound spot and clicks the check when they are done. The program repeats the sounds after the student drops the tokens to the correct sound position, and then repeats the whole word when the student clicks the check.
2. The student drags down the correct letters to spell the dictated words. The program repeats the sounds after the student moves the letters (Move-It-And-Say-It-Technique), and then repeats the whole word when the student finishes.

1. mixed CVC

### **CVC Words**

bug, bun, bus, cub, cup, gum, hut, mud, mug, nut, rug, run, sub, sun, tub, tug, cop, dog, dot, fog, hop, hot, job, jog, log, mom, mop, pop, pot, sob, top, hog, bib, big, fin, him, hit, kid, lid, lip, pig, pin, wig, win, bed, hen, leg, men, net, peg, red, ten, vet, web, wet, bag, bat, cab, can, cat, dad, fan, ham, hat, mad, man, map, mat, nap, pan, rag, rat, sad, tag, wag, wax, van,

2. mixed CVC

3. CVC and CCVC

4. CVC and CCVC

5. CVC and CCVC

6. CVC and CCVC

### **CCVC Words**

clap, clam, club, crab, crib, clip  
drum, drip  
flag, frog  
grin, glad  
scab, stop, stem, step, spot, swim  
trot, twin

7. CVC and CVCC

8. CVC and CVCC

9. CVC and CVCC

10. CVC and CVCC

11. CCVC and CVCC

### **CVCC Words**

band, sand, land, pond, bend, hand, wind  
tent, mint, dent, cent  
pink, sink, wink  
dump, bump, ramp, pump, damp, jump, camp, lamp  
rest, nest, dust, list, vest  
mask, desk  
belt, melt, colt  
milk, gift, raft  
bank, bunk, junk  
bang, hang, rang, sang, hung  
cold, fold, gold, bald  
ring, king, sing, wing  
golf

12. CCVC and CVCC

13. CCVC and CVCC

14. CCVC and CVCC

15. CCVC and CVCC

16. CCVC and CVCC

17. mixed random

18. mixed random

19. mixed random

20. mixed random

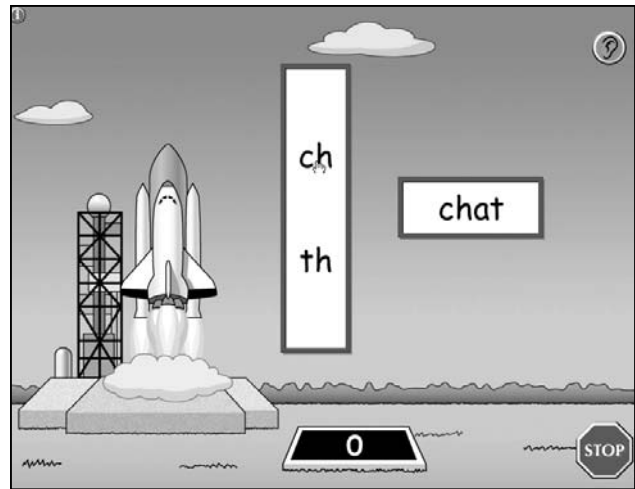
# CONSONANT BLAST

**PURPOSE:** Consonant Blast is designed to reinforce sound/symbol correspondence for beginning and ending consonant digraphs and blends in one-syllable words (CCVC and CVCC), as well as beginning consonants in CVC detached syllables (word parts). It helps to increase students' awareness of initial and final sound segments within words and detached syllables.

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

**TASK DESCRIPTION:** Consonant Blast consists of two tasks.

1. The student completes the spelling of dictated words by selecting the correct initial or final consonant, consonant digraph or consonant blend. Total possible responses in each session: 10. Untimed.
2. The student listens to a dictated word (or detached syllable), and clicks it as quickly as possible. Timed.



## Units

Unit 1: sh, wh  
ship, shop, shot, shut, shelf, show, shell, shirt, short  
whip, when, whiz, which, whack, what

Unit 2: th, ch  
that, this, thin, then, than, them, thank, think, thing, thick  
chat, chop, chin, check, chunk, chips

Unit 3: st, sn, sk  
step, stop, still, stand, stick, sting, stuck, stump, stung  
snap, snag, snip, snack, sniff  
skip, skunk, skin, skill

Unit 4: sl, sp, sm  
slam, slid, slip, sled, slap  
spun, spot, spit, spin, spell, spill  
smell, smack, smash, small

Unit 5: gr, gl, tr  
grab, grin, grip, grass  
glob, glad, Glen, glass  
trip, trap, trot, trunk, track, trick, trash

Unit 6: cl, dr, fl  
clam, club, clap, clip, cloth, cliff, click, clock  
drop, drip, drag, drum, dress, drink  
flap, flag, flash, flock, flat, flip

- Unit 7: br, pl, bl  
 bran, bring, brick, brush  
 plan, plum, plot, plop, plug, plant, plus  
 block, blink, bless, black, blast, blank
- Unit 8: sh, th  
 dish, fish, wish, hush, rush, trash, crash, flash  
 moth, math, with, cloth, bath
- Unit 9: ch, ck  
 much, rich, such, which  
 lick, rock, sack, sock, neck, stuck, back, kick,  
 sick, black, pick, check, Jack, deck, Rick, lock,  
 block, duck, luck
- Unit 10: nt, lk  
 sent, hunt, dent, tent, went, rent, mint, bent  
 milk, silk, bulk, hulk, sulk
- Unit 11: ng, nd  
 ring, lung, rang, sing, song, hung, king, long,  
 wing, bring, thing, bang, sang  
 pond, band, bend, sand, send, hand, land, end
- Unit 12: nk, st  
 bank, wink, sink, sank, tank, pink, drink, think,  
 junk, sunk, skunk, trunk  
 dust, list, lost, rest, rust, nest, best, fast, west, test
- Unit 13: ft, mp  
 gift, soft, lift, drift, shift, swift, raft, craft, draft  
 dump, pump, damp, jump, stamp, camp, lamp,  
 chimp, bump
- Unit 14: m, n, r, v, h  
 min, mon, mun, mel, mex, mod, mul  
 nas, neg, nev, nom  
 rab, ras, rec, ref, rel, rep, res  
 vel, val, vac, ven, vin  
 hab, han, hap, het, hic, hin, hob, hos
- Unit 15: t, s, l, b, p  
 tum, tem, tes, tet, tim, toc  
 sab, sac, sal, sec, sen, sep, seg, sil, sim, sud, suf, sug, sul, sus  
 lan, las, lat, lav, lec, lem, lep, lev, lex, lib, lim, lin, lof, lum  
 bal, bam, bod, bas, bom, bev, bis, bon, bos, bot, buf  
 peb, pel, pes, pol, pon, pom, pos, pud, pul, pum

## SIGHT WORD SEARCH II

**PURPOSE:** Sight Word Search II is designed to develop automatic recognition of primer high-frequency irregular words in isolation, in phrases, and in sentences.

**PREREQUISITE:** Ability to read pre-primer sight words.

**TASK DESCRIPTION:** Sight Word Search II consists of three tasks.

1. The program dictates and spells a word as it displays on-screen. The student finds the word hidden in the picture, and clicks it.
2. The student constructs the same word from letters scrambled on-screen (includes one foil letter): first by copying them, and then from memory.
3. The program dictates a phrase that is displayed on-screen with a missing word. The student clicks a word (from 2 or more), to complete the phrase.



### Units

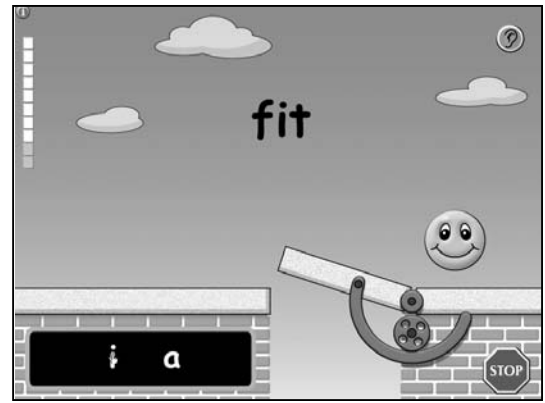
1. all
2. there
3. phrases from units 1 & 2
4. what
5. they
6. phrases from units 4 & 5
7. phrases and sentences with words from units 1, 2, 4, 5
8. automaticity game
9. are
10. do
11. phrases from units 9 & 10
12. phrases and sentences with words from units 4, 5, 9, 10
13. automaticity game
14. was
15. who
16. phrases from units 14 & 15
17. phrases and sentences with words from units 9, 10, 14, 15
18. automaticity game
19. three
20. four
21. phrases 19 & 20
22. phrases and sentences with words from units 14, 15, 19, 20
23. automaticity game
24. black
25. brown
26. phrases from units 24 & 25
27. phrases and sentences with words from units 19, 20, 24, 25
28. automaticity game

## SHORT VOWEL BRIDGE

**PURPOSE:** Short Vowel Bridge is designed to increase automatic retrieval of the sound/symbol correspondences for short vowels, and develop sound-segmenting skills for CVC words. Emphasis is on medial short-vowel discrimination in the context of a word.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for short vowels.

**TASK DESCRIPTION:** The student completes the spelling of dictated words by clicking the correct vowel. The exercises begin by contrasting two vowels (a and i), and systematically progress to exercises containing all five vowels. The first activity is untimed; the subsequent activities are timed.



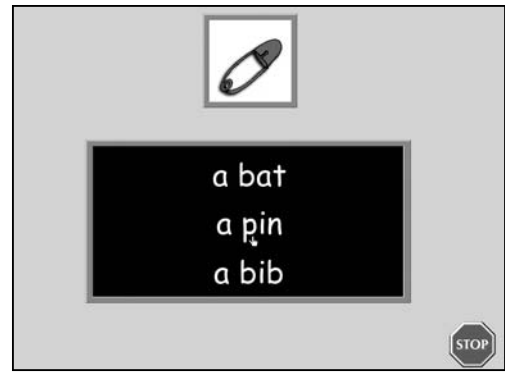
### Units

1. a, i (untimed)
2. a, o, i
3. a, i, u
4. a, i, o, u
5. o, e
6. u, o, e
7. a, o, u, e
8. i, e
9. u, i, o, e
10. a, i, o, u, e

## PICTURE-WORD MATCH

**PURPOSE:** Picture-Word Match is designed to reinforce reading and listening comprehension skills. It gives practice in reading short-vowel CVC words in the context of increasingly complex phrases. Listening skills are enhanced by answering silly questions.

**PREREQUISITE:** Familiarity with sound/symbol correspondence for consonants and short vowels.



**TASK DESCRIPTION:** Picture-Word Match consists of three tasks.

1. Students choose one of 3 pictures to match a word or phrase.
2. Students choose one of three words or phrases to match a picture.
3. Students answer simple yes or no questions about the new words that they have learned.

### Units

Unit 1 (a)	bat, can, dad, map, van, pan, cat, hat
Unit 2 (a, i)	cat, fan, man, bat, bib, pig, pin, lip
Unit 3 (a, i, o)	cab, hat, fin, wig, log, mom, pig, dog
Unit 4 (a, o, e)	mat, dad, dog, box, bed, web, pot, jet
Unit 5 (e, o, u)	hen, jet, mop, pot, rug, bug, nut, mom
Unit 6 (i, o, u, e)	lid, fox, tub, gum, vet, net, rug, bed
Unit 7 (a, i, e, u)	gas, wig, leg, pen, cub, jug, fan, bib
Unit 8 (a, i, o, u, e)	dad, lip, top, pup, sub, ten, mug, web
Unit 9 (adjective Phrases)	hot cup, hot dog, hot pot, mad cat, wet bus, wet hen, wet fox, tan bug, tan nut, red bus, red pin, red box, red hat
Unit 10 (adjective phrases)	hot pan, hot pig, hot mug, hot sun, wet hat, wet dog, wet web, tan bat, tan fox, red top, red cup, red van, red bug
Units 11 & 12 (in & on phrases)	in a box, in a can, in a jug, in a mug, in a net, in a pot, in a tub, on a can, on a jet, on a bed, on a box, on a sub, on a pin, on a log, on a rug, on a nut

**a words:** bat, cab, can, cat, dad, hat, pan, gas, fan, map, man, mat, van

**i words:** bib, lip, fin, lid, tin, pig, wig, pin

**o words:** log, mom, mop, dog, box, fox, pot, pop, top

**e words:** bed, leg, net, vet, web, jet, pen, ten, hen

**u words:** bug, bun, cub, hut, mug, nut, rug, sub, tub, pup, cup, gum, jug

**adjective words:** hot, mad, tan, red, wet

## LEVEL 3 ACTIVITIES OVERVIEW

The activities in Level 3 are designed to reinforce automatic recognition of high-frequency sight words. It also incorporates the word-attack strategies that are necessary for automatic recognition of short-vowel words with blends and digraphs, as well as long-vowel (silent-e) words. There is continued emphasis on sound-segmenting skills at the word level, and comprehension at the word, phrase, and sentence levels.



### SOUND CHANGE

**FOCUS:** To reinforce sound segmentation and sound/symbol correspondence skills.  
**UNITS:** 10  
**WORDS:** 75



### SIGHT WORD SEARCH III

**FOCUS:** To develop automatic recognition of first-grade high-frequency irregular sight words.  
**UNITS:** 26



### SILENT-E SWITCH

**FOCUS:** To develop automaticity with short- and long-vowel words marked by silent-e through visual and auditory discrimination activities.  
**UNITS:** 21  
**WORDS:** 90



### FAST FIND

**FOCUS:** To reinforce automaticity by matching words with pictures.  
**UNITS:** 10  
**WORDS:** 85



### SILENT-E SCORE

**FOCUS:** To reinforce the concept of the silent-e marker for long-vowel sounds.  
**UNITS:** 14

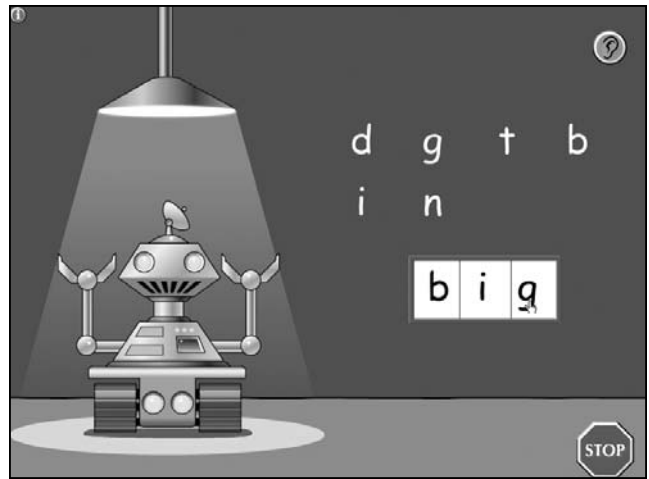
## SOUND CHANGE

**PURPOSE:** Sound Change is designed to increase sound-segmenting and word-recognition skills for short-vowel CVC words.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants and short vowels.

**TASK DESCRIPTION:** Sound Change consists of two tasks.

1. The student clicks a letter to change the dictated word to a new word, e.g., “Change bun to sun.”
2. The student clicks dictated words from a list. Correct responses gradually build a robot who jumps up and down when the unit is complete.



### Units

1. bat, hat, fat, mat, sat, cat, rat
2. lab, cab, nab, jab, tab, gab
3. dog, dot, lot, log, fog, jog
4. bug, bun, bus, bud, but
5. let, vet, get, net, pet, pen, hen, men, met
6. bib, bin, bid, bit, big
7. lid, lip, tip, sip, sit, pit, pig, fig, fin, fit, hit, him, hid
8. bit, big, bag, bug, but, bat, bad, bed, bet
9. ham, him, hid, hit, hat, hot, hut, hum
10. bat, fat, fit, pit, pet, pot, lot, let, lit, lip, lap, tap, tag, tug, hug, bug, bag

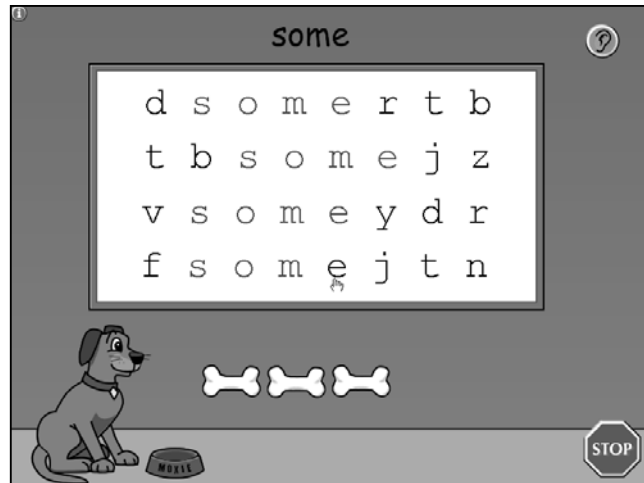
## SIGHT WORD SEARCH III

**PURPOSE:** Sight Word Search III is designed to develop automatic recognition of first-grade high-frequency irregular words in isolation, in phrases, and in sentences.

**PREREQUISITE:** Ability to read pre-primer and primer sight words.

**TASK DESCRIPTION:** Sight Word Search III consists of one task, plus a set of review tasks.

1. The program dictates a word as it is displayed on the screen. Then the student searches for the word hidden in a grid of letters.



### Review:

1. The student clicks the dictated words.
2. The student unscrambles letters to spell dictated words.
3. The student clicks a word to complete the phrase.

### Units

- |  |   |
|--|---|
| 1. some  | 14. just  |
| 2. were  | 15. have  |
| 3. walk  | 16. again   |
| 4. review units 1–3                                      | 17. review units 14–16                                    |
| 5. from  | 18. want  |
| 6. of  | 19. could   |
| 7. every   | 20. know  |
| 8. review units 5–7                                      | 21. review units 18–20                                    |
| 9. once  | 22. give  |
| 10. any  | 23. live  |
| 11. old  | 24. round   |
| 12. review units 9–11                                    | 25. review units 22–24                                    |
| 13. review units 1–11<br>(concentration-style word game) | 26. review units 14–11<br>(concentration-style word game) |

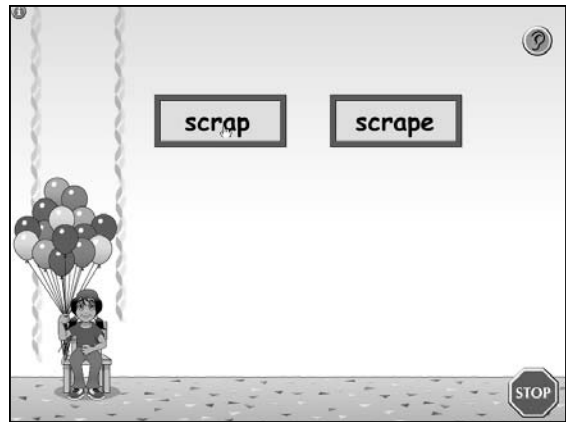
# SILENT-E SWITCH

**PURPOSE:** Silent-e Switch is designed to develop automatic recognition of short-vowel words versus long-vowel (silent-e) words. The activity begins with simple CVC and CVCE words, and progresses to words with beginning and ending blends and digraphs.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for short and long vowels, and the function of the silent-e marker.

**TASK DESCRIPTION:** Silent-e Switch consists of three tasks:

1. The student sorts short-vowel words and long-vowel (silent-e) words into two boxes.
2. The student hears the word and sorts short-vowel words and long-vowel (silent-e) words into two boxes.
3. The student hears a word and clicks on the right one.



## Units

**Units 1 – 10** easy short- and long-vowel (silent-e) words (CVC; CVCe)  
**Words:** bag, map, hem, kid, mob, jug, fun, get, nip, pan, rob, tug, vet, yes, ape, here, bite, hope, sore, time, rude, made, eve, game, five, pole, cube, dune

**Units 11 – 19** medium difficulty short- and long-vowel (silent-e) words (CCVC or CVCC; CCVCe)  
**Words:** and, lend, crib, frog, drum, plum, shed, rang, west, with, twig, spot, stub, hand, shake, theme, spine, choke, flute, grade, bribe, these, froze, prune, crime, whale, stole, plane

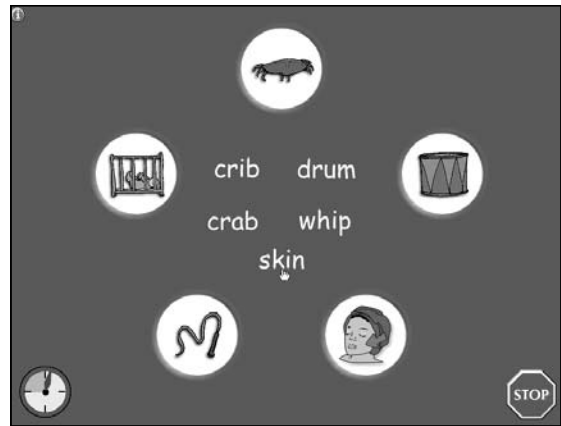
**Units 20 – 21** difficult short- and long-vowel (silent-e) words  
**Words:** quack, dress, crisp, block, cluck, skunk, spring, plant, spent, which, frost, stump, prompt, drank, blaze, scrape, Steve, stripe, globe, flute, quite, stroke, brute, theme, blade, while, chose, plume

- |                            |                             |                                   |
|----------------------------|-----------------------------|-----------------------------------|
| 1. all vowels              | 8. long or short i, o or u  | 15. long or short i, o or u       |
| 2. long or short a         | 9. long or short u          | 16. long or short a, i, or o or u |
| 3. long or short a         | 10. long or short e         | 17. long or short a, i or o or u  |
| 4. long or short i         | 11. all vowels              | 18. long or short a, o or e       |
| 5. long or short i         | 12. long or short a, i or o | 19. long or short a, o or e       |
| 6. long or short a, i or o | 13. long or short a, i or o | 20. all vowels                    |
| 7. long or short o         | 14. long or short a, i or o | 21. all vowels                    |

## FAST FIND

**PURPOSE:** Fast Find is designed to develop automatic recognition of short-vowel words containing consonant blends and digraphs, and long-vowel words marked by silent-e, with or without consonant blends and digraphs. Matching pictures with words and completing sentences emphasizes meaning and comprehension.

**PREREQUISITE:** Familiarity with sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long vowels (silent-e).



**TASK DESCRIPTION:** The student matches words with pictures (first untimed, then timed).

### Units

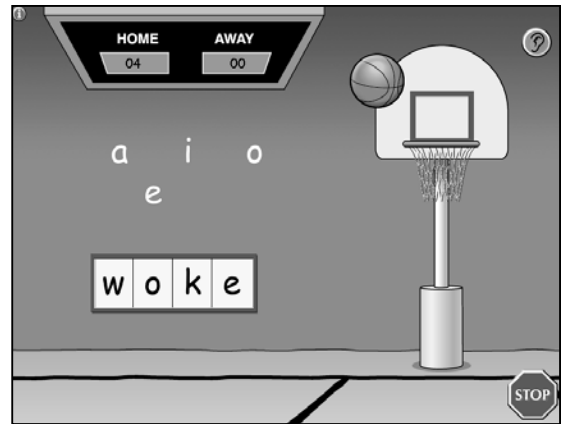
1. short-vowel words with ending consonant blends or digraphs  
**Words:** bell, tent, sand, hand, bank, king, hung, nest, vest, lamp, pump, milk, belt, path, bath, sack, neck, pond
2. short-vowel words with beginning consonant blends or digraphs  
**Words:** stop, frog, crab, crib, sled, clam, club, trap, drum, skin, flag, ship, shop, whip
3. words from units 1 & 2
4. short-vowel words with both beginning and ending consonant blends or digraphs  
**Words:** shelf, blimp, drink, brush, crust, stump, plant, frost, cloth, strap, splash, stamp, bench, clock, chest
5. words from units 1, 2 & 4
6. long-vowel (silent-e) words without consonant blends or digraphs  
**Words:** cape, cone, cave, bone, cane, cake, fire, gate, kite, hole, hose, home, lake, bike, rake, mule, safe, tire, vine, nose, rose, wave, vase
7. words from units 4 & 6 (CCVCC; CVCe)
8. long-vowel (silent-e) words with consonant blends and digraphs  
**Words:** crate, plane, grape, plate, flame, prize, stripe, spike, bride, spine, globe, shore, stone, smoke, store, flute
9. words from units 6 & 8
10. words from all units

## SILENT-E SCORE

**PURPOSE:** Silent-e Score is designed to reinforce the concept of silent-e as a signal (marker) for the long-vowel sound.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for short and long vowels and the function of the silent-e marker.

**TASK DESCRIPTION:** The student clicks the correct vowel to complete the spelling of a dictated word, then clicks the ball. If the word is spelled correctly, the student scores a basket.



Exercises begin by contrasting two vowels (a and i) in simple CVC or CVCe words, and systematically progress to contrasting all five vowels in more complex words with consonant blends and digraphs.

### Units

Easy short-vowel words (CVC) and long-vowel (silent-e, CVCe) words with:

1. a, i
2. a, i, o
3. a, i, o, u (i/u; a/u; o/u)
4. a, o, e (o/e; a/e)
5. a, o, u, e (u/o/e; a/o/e)
6. a, i, o, e (i/o/e; a/i/e)
7. a, i, o, u, e

More difficult short-vowel words (CCVCC) and long-vowel (silent-e, CCVCe) words with:

8. a, i
9. a, i, o (i/o; a/o)
10. a, i, o, u (i/u; a/u; o/u)
11. a, o, e (o/e; a/e)
12. a, o, u, e (u/o/e; a/o/e)
13. a, i, o, e (i/o/e; a/i/e)
14. a, i, o, u, e

## LEVEL 4 ACTIVITIES OVERVIEW

The activities in Level 4 are developed to reinforce word-attack strategies necessary for automatic recognition of words containing vowel combinations and vowel-r, as well as to review short- and long-vowel (silent-e) words. There is continued emphasis on phonological awareness and sound-segmentation skills at the word level. Exercises containing sentences and paragraphs are included to reinforce comprehension by providing practice in applying word-attack strategies to contextual material. Conceptual reasoning activities are introduced to emphasize higher-order thinking skills.



### WORD HUNT

**FOCUS:** To apply word-attack strategies in context by reading sentences and paragraphs.

**UNITS:** 20



### SIGHT WORD SEARCH IV

**FOCUS:** To develop automatic recognition of second-grade high-frequency irregular words.

**UNITS:** 26



### WORD STAIRS

**FOCUS:** To reinforce sound/symbol correspondence for vowel-r combinations through word construction and sentence reading.

**UNITS:** 13 (with six branching practice units)

**WORDS:** 65 (vowel-r) plus sentences



### PIRATE SHIP

**FOCUS:** To reinforce sound/symbol correspondence and develop automaticity with vowel-combination words.

**UNITS:** 28

**WORDS:** 190



### GROUP IT I

**FOCUS:** To emphasize meaning and develop conceptual reasoning skills by associating related words.

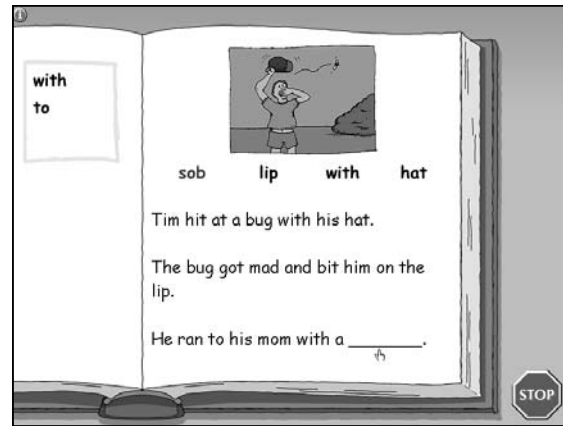
**UNITS:** 13

## WORD HUNT

**PURPOSE:** Word Hunt is designed to improve reading comprehension by reinforcing the application of word-attack strategies to reading in context.

**PREREQUISITE:** An understanding of the silent-e marker and knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, and short and long vowels.

**TASK DESCRIPTION:** The student clicks the correct word to fill in a blank in a series of sentences. Words containing the concepts presented in Levels 1 – 3 (CVC, CCVCC, CVCe and CCVCe) are presented systematically, first in related sentences and then in paragraphs.



### Units

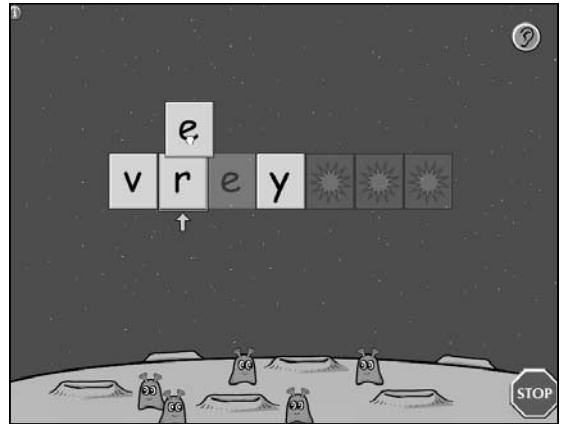
1. sentences containing short-vowel words (CVC)
2. sentences containing short-vowel words with beginning or ending blends or digraphs (CCVC; CVCC)
- 3 & 4. sentences containing short-vowel words with beginning and ending blends or digraphs (CCVCC)
5. sentences containing long-vowel (silent-e) words (CVCe)
- 6 & 7. sentences containing long-vowel (silent-e) words with blends and digraphs (CCVCe)
- 8 – 10. sentences containing a mixture of short-vowel words and long-vowel (silent-e) words (CCVC; CVCC; CCVCC; CVCe; CCVCe)
- 11 – 20. paragraphs containing a mixture of short-vowel words and long-vowel (silent-e) words (CCVC; CVCC; CCVCC; CVCe; CCVCe)

## SIGHT WORD SEARCH IV

**PURPOSE:** Sight Word Search IV is designed to develop automatic recognition of second grade high-frequency irregular words in isolation, in phrases, and in sentences.

**PREREQUISITE:** Ability to read pre-primer, primer, and first-grade sight words.

**TASK DESCRIPTION:** Sight Word Search IV consists of two tasks and review exercises.



1. The program dictates a word as it displays on-screen. The student copies the word by typing it in.
2. The program dictates a word, but it is not displayed on-screen. From memory, the student types the missing letters to spell the word.

### Review

1. The student clicks dictated words.
2. The student unscrambles letters to spell dictated words.
3. The student clicks a missing word to complete the sentence.

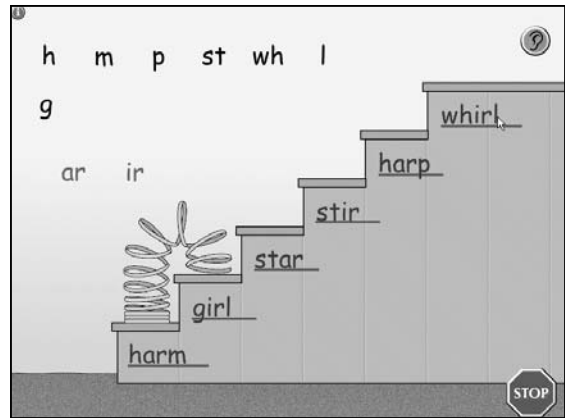
### **Units**

- |                       |                        |
|-----------------------|------------------------|
| 1. does               | 14. because            |
| 2. many               | 15. friend             |
| 3. very               | 16. buy                |
| 4. review units 1–3   | 17. review units 14–16 |
| 5. goes               | 18. orange             |
| 6. says               | 19. first              |
| 7. been               | 20. always             |
| 8. review units 5–7   | 21. review units 18–20 |
| 9. why                | 22. before             |
| 10. would             | 23. which              |
| 11. your              | 24. green              |
| 12. review units 9–11 | 25. review units 22–25 |
| 13. review units 1–11 | 26. review units 14–25 |

## WORD STAIRS

**PURPOSE:** Word Stairs is designed to reinforce sound/symbol correspondence for vowel-r combinations. It provides practice in constructing single words, recognizing words (in isolation as well as in context), and segmenting words into single consonants, consonant blends and digraphs, and vowel-r combinations.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, and vowel-r combinations.



**TASK DESCRIPTION:** Word Stairs consists of two tasks.

1. The program dictates vowel-r words and the student spells them by clicking letters or letter clusters. The letters must be chosen and placed on a red line in the correct order. Each time the student spells a word correctly, the slinky climbs another step.
2. The student clicks vowel-r words to complete sentences.

### Units

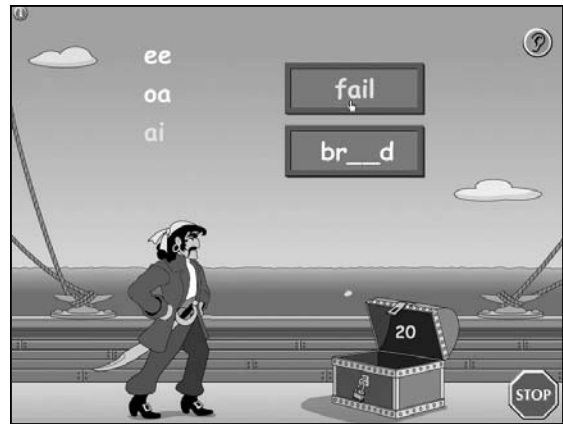
1. or, ur words
2. or, ur sentences
3. ar, ir words
4. ar, ir sentences
5. ar, or, ur words
6. ar, or, ur sentences
7. ar, or, er words
8. ar, or, er sentences
9. ar, or, ir words with blends
10. ar, or, ir sentences with blends
11. ar, or, ur words with blends
12. ar, or, ur sentences with blends
13. sentences with two incomplete vowel-r words

## PIRATE SHIP

**PURPOSE:** Pirate Ship is designed to reinforce sound/symbol correspondence for selected vowel combinations and reinforce automatic recognition of words which contain those combinations. Sentences are included for comprehension.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, and vowel combinations.

**TASK DESCRIPTION:** Pirate Ship consists of one or two tasks, depending on the unit.



1. The program dictates a word and the student completes the spelling of the word by clicking the correct vowel combination.
2. A list of words displays and the student clicks on words dictated by the program. Students must go as quickly as possible, before the shark moves across the screen to eat the coins.

Or:

1. Students complete sentences by clicking the correct vowel digraph combination to spell the incomplete word.

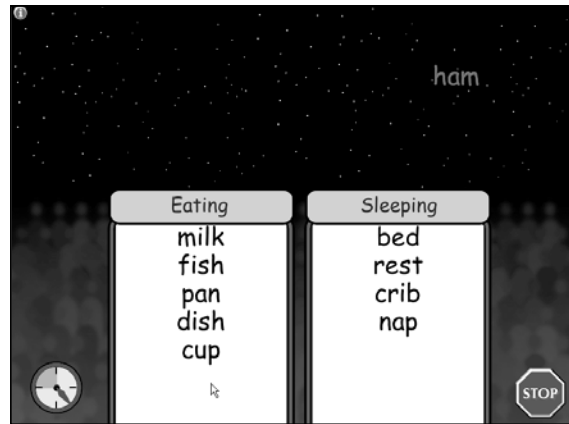
## Units

1. ee, ai
2. ee & ai words are used in sentences
3. ee, ai, oa
4. ee, ai & oa words are used in sentences
5. ai, oa, oo as in food
6. ai, oa & oo words are used in sentences
7. oa, oo, oi
8. oa, oo & oi words are used in sentences
9. oo, oi, ay
10. oo, oi & ay words are used in sentences
11. ay, oi, ow as in snow
12. ay, oi & ow words are used in sentences
13. ow, ay, ea as in eat
14. ow, ay & ea words are used in sentences
15. ea, ow, oy
16. ea, ow & oy words are used in sentences
17. oy, ea, ou as in out
18. oy, ea & ou words are used in sentences
19. ou, oy, aw
20. ou, oy & aw words are used in sentences
21. ou, aw, oi, ee
22. ou, aw, oi & ee words are used in sentences
23. oy, aw, ai, ow
24. oy, aw, ai & ow words are used in sentences
25. oi, ee, ay, oa, oo, ow
26. oi, ee, ay, oa, oo & ow words are used in sentences
27. oy, ea, ay, aw, ou
28. oy, ea, ay, aw & ou words are used in sentences

## GROUP IT I

**PURPOSE:** Group It I is designed to develop conceptual reasoning skills by asking students to group words into appropriate categories and then associate those words with other words. Practice categorizing short-vowel words is followed by lists including CVC, CCVC, CVCC, and silent-e words, as well as some vowel combinations and r-controlled one-syllable words.

**PREREQUISITE:** Ability to read CVC, CCVC, CVCC words, long-vowel words marked by silent-e, vowel combination words and r-controlled words.



### TASK DESCRIPTION:

1. Students read the words and sort them into one of 2 categories. Categories include things, animals, actions, body parts, feelings, people, inside/outside, food, sleeping, activities, amounts, colors, clothes, shapes, descriptions, and places.
2. Students match words with other affiliated words, e.g., pond and fish, cup and milk, or plate and dish.

## Units

1. bag, fan, map, rat, pig, wig, cat, hat, dog, top
2. cap, sat, bib, hit, rug, run, bed, fed, log, rob
3. frog, leg, lip, hand, fist, fish, bug, hen, fox, rib
4. sad, mad, vet, cop, sob, glad, man, shock, mom, dad
5. jet, shed, mop, pond, desk, nest, sun, tent, lamp, path
6. ham, pan, milk, cup, fish, dish, crib, nap, bed, rest
7. swim, run, ride, hike, camp, inch, mile, dime, five, nine
8. pink, black, red, white, rose, robe, pants, vest, cap, sock
9. nose, face, hip, bone, spine, cube, square, tube, cone, thin
10. brush, grasp, drink, scrape, drive, rich, fast, safe, wide, lost
11. ape, whale, snake, mule, duck, fish, ate, dive, send, dump
12. stork, shark, goat, seal, mouse, church, barn, porch, farm, beach
13. bread, meat, soup, fruit, pear, peach, horse, bird, sheep, moose

## LEVEL 5 ACTIVITIES OVERVIEW

The activities in Level 5 are developed to reinforce the word-attack strategies taught in Levels 1–4, which are necessary for automatic recognition of short-vowel words with blends and digraphs and long-vowel (silent-e) words. The exercises reinforce word-attack strategies for automatic recognition of one- and two-syllable words containing vowel combinations and vowel-r, as well as common suffixes. There is continued emphasis on sound-segmenting skills at the word level, and exercises containing sentences and paragraphs are included to reinforce comprehension by providing practice in applying word-attack strategies to contextual material. Conceptual reasoning activities are also included to emphasize higher-order thinking skills.



### SUPER CHANGE

**FOCUS:** To reinforce recognition of short-vowel words and long-vowel (silent-e) words, and develop sound-segmenting skills for initial, medial and final positions.

**UNITS:** 15

**WORDS:** 105



### ADD IT

**FOCUS:** To provide practice in reading and spelling words with simple suffixes (s, es, ing, ed, ness, less, ful, est, er, y, ly, en, ment, ish) in isolation and in sentences.

**UNITS:** 10



### SIGHT WORD SEARCH V

**FOCUS:** To develop automatic recognition of third-grade high-frequency irregular words.

**UNITS:** 26



### ELEVATOR

**FOCUS:** To practice constructing and reading two-syllable words in isolation, in sentences, and in stories.

**UNITS:** 15 (repeated as necessary with automatic branching)

**WORDS:** 90



### GROUP IT II

**FOCUS:** To emphasize meaning and develop conceptual reasoning skills by associating related words.

**UNITS:** 13

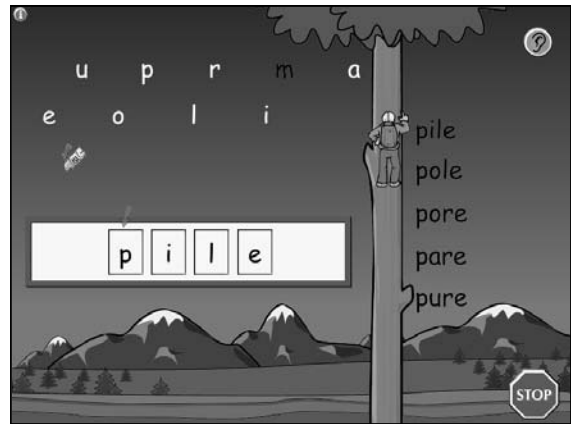
## SUPER CHANGE

**PURPOSE:** Super Change is designed to increase sound-segmenting and manipulation skills, and to reinforce the recognition of words with short vowels or long vowels marked by a silent-e.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short and long vowels, and the function of the silent-e marker. Students should have the ability to segment words into sounds.

**TASK DESCRIPTION:** Super Change consists of two tasks:

1. The student replaces one letter (or letter cluster) of a word to spell the dictated words (e.g., change stung to sting).
2. The student clicks dictated words from a list.



### Units

1. pile, mile, mule, mole, sole, sore, core, care, cure, pure, pore, pole
2. stack, sack, rack, crack, track, trick, tick, stick, sick, slick, flick, flack, lack, black, back, tack
3. ring, bring, bing, sing, sting, stung, sung, slung, sling, slang, sang, rang
4. blend, lend, tend, tent, sent, send, sand, stand, stank, sank, bank, blank, bland, band, bend
5. think, thank, bank, ban, bath, path, pan, pin, pink, link, blink, blank, bank, rank, rink, sink, wink
6. hint, hunt, runt, rent, rest, rust, must, mast, mask, task, tank, bank, sank, sand, band, bend, tend, tent, tint
7. grip, gripe, grape, gape, gate, grate, crate, rate, late, plate, slate, slat, slap, lap, rap, trap, strap, strip, stripe, tripe, trip, rip
8. swine, spine, spite, spit, spin, span, pan, pin, pine, line, lane, plane, pane, wane, wine, wipe, swipe
9. slap, slip, sip, ship, shop, lop, slop, slope, lope, rope, ripe, gripe, grime, grim, gram, ram, Sam, slam
10. scam, cram, tram, trap, strap, strop, stop, step, strep, strap, trap, track, trick, truck, struck, strum, scrum

### DETACHED SYLLABLES:

11. pim, sim, sem, sep, mep, mip, mup, sup, sut, lut, lub, lob, tob, ton, tan, tam, mam, mim
12. pate, sate, site, sipe, sibe, sobe, mobe, mone, mune, mute, mite, mete, dete, pete, lete, lote, pote
13. min, mine, mune, mun, lun, len, lene, rene, rine, rite, rit, ret, rete, mete, mite, mit
14. pon, spon, spen, spet, set, ret, bret, brit, bit, blit, blat, glat, gat, grat, gran, gan, gon
15. gup, gump, gamp, gam, mam, man, mant, mont, gont, gunt, gut, tut, tust, fust, funt, fint, fist, fost, gost, got, gop

## ADD IT!

**PURPOSE:** Add It is designed to reinforce the reading and spelling of common suffixes. It requires visual scanning for suffixes, recognizing isolated words containing suffixes, and spelling the suffixes at the end of base words. Sentences are included for comprehension.

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants, consonant blends, digraphs, short and long vowels (silent-e), vowel combinations, and familiarity with suffixes.



**TASK DESCRIPTION:** Add It consists of three tasks.

1. The student sorts words into boxes based on their suffixes.
2. The student clicks dictated words from a list. The word displays without the suffix and the student types it in.
3. The student completes sentences by selecting the missing suffixes and placing them in the correct words. For example:

s                      es                      ing

When his class\_\_ end, Ron plans to take a long camp\_\_ trip.

## Units

1. s, es, ing (plus sentences)
2. ed, es, ing (plus sentences)
3. ed, ness, less (plus sentences)
4. ness, less, ful (plus sentences)
5. ful, est, er (plus sentences)
6. est, er, y (plus sentences)
7. y, ment, ish (plus sentences)
8. ment, ish, ly (plus sentences)
9. y, ly, en (plus sentences)
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, morning, 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, nasty, 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, dripless, fearless, formless, helpless, hopeless, joyless, listless, 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
- 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, British, finish, foolish, girlish, greenish, polish, punish, selfish, sickish, Spanish
- en: burden, chicken, children, deepen, frighten, garden, lighten, maiden, sharpen, shrunken, silken, wooden, woolen

## SIGHT WORD SEARCH V

**PURPOSE:** Sight Word Search V is designed to develop automatic recognition of third-grade high-frequency irregular words in isolation, in phrases, and in sentences.

**PREREQUISITE:** Ability to read pre-primer, primer, first-, and second-grade sight words.

**TASK DESCRIPTION:** Sight Word Search V consists of two tasks and the review exercises.

1. The program dictates a word as it displays on-screen. The student copies the word by typing it.
2. The program dictates a word, but it is not displayed on-screen. From memory, the student types in the missing letters to spell the word.



### Review:

1. The student clicks dictated words.
2. The student unscrambles letters to spell dictated words.
3. The student clicks a missing word to complete the sentence.

### **Units**

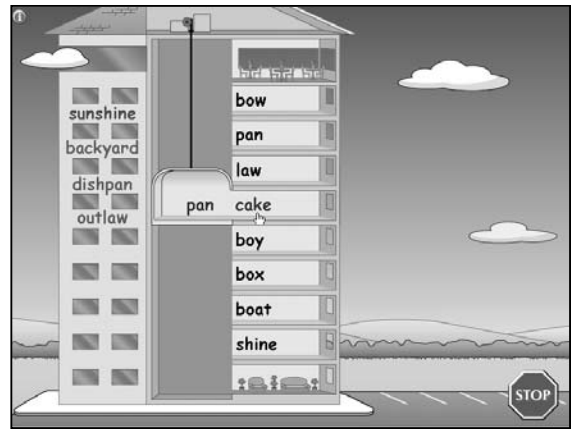
1. done
2. laugh
3. light
4. review units 1–3
5. hurt
6. carry
7. full
8. review units 5–7
9. own
10. try
11. shall
12. review units 9–11
13. review units 1–11
14. grow
15. seven
16. only
17. review units 14–16
18. today
19. purple
20. eight
21. review units 18–20
22. warm
23. about
24. their
25. review units 22–25
26. review units 14–25

# ELEVATOR

**PURPOSE:** Elevator is designed to provide practice in constructing and reading two-syllable words in isolation, in sentences, and in stories (including words with short vowels, long vowel silent-e, vowel-r and vowel combinations).

**PREREQUISITE:** Knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short and long vowels (silent-e), and vowel combinations.

**TASK DESCRIPTION:** Elevator consists of two tasks and a review activity.



1. The student forms two-syllable words by combining one syllable (presented on an elevator) with another syllable, from a list of possibilities on the floors of a building. When the student clicks a syllable, the elevator moves to that floor. If the selection is correct, the syllables form a word and the word is listed on the screen.
2. The student completes a sentence by clicking the missing word.

## **Review:**

Every third unit provides a story with missing words. The student completes the sentences by clicking on the missing words.

## **Units 1–3**

compound words (e.g., sandbox)

## **Units 4–6**

CVC/CVC words (e.g., napkin)

## **Units 7–9**

CVC/CVCe words (e.g., tadpole)

## **Units 10–12**

Vr words (e.g., barber)

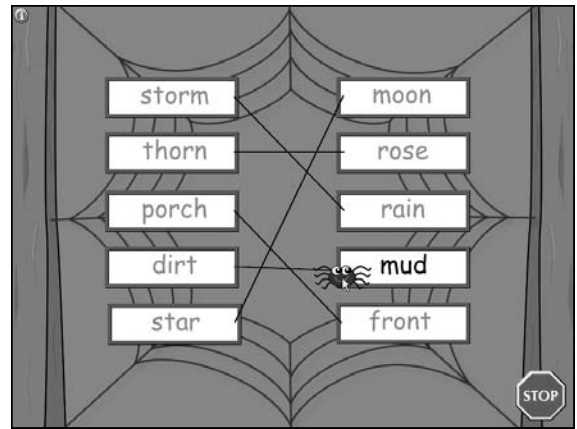
## **Units 13–15**

VV words (e.g., explain)

## GROUP IT II

**PURPOSE:** Group It II is designed to develop conceptual reasoning skills asking students to group words into appropriate categories and then associate those words with other words. Includes practice categorizing r-controlled and vowel-combination words with one or two syllables. Compound words are also included.

**PREREQUISITE:** Ability to read one- and two-syllable r-controlled and vowel combination words, and compound words.



### TASK DESCRIPTION:

1. Students sort words into two categories. Categories include things, animals, actions, body parts, feelings, people, inside, outside, food, sleeping, activities, amounts, colors, clothes, shapes, descriptions, and places.
2. Students match words with other affiliated words, e.g., star and moon, thorn and rose, or rain and storm.

### Units

1. shed, pond, path, nest, sun, tent, desk, mop, lamp, sink, rake, drip, fish, bulb, pen, branch, shine, cot, rock
2. ham, pan, milk, fish, dish, cup, nap, crib, bed, rest, pig, rest, plate, drink, stove, glass, pond,
3. swim, run, ride, hike, camp, inch, nine, dime, mile, five, lake, dash, bike, path, tent, mile, five, spend
4. pink, black, white, red, brown, vest, pants, cap, socks, robe, brown, mud, black, cape, milk, stop, chest, legs, feet
5. nose, hip, bone, face, hand, bang, crash, honk, quack, snore, nose, dog, car, drum, belt, lips, ring, duck
6. brush, skate, drink, drive, rich, fast, wide, lost, safe, thin, dog, rink, base, truck, cash, jet, milk
7. ape, whale, duck, mule, fish, snake, send, dive, dump, ate, ape, chimp, note, swim, lunch, jump, huge, truck, rod
8. cheer, peek, sleep, sneeze, meet, feed, heel, feet, teeth, cheek, rest, see, yell, soft, sock, smile, lunch, nose
9. hair, leg, brain, braids, paint, sail, play, spray, wait, stay, brush, pants, think, home, pond, hose, ball, braids
10. cheese, beef, seed, grape, snail, deer, bee, sheep, pig, chick, slow, mice, stew, green, buzz, soft, chick, fawn
11. boat, soap, coat, toast, goal, row, mow, throw, moan, blow, foam, snow, loaf, ball, wind, score, grass
12. kitchen, broom, stool, scoop, food, spoon, school, zoo, moon, pool, roof, sweep, sit, class, toast, swim, dish, snake, home
13. peach, meat, wheat, bean, pea, leap, dream, clean, reach, speak, green, wipe, talk, sweet, jump, nap, pod, bone

