



Scope & Sequence

of

Lexia Strategies for Older Students®

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 Strategies for Older Students®

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Lexia Strategies for Older Students®

LEVEL 1 ACTIVITIES OVERVIEW

The activities in *Strategies for Older Students* Level 1 were developed to 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.

Short Vowel Sounds

FOCUS: To reinforce sound/symbol correspondence for short vowels using key words and pictures; discrimination of short-vowel sounds at the beginning of words is included.

UNITS: 7

Consonant Sounds

FOCUS: 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

FOCUS: To develop automatic recall of sound-symbol correspondence for b, d, and p through visual and auditory discrimination in initial and final positions.

UNITS: 16

Middle Vowels

FOCUS: To develop discrimination of medial short vowels in one-syllable words and detached syllables; timed to develop automaticity (untimed practice units).

UNITS: 12 (5 with real words; 7 with detached syllables)

Short Vowel Words

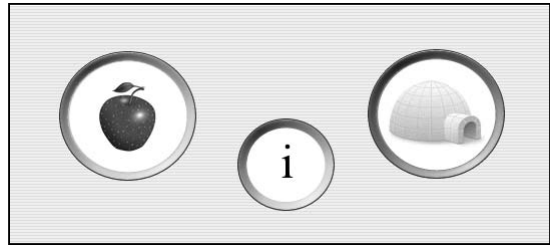
FOCUS: To reinforce automatic word recognition by association of words, phrases, and sentences with pictures; untimed and timed activities.

UNITS: 9

SHORT VOWEL SOUNDS

PURPOSE: Short Vowel Sounds 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.

TASK DESCRIPTION: Short Vowel Sounds consists of four 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.

Key words:

a—apple
o—octopus

e—elephant
u—umbrella

i—igloo

Errors are recorded. Two or more errors result in practice exercises with the two letters most frequently missed.
Untimed.

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

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

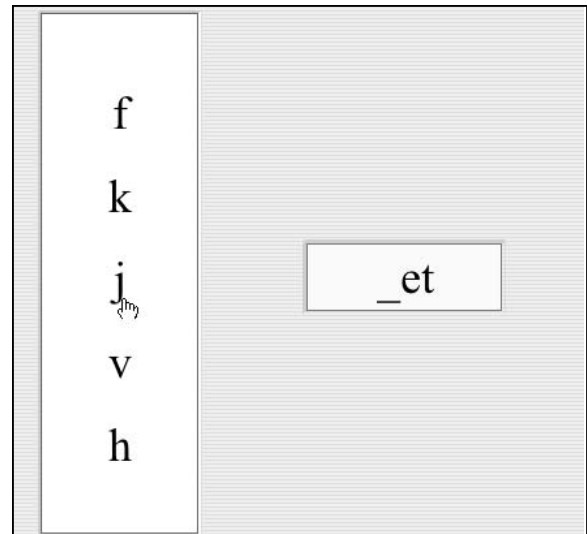
- a: absent, accent, acid, act, adverb, after, album, ambush, anchor, angle, animal, ankle, answer, astronaut, athlete, atom, attic
- i: ignore, illness, imitate, import, inch, income, increase, index, indicate, indoors, injury, ink, input, insect, interest, interrupt, itch
- o: object, obstacle, occupy, 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

CONSONANT SOUNDS

PURPOSE: Consonant Sounds 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.

TASK DESCRIPTION: Consonant Sounds consists of two 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 total possible responses in each session (untimed).
2. The student chooses dictated words or detached syllables as quickly as possible (timed).

Errors are recorded. Two or more errors result in practice exercises that include working with the two most frequently missed letters.

Units

Real Words

1. h j k f v (beginning sounds-CVC)
2. g r y c w "
3. t z l s "
4. b d p m n "
5. n m x g (ending sounds-CVC)
6. b p t d "
7. sh wh th ch (beginning-CCVCC)
8. st sl sp sn sm "
9. gr gl cl dr tr "
10. fl pr br pl bl "
11. sh th ch ck (ending-CCVCC)
12. ng nt nk lk nd "
13. st lt pt ft mp "

Detached Syllables (word parts)

14. m n r v h (beginning-CVC)
15. t s l b p "
16. m n b t d (ending-CVC)
17. cr cl sl sh ch (beginning-CCVCC)
18. bl pl dr tr br "
19. ng nt st ct sh (ending-CCVCC)

Consonant Sounds Word Lists

- | | | | | | |
|----|-----|--|-----|-----|--|
| 1. | h: | ham, hat, hen, hid, him, hit, hog,
hug, hum, hut | 8. | sl: | slam, slid, slim, slip, sled |
| | j: | jab, jam, jet, job, jog, jug | | sn: | snap, snag, snug, snob, snip |
| | k: | keg, kid, kin, kiss, kit | | st: | stem, step, stop, stun, stiff, still |
| | f: | fan, fat, fed, fib, fig, fin, fog, fox, fun | | sp: | spun, spot, spit, spin, spell, spill |
| | v: | Val, van, vet, Vic, vim | | sm: | smog, smug, smell, smack, smash,
smock |
| 2. | g: | gas, get, gem, got, gap | 9. | gl: | glob, glad, glen, glum, glass |
| | r: | rug, red, rot, rib, run, rob, rat, rip, rid | | gr: | grab, gram, grim, grin, grip |
| | y: | yet, yes, yap, yam | | cl: | clam, club, clap, clip, clod |
| | c: | cob, cop, cup, cub, cap, cut, can, cat | | dr: | drop, drug, drip, drag, drum |
| | w: | wag, web, win, wed, wax, wet, wig | | tr: | trip, trap, trim, trot, trunk, track, trick |
| 3. | t: | tap, ten, top, tub, tip, tab, tug, tan,
tag | 10. | fl: | flap, flag, flesh, flash, flock |
| | z: | zip, zap, zig, zag | | pr: | prop, prom, prank, print, prompt,
press |
| | l: | lad, led, lid, log, lap, lip, let, lit, lot,
leg | | br: | bran, brag, brim, brass, bring, brick,
brush |
| | s: | sap, set, sob, sip, six, sub, sun, sat, sad,
sag | | bl: | blot, bled, block, blink, blush, bluff,
bless |
| 4. | b: | bad, bet, bus, box, bud, bun, big, bit,
bug, beg | | pl: | plan, plum, plot, plug, plop, plod |
| | p: | pan, peg, pop, pig, pin, pat, pot, pen | 11. | sh: | sash, cash, dish, fish, rash, dash, mash,
wish, hush, rush, trash |
| | d: | dam, den, did, dug, dip, dad, dot, dim,
dog, dig | | th: | moth, path, bath, math, with |
| | m: | mad, men, mop, mud, mug, map,
mom, met, mat | | ck: | lick, rock, sack, rack, sock, neck,
stock, speck, stuck |
| | n: | nut, net, nod, nip, nap, not | | ch: | much, rich, such, which |
| 5. | g: | beg, big, bug, dug, fig, fog, hug, jog,
jug, keg, log, mug, peg, sag, wig | 12. | ng: | ring, rung, lung, rang, sing, song,
hung, king |
| | m: | dam, dim, ham, hem, him, hum, jam | | nt: | sent, hunt, dent, tent, tint, went,
rent, runt, mint, lint |
| | n: | can, den, fan, fin, hen, men, pan, pen,
ran, run, sun, ten, van, win | | nk: | bank, wink, sink, link, sank, tank |
| | x: | box, fox, six, wax, tax, mix, fix | | lk: | milk, silk, bulk, hulk, sulk |
| 6. | t: | bet, but, cat, dot, wet, get, got, hut,
jet, lot, met, not, pat, rot | | st: | dust, fast, list, lost, mast, past, pest,
rest, rust, nest |
| | b: | nab, cob, cub, fib, gab, jab, rib, sob,
sub, tab, tub, web, job, lab | 13. | nd: | pond, band, mend, bend, sand, send,
tend, hand, land |
| | p: | cap, cup, dip, gap, hop, lip, mop, rip,
sap, sip, tap, tip, top, zip | | lt: | felt, belt, melt, wilt, tilt |
| | d: | bid, bud, fad, fed, hid, kid, led, lid,
mad, mud, nod, red, rod, sad, wed | | pt: | kept, wept, swept, crept, slept |
| 7. | sh: | shed, shin, ship, shop, shot, shut, shelf | | ft: | sift, gift, soft, raft, lift |
| | wh: | whip, when, whiz, which, whack,
whiff | | mp: | dump, limp, ramp, pump, damp, jump,
stump, cramp, stamp |
| | ch: | chat, chip, chop, chum, chap, chin | 14. | m: | min, mon, mel, mex, mod, mul, mun |
| | th: | that, this, thin, then, than, them,
thank, think, thing | | 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 |

Consonant Sounds Word Lists, continued

- | | | | | | |
|-----|----|---|-----|-----|--|
| 15. | l: | lan, las, lat, lav, lec, lem, lep, lev, lex,
lib, lim, lin, lof, lum | 17. | cr: | crit, croc, cris, crim, cred, cran |
| | b: | bal, bam, bas, bev, bis, bod, bom, bon,
bos, bot, buf | | cl: | clum, clut, clas, clat, clav, clev, clus |
| | p: | peb, pel, pes, pol, pon, pom, pos, pud,
pul, pum | | sl: | slen, sliv, slan, slov |
| | s: | sab, sac, sal, sec, sen, sep, seg, sil, sim,
sud, suf, sug, sul, sus | | sh: | shim, shab, shep, shat, shiv |
| | t: | tem, tes, tet, tim, toc, ton, tum | | ch: | chut, chis, choc, chim, cham, chan |
| 16. | n: | bon, fen, lan, hin, mon, tun, ven | 18. | br: | brin, brit, bril, brack, broc, brus |
| | m: | sim, fam, dem, lum, zom, tum | | dr: | driv, drib, dras, draf, drac, driz |
| | b: | lib, fab, rab, peb, sib, reb, wob | | tr: | trad, traf, trac, tran, trav, trig, trum,
trib, trom |
| | t: | lat, lit, det, mot, fet, vit | | bl: | blan, blad, blas, blem, blis, blun, blus,
bliz |
| | d: | mod, fid, med, hud, pud, rad, wid | 19. | pl: | plen, plas, plex, plun |
| | | | | 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 |

B, D, P

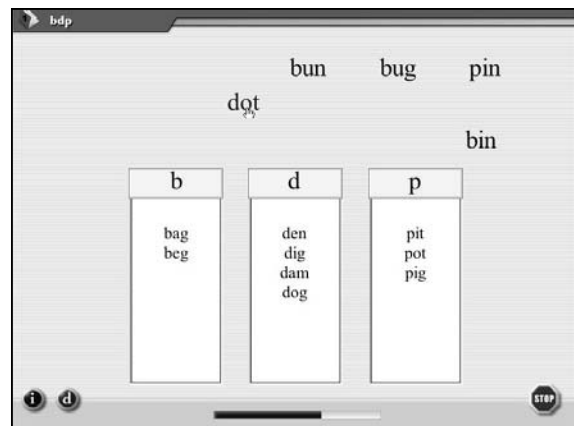
PURPOSE: b, d, p focuses attention on the differences between the reversible and easily confused letters b, d, and p. Students must use visual and auditory discrimination in words ranging from one to four letters. The program is designed to reinforce sound/symbol correspondence for b, d, and p as well as to increase 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: Some awareness of sound/symbol correspondence for b, d, and p.

TASK DESCRIPTION: b, d, p consists of three tasks:

1. Three boxes display on-screen. 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. Students hear words containing b, d, or p (initial or final position) and identify the letter that they hear by clicking the box where the word belongs. Untimed.
3. Students select missing letters (b, d, or p) to complete the dictated words. Untimed.

Errors are recorded, and practice exercises include work with the two most frequently missed letters.



Units for b, d, p

1. Visual Sort	single letters	(b, p, d)
2. Visual Sort	CVC beginning letter	(big, pat, dot, etc.)
3. Auditory Sort	CVC beginning sound	(same words as 2)
4. Construct	CVC beginning letter	(same words as 2)
5. Visual Sort	CVC ending letter	(sad, mob, tip, etc.)
6. Auditory Sort	CVC ending sound	(same words as 5)
7. Construct	CVC ending letter	(same words as 5)
8. Visual Sort	CVCC beginning letter	(best, dust, etc.)
9. Auditory Sort	CVCC beginning sound	(same words as 8)
10. Construct	CVCC beginning letter	(same words as 8)
11. Visual Sort	CCVC ending letter	(club, glad, etc.)
12. Auditory Sort	CCVC ending letter	(same words as 11)
13. Construct	CCVC ending letter	(same words as 11)
14. Visual Sort	CCVC beginning blends	(brat, plum, etc.)
15. Auditory Sort	CCVC beginning blends	(same words as 14)
16. Construct	CCVC beginning blends	(same words as 14)

b, d, p Word Lists

Units 2, 3, 4

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

Units 5, 6, 7

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

Units 8, 9, 10

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

Units 11, 12, 13

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

Units 14, 15, 16

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

MIDDLE VOWELS

PURPOSE: Middle Vowels 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). The exercises begin by contrasting two vowels in words, and systematically progress to exercises containing all five vowels.

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 DESCRIPTION: 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 session. After 2 errors, the program provides students with the same task, untimed.



Units:

Real Words

1. a i (CVC)
2. a i o "
3. i e u "
4. a e u o (CVC/CCVC/CVCC)
5. a i o u e "

Detached Syllables (word parts)

6. a i (CVC)
7. a i o "
8. a o u "
9. o u e "
10. a i e (CVC/CCVC/CVCC)
11. i o u e "
12. a i o u e "

Word Lists

Units 1–5

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

Units 4 & 5

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

Middle Vowels Word Lists, continued

Units 6–9

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

Units 10–12

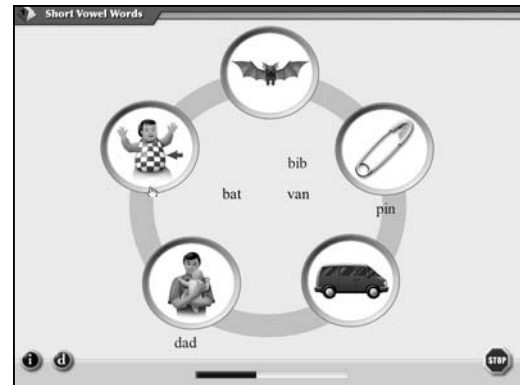
a:	cran, clas, clat, clav, slan, shab, cham, chan, dras, drac, trad, traf, trav, blan, blad, blas, plas, cant, tant, nast
i:	crit, crim, shim, shiv, chim, brit, bril, driv, drib, driz, trig, blis, bliz, mish, lish, ting, ling, ning, sist
o:	croc, clos, choc, broc, bron, trom, grov, pros, prob, glom
u: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

SHORT VOWEL WORDS

PURPOSE: Short Vowel Words is designed to reinforce automatic recognition of short-vowel CVC, CVCC, and CCVC words. The use of pictures emphasizes meaning.

PREREQUISITE: Familiarity with sound/symbol correspondence for consonants, consonant blends and digraphs, and short vowels.

TASK DESCRIPTION: The student matches words with pictures, first untimed and then as a timed activity. Errors are recorded. Two errors on one screen or six in a unit (6 screens) result in repeating the unit.



Units

1.	CVC with a, i, and o	plus phrases	6.	Mix 4 and 5	plus phrases
2.	CVC with u and e	plus phrases	7.	CCVCC blends	plus phrases
3.	Mix units 1 and 2	plus phrases	8.	Mix 4, 5, and 7	plus phrases
4.	CVCC blends	plus phrases	9.	Mix 1, 2, 4, 5, & 7	plus sentences
5.	CCVC blends	plus phrases			

Short Vowel Words

1.	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 (plus phrases)	5.	clam, crab, flag, trap, crib, ship, slip, skin, whip, stop, frog, shop, club, drum, sled (plus phrases)
2.	bud, bug, bun, cup, hut, mud, mug, nut, rug, sub, sun, tub, bed, hen, leg, net, vet, web (plus phrases)	6.	Words from units 4 and 5 (plus phrases)
3.	Words from units 1 and 2 (plus phrases)	7.	crack, plant, splash, stamp, strap, blimp, drink, stick, block, clock, cloth, frost, brush, crust, stump, bench, check, chest, shelf, flock (plus phrases)
4.	bank, bath, hand, lamp, sack, king, milk, pond, sink, cash, gift, pump, belt, bell, desk, neck, nest, vest, tent (plus phrases)	8.	Words from units 4, 5, and 7 (plus phrases)
		9.	Words from units 1, 2, 4, 5, 7 (plus sentences)

LEVEL 2 ACTIVITIES OVERVIEW

The activities in *Strategies for Older Students Level 2* 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.

Letter Switch

FOCUS: 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

FOCUS: To reinforce automatic recognition of short-vowel versus long-vowel (silent e) words through auditory and visual discrimination activities.

UNITS: 27 (12 without consonant blends or digraphs; 15 with consonant blends and digraphs)

Sight Words

FOCUS: To develop automatic recognition of basic sight vocabulary words at the first- and second-grade level.

UNITS: 20

2 Syllable Words I

FOCUS: 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

FOCUS: To reinforce the application of word-attack strategies to reading in context; review concepts presented in *Strategies for Older Students Levels 1 and 2* in related sentences or in paragraphs.

UNITS: 20

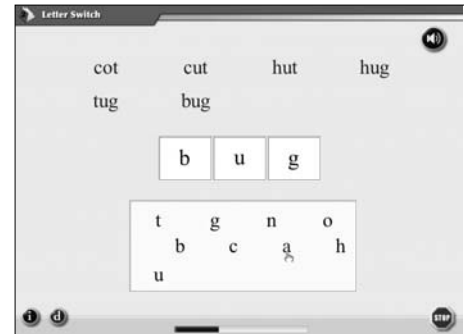
LETTER SWITCH

PURPOSE: Letter Switch 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.

PREREQUISITE: Requires knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long vowels (silent e).

TASK DESCRIPTION: Letter Switch consists of three tasks:

1. The student replaces a letter or a letter cluster in a word or detached syllable 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. Errors are recorded. Two or more errors result in repeating the unit.



Units

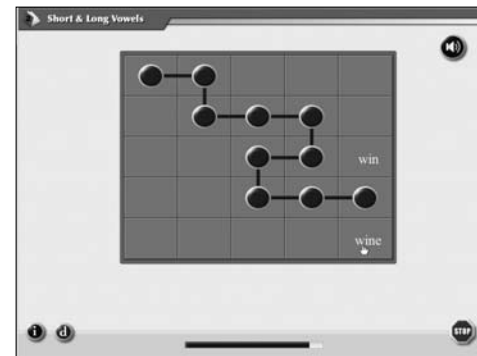
Real Words

- | | | | | |
|-----|---------------------------------------|--|--|--|
| 1. | _ i _ | lid, lip, tip, rip, sip, six, sit, pit, pig, wig, fig, fin, fit, hit, him, his, hid | 12. | Sentences with words from units 10 & 11 |
| 2. | _ _ _ | fan, fat, fit, bit, pit, pet, pot, got, hot, cot, cut, hut, hug, tug, bug, bag, ban, can, van | 13. | _ _ _ e pile, file, mile, mule, mole, more, sore, core, care, cure, pure, pore, pole |
| 3. | Sentences with words from units 1 & 2 | | 14. | _ _ _ _ _ slap, slip, ship, shop, slop, slope, rope, ripe, gripe, grime, grim, gram, slam |
| 4. | _ _ _ _ | sad, sand, band, bank, back, sack, sick, sip, sap, trap, slap, slam, slim, slid, sled, bed, bad | 15. | Sentences with words from units 13 & 14 |
| 5. | _ _ _ n g | king, bring, sing, sang, rang, rung, lung, sung, stung, sting, thing, ring, wing, fling | 16. | _ _ _ _ _ grip, gripe, grape, scrape, scrap, strap, strip, stripe, wipe, wine, spine, spin, grin |
| 6. | Sentences with words from units 4 & 5 | | 17. | _ _ _ _ _ like, lick, lack, lake, cake, rake, rack, rock, stock, stack, stake, bake, bike |
| 7. | _ _ _ _ _ | blend, spend, tend, tent, spent, sent, send, sand, sank, blank, crank, bank, band, bend | 18. | Sentences with words from units 16 & 17 |
| 8. | _ _ _ _ _ | hint, hunt, hung, stung, stunt, runt, rung, rust, crust, crest, rest, vest, nest, test, best, bent, tent, tint | Detached Syllables (word parts) | |
| 9. | Sentences with words from units 7 & 8 | | 19. | _ _ _ lin, min, hin, vin, vit, lit, lat, las, bas, bam, bom, nom, nim, lim |
| 10. | _ _ _ _ k | crack, track, truck, trick, stick, stack, stock, flock, flick, thick, think, drink, drank, sank, sack | 20. | _ _ _ _ _ crit, crim, flim, lim, lish, plish, bish, bing, bis, chis, chim, cham, chan, cran, ran, tren, slen, slin, crin |
| 11. | _ _ _ _ _ | rank, ramp, damp, dump, pump, stump, stamp, camp, cash, mash, math, bath, bank, sank, sink, wink, blink, blank | 21. | _ _ _ _ _ cate, nate, grate, grat, grav, grav, grod, plod, plode, plote, plete, pete, pute, pate |
| | | | 22. | _ _ _ _ _ nite, spite, spize, spire, tire, tore, store, plore, plote, mote, mot, vot, vote, noke, nike |

SHORT AND LONG VOWELS

PURPOSE: Short and Long Vowels 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



Exercises begin 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.

PREREQUISITE: Requires knowledge of sound/symbol correspondence for consonants, consonant blends and digraphs, short vowels, and long vowels (silent e).

TASK DESCRIPTION: Short and Long Vowels consists of three tasks:

1. The student sorts dictated words into two columns according to their vowel sounds (short or long) 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.

Errors are recorded. Two or more errors result in repeating the unit.

Units

NO BLENDS			BLENDS		
1.	a, i	Auditory Sort	13.	a, i	Auditory Sort
2.	"	Choose Word	14.	"	Choose Word
3.	"	Construct Word	15.	"	Construct Word
4.	i, o	Auditory Sort	16.	i, o, u	Auditory Sort
5.	"	Choose Word	17.	"	Choose Word
6.	"	Construct Word	18.	"	Construct Word
7.	o, u	Auditory Sort	19.	e, i	Auditory Sort
8.	"	Choose Word	20.	"	Choose Word
9.	"	Construct Word	21.	"	Construct Word
10.	a, i, o, u	Auditory Sort	22.	a, e, o, u	Auditory Sort
11.	"	Choose Word	23.	"	Choose Word
12.	"	Construct Word	24.	"	Construct Word
			25.	a, i, o, u, e	Auditory Sort
			26.	"	Choose Word
			27.	"	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, wine, 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 Word Lists (with blends)

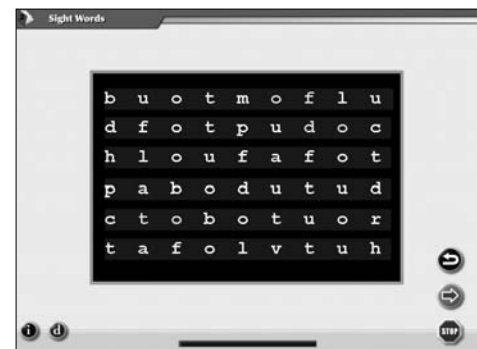
- a: glad, plan, scrap, stack, snack, shack, chat, snap, stab, that, grab, clam, gram, slam, slap, trap
glade, plane, scrape, stake, snake, shake, whale, blaze, blade, brave, crate, grave, spade, trade, shade
- i: slid, shin, spit, quit, twin, spin, strip, snip, grip, slim, grin, slip, twig, chip, whip
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

SIGHT WORDS

PURPOSE: Sight Words is designed to develop automaticity for sight words at the first- and second-grade level.

TASK DESCRIPTION: Sight Words consists of three tasks:

1. A random sample of previously presented words displays. The student clicks each word as dictated.
2. The student finds each word in a grid of letters on-screen. 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.



Errors are recorded. The student continues with a task until there are five or fewer errors (varies with task).

Word Lists

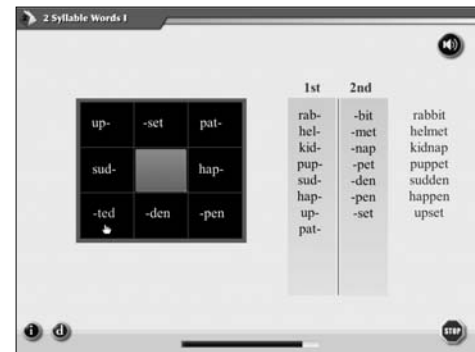
- | | | |
|---------------------|--------------------------|-----------------------------|
| 1. to, do, of | 8. were, want, what | 15. almost, always, against |
| 2. you, are, was | 9. says, half, sure | 16. touch, thought, brought |
| 3. who, any, all | 10. they, busy, very | 17. watch, whose, ninth |
| 4. said, once, does | 11. been, none, only | 18. other, mother, brother |
| 5. give, live, from | 12. above, where, again | 19. friend, people, pretty |
| 6. come, some, done | 13. could, should, would | 20. danger, build, sugar |
| 7. have, gone, many | 14. rough, tough, enough | |

2 SYLLABLE WORDS I

PURPOSE: 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.

TASK DESCRIPTION: 2 Syllable Words consists of three 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.



Units

Easier Words (grades 2–4)

1. kitten, rabbit, helmet, puppet, picnic, kidnap, sudden, gallop, upset, patted, happen
2. rented, sadden, landed, tennis, attic, basket, submit, public, velvet
3. Sentences with words from units 1 & 2
4. insect, unless, attack, collect, command, traffic, consist, discuss, children
5. magnet, fabric, mended, commit, hidden, himself, object, expect, basket
6. Sentences with words from units 4 & 5
7. escape, ignore, mistake, admire, oppose, pancake, reptile, sunshine, complete
8. rubbish, splendid, signal, invent, witness, entire, costume, confuse, combine
9. Sentences with words from units 7 & 8

Harder Words (grades 5 and up)

10. pollen, summit, kennel, album, dispute, invite, talcum, pompom, expand
11. confine, compose, empire, accuse, dictate, goblin, invade, tadpole, admire
12. Sentences with words from units 10 & 11
13. corrupt, plastic, problem, dismiss, shipment, connect, tadpole, explore, landslide
14. snapshot, compact, frantic, consult, athlete, explode, incline, translate, landscape
15. Sentences with words from units 13 & 14

SENTENCES AND PARAGRAPHS

PURPOSE: Sentences and Paragraphs 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, CCVCe) are presented in related sentences or paragraphs.

TASK DESCRIPTION: 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.



Errors are counted. Two or more errors result in a word recognition practice session.

Units

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

1. **hat**, fat, hut/ **bit**, bat, sit/ **got**, get, gap
2. **lost**, fast, long/ **bring**, brick, sting/ **back**, bath, bank
3. **sand**, send, sack/ **shell**, shall, shed/ **shut**, shot, ship
4. **track**, trick, trap/ **bench**, bend, bunch/ **glass**, glad, grass
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):

6. **Jack**, camp, cramp/ **chips**, **lunch**, chaps/ **stuck**, flame, fame
7. **wire**, snake, snack/ **came**, care, cape/ **hung**, vine, hunt
8. **Jane**, stung, sung/ **bite**, brave, bit/ **chunk**, hive, live
9. **wish**, trash, trap/ **cans**, scrub, cane/ **cash**, care, crash
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):

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

LEVEL 3 ACTIVITIES OVERVIEW

The activities in *Strategies for Older Students* Level 3 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.

Vowel Digraphs

FOCUS: To reinforce sound/symbol correspondence for vowel combinations with one sound (ee, oa, ai, igh, ay, oi, oy, au, aw, ew, ue, ie, eigh) and vowel combinations with two sounds (oo, ea, ow); 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*

FOCUS: To reinforce sound/symbol correspondence.

UNITS: 9 (6 units with one-syllable words; 3 with two-syllable words—sentences in every unit.)

Suffixes

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*); includes sentences.

UNITS: 10

2 Syllable Words II

FOCUS: 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 I

FOCUS: 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

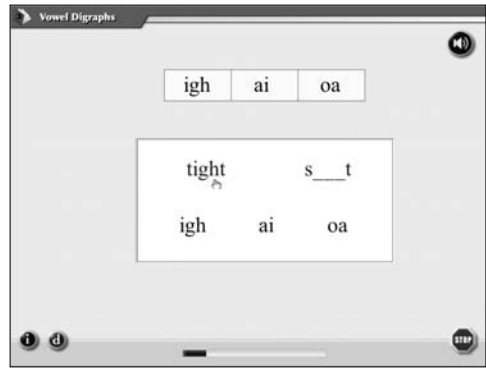
VOWEL DIGRAPHS

PURPOSE: 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.

TASK DESCRIPTION: Vowel Digraphs consists of four 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. 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.



Units

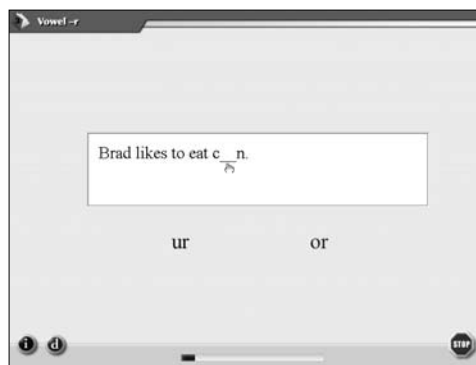
1. ee, ai
2. oa, ee, ai
3. igh, ai, oa
4. ay, oa, igh
5. sentences (words from units 1–4)
6. oi, ay, ee
7. oy, oa, igh
8. aw, oy, ay
9. au, oi, ee
10. sentences (words from units 6–9)
11. ow (snow), aw, oy
12. ea (eat), ow, au
13. oo (food), igh, oi
14. ou (out), aw, ea
15. sentences (words from units 11–14)
16. two sounds: oo (food, book)
17. two sounds: ea (eat, bread)
18. two sounds: ow (snow, cow)
19. oo, ea, ow
20. sentences (words from units 16–19)
21. ew, oi, ea
22. ue, au, ow
23. ie, ew, oo (book)
24. eigh, ue, ie
25. sentences (words from units 21–24)
26. Review

Vowel Digraphs 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
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
eight:	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

PURPOSE: Vowel -r 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.



TASK DESCRIPTION: Vowel -r consists of three 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:

or ur

It is Jim's t__n to take out the trash.

Vowel -r Units

1. or, ur (plus sentences)
2. ar, ir (plus sentences)
3. ar, or, ur (plus sentences)
4. ar, or, er with blends (plus sentences)
5. ar, or, ir with blends (plus sentences)
6. ar, or, ur with blends (plus sentences)
7. two syllables ar, ir, or (plus sentences)
8. two syllables ar, or, ur (plus sentences)
9. two syllables ar, or, er (plus sentences)

Vowel -r 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

Units 7–9 (2-syllable words)

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

PURPOSE: Suffixes 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.

TASK DESCRIPTION: Suffixes consists of three 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:

s es ing

When his class__ end, Ron plans to take a long camp__ trip.



Units

- | | |
|--|-----------------------------------|
| 1. s, es, ing (plus sentences) | 6. est, er, y (plus sentences) |
| 2. ed (rented), es, ing (plus sentences) | 7. y, ment, ish (plus sentences) |
| 3. ed, ness, less (plus sentences) | 8. ment, ish, ly (plus sentences) |
| 4. ness, less, ful (plus sentences) | 9. y, ly, en (plus sentences) |
| 5. ful, est, er (plus sentences) | 10. en, ed, es (plus sentences) |

Suffixes 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

Suffixes Word Lists, continued

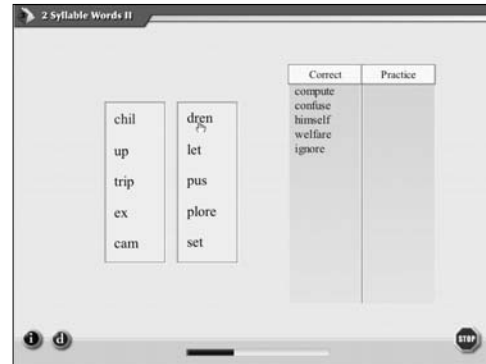
- ful: careful, cheerful, dreadful, fearful, fretful, grateful, hateful, helpful, hopeful, lawful, needful, spoonful, thankful, useful, wishful
- ish: bookish, boyish, British, finish, foolish, girlish, greenish, polish, punish, selfish, sickish, Spanish
- en: burden, chicken, children, deepen, frighten, garden, lighten, maiden, sharpen, shrunken, silken, wooden, woolen

2 SYLLABLE WORDS II

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

TASK DESCRIPTION: 2 Syllable Words consists of three tasks:

1. Given two columns of detached syllables (word parts), the student selects the first and second syllable to create a word.
2. The first syllable of a word displays on-screen and the student selects the second syllable to complete the word.
3. If two or more errors are made on either task, the word is included in a practice word list.



Units

1. CVC, CVCe (cam-pus, ig-nore...)
2. VV, CVC (out-law, con-test...)
3. VV, CVC, VCC (rep-tile, fos-sil...)
4. CVC, VV, V+r (fol-low, dis-count, shar-pen...)
5. Mixed (vam-pire, im-pact...)
6. Mixed (mus-ket, ar-gue, per-haps...)
7. Mixed (light-ning, ad-mire, com-mute...)
8. Mixed (com-bat, chow-der, ex-tinct...)
9. Mixed (hor-net, com-plain, land-slide...)
10. Mixed (text-book, dis-card, mon-ster...)

2 Syllable Words Lists

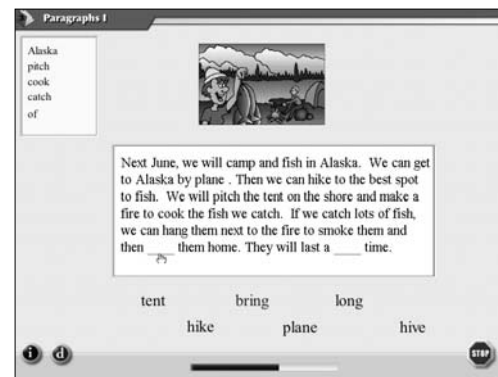
- Unit 1: ad-vice, cam-pus, chil-dren, com-pute, con-fuse, ex-plore, gos-sip, him-self, ig-nore, lan-ded, rot-ten, sus-pend, trip-let, up-set, wel-fare
- Unit 2: bam-boo, class-room, con-test, cos-mic, ex-plain, flash-light, fol-low, oat-meal, out-law, rac-coon, rain-bow, rail-road, six-teen, sail-boat, sham-poo
- Unit 3: 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: 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: ar-gue, blue-bird, con-sume, cor-ner, dis-turb, fish-hook, im-pact, pay-ment, par-king, pin-point, sur-prise, soun-ded, tar-get, tea-spoon, vam-pire

- Unit 6: ar-gue, book-let, brigh-ten, com-bine, con-fess, dam-pen, ex-treme, fain-tened, fur-nish, hic-cup, mid-night, mus-ket, per-haps, sum-mer, text-book
- Unit 7: 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: 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: 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: ap-proach, bed-room, chil-dren, com-ment, dis-card, eigh-teen, fron-tier, haun-tened, in-clude, mon-ster, nur-sing, pad-lock, pil-low, pur-sue, text-book

PARAGRAPHS I

PURPOSE: Paragraphs I 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.

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



Units

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

LEVEL 4 ACTIVITIES OVERVIEW

The activities in *Strategies for Older Students* Level 4 were developed to 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; as well as 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.

Syllable Types

FOCUS: 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 and 15 involve word construction)

2 Sounds of c & g

FOCUS: 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

FOCUS: 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

FOCUS: 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

PURPOSE: Syllable Types contains several different tasks to improve 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.

TASK DESCRIPTION: Syllable Types consists of two 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.



Units

Easy Words, grades 2–4

1. Sort open and closed syllables to dictation
2. Construct words with open first syllable and closed second syllable—copy word
3. Construct words with open or closed first syllable and closed second syllable—copy word
4. Sort open and closed syllables to dictation
5. Construct words with open or closed first syllable and closed second syllable—copy word
6. Construct words with open or closed first syllable and closed second syllable—copy word
7. Sort Silent e, VV, and V+r syllables to dictation
8. Construct words with open first syllable and VCe second syllable—copy word
9. Construct words with open first syllable and VV or V+r second syllable—copy word
10. Sort c-le with closed and open syllables to dictation
11. Construct words with closed first syllable and c-le last syllable—copy word
12. Construct words with open or closed first syllable and c-le last syllable—copy word

Harder Words, grades 4–6+

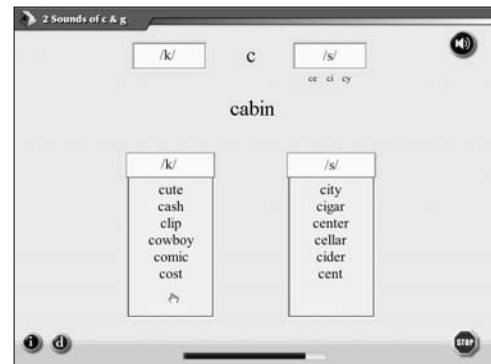
13. Sort closed, open, and VCe syllables to dictation
14. Construct words with open or closed first syllable and closed second syllable—copy word
15. Construct words with open or closed first syllable and closed, VCe, or V+r second syllable—copy word
16. Sort closed, c-le, and VCe syllables to dictation
17. Construct words with open or closed first syllable and closed or VCe second syllable—copy word
18. Construct words with open or closed first syllable and c-le second syllable—copy word
19. Sort open, VV, and c-le syllables to dictation
20. Construct words with open or closed first syllable and c-le second syllable—copy word
21. Construct words with open or closed first syllable and VV, VCe, or c-le second syllable—copy word
22. Review unit—carefully chosen words reviewing all concepts

Syllable Types Word Lists

Unit 2:	ba-sic, e-vil, si-lent, ho-tel, u-nit, o-pen, pi-lot, tu-lip, Ja-son, stu-dent
Unit 3:	cab-in, cam-el, sec-ond, vis-it, sol-id, fi-nal, Su-san, mo-ment, spo-ken, hu-man
Unit 5:	trav-el, fin-ish, sal-ad, rob-in, la-bel, o-mit, le-gal, to-tal, pu-pil, pre-vent
Unit 6:	rad-ish, pan-ic, clos-et, rap-id, tal-ent, plan-et, vi-rus, fre-quent, e-quip, Ro-man
Unit 8:	lo-cate, fe-male, vi-brate, e-rase, su-preme, do-nate, pro-vide, re-tire, ro-tate, mi-grate
Unit 9:	de-stroy, re-veal, se-cret, i-tem, mi-nor, me-ter, pa-per, spi-der, la-ter, ma-jor
Unit 11:	han-dle, bub-ble, sam-ple, bot-tle, wig-gle, puz-zle, can-dle, trem-ble, set-tle, ap-ple
Unit 12:	mid-dle, cat-tle, tum-ble, strug-gle, jun-gle, bat-tle, a-ble, cra-dle, ta-ble, ri-fle
Unit 14:	pol-ish, lim-it, hab-it, met-al, spi-ral, ra-ven, si-ren, va-cant, ba-sin, ba-con
Unit 15:	van-ish, hu-mid, mo-tel, ro-bot, bo-nus, pre-fer, pre-pare, trib-ute, pro-mote, fro-zen
Unit 17:	at-om, cred-it, pun-ish, ro-dent, ha-zel, cu-pid, ri-val, re-quire, mi-grate, u-nite
Unit 18:	rid-dle, hum-ble, gam-ble, rip-ple, snug-gle, grum-ble, tem-ple, bi-ble, cra-dle, bri-dle
Unit 20:	sad-dle, fid-dle, mum-ble, stum-ble, wob-ble, ket-tle, thim-ble, ca-ble, no-ble, i-dle
Unit 21:	twin-kle, snif-fle, top-ple, ma-ple, ro-tate, do-nate, re-store, de-vour, be-tween, pro-found
Unit 22:	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

2 SOUNDS OF C & G

PURPOSE: 2 Sounds of C & G 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. Exercises require sorting words according to the sound of c or g (hard or soft), choosing the correct word from dictation, and using the keyboard to complete words. Sentences are included in every unit to reinforce the application of rules to contextual information.



TASK DESCRIPTION: 2 Sounds of C & G consists of four tasks:

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

Units

1. hard & soft: beginning c
2. hard: beginning c; soft: ending ce
3. hard: beginning sc blend or two-syllable beginning c; soft: ending nce and two-syllable beginning c
4. hard: beginning c; soft: ending ce

2 Sounds of C & G Units, continued

5. hard: beginning c; soft: beginning and ending c
6. hard and soft: medial c
7. mixed c
8. hard & soft: beginning g
9. hard: beginning g; soft: ending age
10. hard: beginning g; soft: ending nge and two-syllable beginning g
11. hard & soft: medial g
12. mixed g

2 Sounds of C & G Word Lists

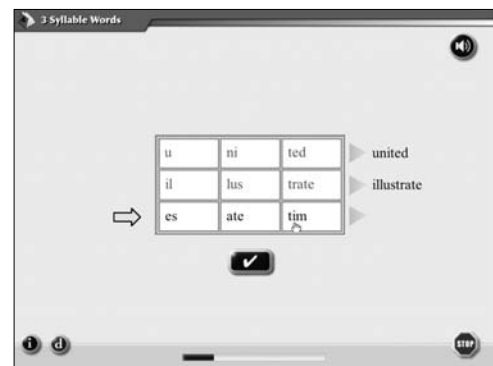
- Unit 1: cute, cash, cost, clip, cabin, comic, cowboy, cent, cell, cellar, center, cider, city, cigar
- Unit 2: clasp, crash, cane, cart, code, coast, cuff, ice, face, price, place, nice, ace, lace
- Unit 3: scab, scale, score, scare, campus, carton, current, prince, dance, glance, chance, fence, central, cinder
- Unit 4: count, curb, cling, crow, crunch, clap, cast, voice, sauce, spruce, fleece, slice, trace, twice
- Unit 5: cube, cart, clock, carbon, carpet, cutter, coffin, race, grace, lice, space, scene, embrace, center
- Unit 6: expect, exclude, raccoon, escape, hiccups, collect, cupcake, percent, pencil, ulcer, except, dancer, princess, excite
- Unit 7: curl, crack, canal, candy, coffee, contact, cactus, lance, spice, scent, mercy, excess, fancy, stencil
- Unit 8: game, goat, grab, gush, garden, goblin, gallon, gent, germ, gym, gerbil, gently, gender, German
- Unit 9: glass, gain, goal, grand, gutter, gossip, gotten, rage, page, wage, huge, enrage, stage, large
- Unit 10: gust, gong, grass, glide, grime, gallop, gasket, cringe, lounge, hinge, plunge, gypsy, gem, gymnast
- Unit 11: magnet, disgust, fragrant, forgot, stagnant, engulf, forgave, margin, logic, rigid, legend, magic, charges, pages
- Unit 12: regain, regard, gambler, goblet, garment, goddess, gather, charge, urge, strange, indulge, danger, tragic, fragile

3 SYLLABLE WORDS

PURPOSE: 3 Syllable Words 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 DESCRIPTION: 3 Syllable Words consists of three tasks:

1. Nine detached syllables display on-screen in a grid, and the student rearranges the syllables to create the dictated three-syllable word.
2. The student copies the word by typing in the syllables.
3. The student arranges detached syllables from the grid to form words without hearing the words first.



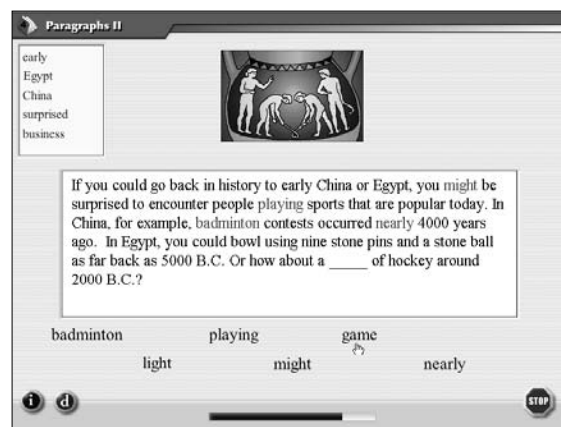
3 Syllable Words Units & Word Lists:

- 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

PURPOSE: Paragraphs II is designed to improve reading comprehension by using word-attack strategies when reading in context. Paragraphs reinforce concepts from *Strategies for Older Students* Levels 1–4.

TASK DESCRIPTION: A paragraph displays with a picture illustrating its theme. Students may click 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.



Paragraphs II Units:

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

LEVEL 5 ACTIVITIES OVERVIEW

The activities in *Strategies for Older Students* Level 5 were developed to 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.

Anglo Saxon

FOCUS: 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

FOCUS: 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; includes prefixes that change (e.g., ad-, at-, ap-, af-, etc.).

UNITS: 21 (sentences in units 1–18)

Special Accents

FOCUS: 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. Material covered includes: -ate/ite/ive; -ity/ic/ical; connectives i/u; tu/du; ti/si/ci.

UNITS: 10 (sentences in every unit)

Root Meanings

FOCUS: 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)

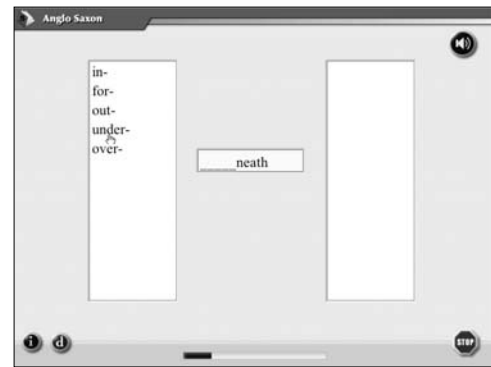
Greek

FOCUS: 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

Anglo Saxon 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 DESCRIPTION: Anglo Saxon consists of four tasks:

1. The program dictates a prefix or suffix and the student chooses it from a group of affixes on-screen.
2. The program dictates a word and the student clicks on the affix and places it next to the root word.
3. 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 then disappear; if another mistake is made, the student can practice copying the affix and then type it from memory.
4. The student reads a sentence and selects the appropriate missing affix.

Units for Anglo Saxon:

1. Identify and spell prefixes to dictation (for, in, out, over, under)
2. Identify and spell prefixes to dictation (a, be, fore, mis, un)
3. Sort words containing -ed to dictation (/ed/, /d/, /t/)
4. Identify and spell suffixes to dictation—unchanged base word (en, er, et, est, ness, less)
5. Mixed words from units 3 and 4
6. Identify and spell suffixes to dictation—unchanged base word (ly, ing, ful, y, hood, ward, some)
7. Identify and spell suffixes to dictation—words with double letters or omitted e
8. Mixed words from units 4, 5, 6, and 7
9. Mixed words from units 4, 5, 6, and 7
- 10–12. Three- and four-syllable words containing Anglo-Saxon affixes

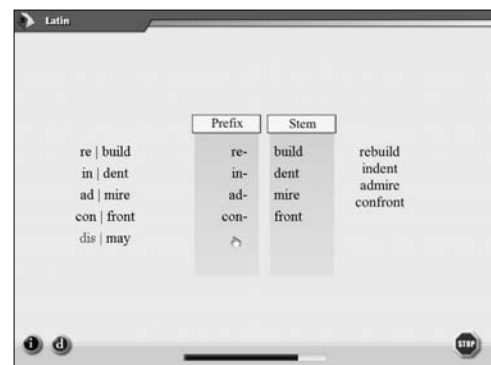
Anglo Saxon Word Lists

- Unit 1: overhead, overwhelm, overtake, underneath, understand, undertake, instead, inside, outside, outlaw, outplay, forget, forbid, forgot, forgive
- Unit 2: around, ahead, aground, before, because, become, begin, foreman, foretell, foreseen, misspell, mistake, mishear, unknown, unhappy, untried
- Unit 3: /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

- Unit 3, cont. /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: wooden, sharpen, lighten, harden, maiden, shorten, dampen, golden, eaten, beaten, fallen, teacher, smaller, smarter, steamer, cleaner, higher, darker, colder, taller, brighter, golfer, banker, printer, blanket, basket, bucket, ticket, packet, racket, brightest, warmest, longest, lightest, dampest, darkest, shortest, kindest, fastest, slowest, nearest, fastness, darkness, sharpness, plumpness, witness, 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: Mix words from units 3 & 4
- Unit 6: 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
- Unit 7: 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: Mix words from units 4, 5, 6, & 7
- Unit 9: Mix words from units 4, 5, 6, & 7
- Unit 10–12: understanding, forgetful, unturned, forbidden, forgiven, misspelling, outplayed, beginning, forecaster, overwhelming, unhelpful, unfaithful, oversharpen, overturned, underworked, forgotten, misleading, deafening, crookedness

LATIN

PURPOSE: Latin 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. Two units work specifically on the prefix change rule and involve identifying which prefixes have changed. Sentences are included in every unit to reinforce application of rules to contextual information.



TASK DESCRIPTION: Latin consists generally of five tasks (units 5–8 vary somewhat due to conceptual differences):

1. A prefix displays on-screen next to a box containing letter strings, some of which match the prefix. The student clicks on the letter strings that match the prefix exactly (units 1–6). Later, the student clicks on the dictated suffix (units 9–19).
2. The program dictates a word and the student uses letters in a box to spell the affix.
3. Three boxes display on-screen. In the first box are 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 appropriate affix.

Task Description for Units 5–8

1. A word displays on-screen with three boxes containing a prefix. The student looks at the word and clicks on the box to indicate what prefix change has occurred.
2. Roots display on-screen 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.

Units for Latin Affixes

- 1 & 2. Identify and manipulate Latin prefixes—no changes (ad, con, in, dis, ex, re)
- 3 & 4. Identify and manipulate Latin prefixes—no changes (de, ob, pre, pro, sub)
- 5 & 6. Identify and manipulate Latin prefixes—no changes (ab, trans, per, se, inter)
- 7 & 8. Identify and manipulate Latin prefixes—changes (ad, ob, sub)
- 9 & 10. Identify and manipulate Latin prefixes—changes (con, in, dis, ex)
- 11 & 12. Identify and manipulate Latin suffixes (al, ary, ish, ment, us, ty)
- 13 & 14. Identify and manipulate Latin suffixes (ure, tude, ile, ize, ory)
- 15 & 16. Identify and manipulate Latin suffixes (age, ant, ance, ancy, ability, able, ous)
- 17 & 18. Identify and manipulate Latin suffixes (ice, ive, ent, ence, ency, ible, ibility)
- 19–21. Three- and four-syllable words containing Latin affixes.

Latin Affixes Word Lists

- Unit 1: 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

Latin Affixes Word Lists, continued

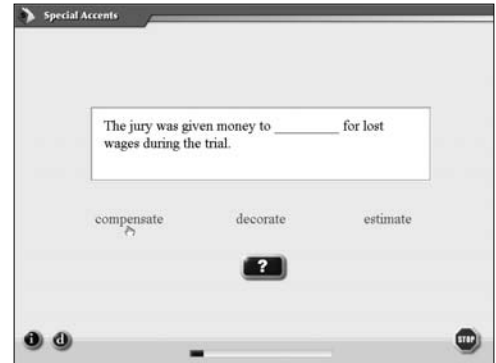
- Unit 2: adjust, admit, advice, advise, conserve, consist, console, constrict, construct, consult, consume, contain, content, contort, contract, contrast, convict, convince, inquire, inscribe, insert, inspect, install, instill, instruct, insult, invest, dismount, display, displeasure, dispute, disrupt, distinct, distort, distract, disturb, expire, explain, explode, explore, export, expose, express, extinct, release, relief, repay, report, reprint, request, reread, respect, retire, retrace
- Unit 3: 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: 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, subside, subtract
- Unit 5: 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: 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: appear, appeal, applaud, apply, appoint, arrange, arrive, attempt, attract, oppose, oppress, offend, offer, occult, succeed, success, suggest, supplant, suppress
- Unit 8: attract, afford, assist, allow, attend, annoy, accent, accept, account, offense, offer, occult, occur, offend, suppress, supply, support, suppose, suggest
- Unit 9: 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: 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: 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: 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, discuss, fungus
- Unit 13: figure, conjure, secure, gratitude, solitude, attitude, reptile, futile, hostile, winterize, victimize, organize, modernize, history, armory, savory, memory, sensory
- Unit 14: failure, endure, altitude, longitude, latitude, amplitude, juvenile, fragile, textile, memorize, fertilize, civilize, factory, Gregory, ivory, victory, hickory, rectory
- Unit 15: 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: 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: 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: 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

Latin Affixes Word Lists, continued

Unit 19–21: 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

PURPOSE: Special Accents is designed to practice reading multi-syllable 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.



TASK DESCRIPTION: Special Accents consists of five to six tasks (units vary somewhat due to conceptual differences):

Unit 1

1. A suffix displays on-screen next to a box containing letter strings, some of which match the suffix. The student clicks on the matching letter strings.
2. A box containing six multi-syllabic words displays on-screen. The student clicks on the dictated word. Words are visually coded for accent placement and for the specified suffix.
3. A word displays on-screen and the student indicates where to place the accent. The program pronounces the word, and the student types it.
4. The student clicks on 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.

Units 2–5

1. Boxes display on-screen containing the word part under consideration; the program dictates a word and the student clicks on the box that contains the word part.
2. Boxes containing words display on-screen and the student highlights the word parts under consideration. The accented syllable displays and the word is pronounced.
3. A word displays on-screen and the student indicates where the accent should be placed. The program pronounces the word, and the student types it.
4. Three partial words display on-screen and the student types the correct suffix in the blank.
5. The student clicks on 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.

Units 6 & 7

1. The program dictates words, and the student clicks on them as quickly as possible. Students have the opportunity to try to decrease their time.

Units 8–9

1. Words display on-screen 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.

Unit 10

1. The program dictates words, and the student clicks on them as quickly as possible. Students have the opportunity to try to decrease their time.

Units for Special Accents

1. Accent placement and identification of Latin-based three-syllable words containing suffixes ending in silent -e (-ate, -ite, -ive)
2. Accent placement and identification of Latin-based words containing suffixes -ity, -ic, and -ical
3. Accent placement and identification of Latin-based words containing connectives i and u
4. Accent placement and identification of Latin-based words containing connective i saying /y/
5. Accent placement and identification of Latin-based words containing ligatured tu and du
6. Identify words from units 4–5
7. Identify words from units 1–5
8. Accent placement and identification of Latin-based words containing si, ti, ci saying /sh/
9. Accent placement and identification of Latin-based words containing si saying /sh/ and /zh/
10. Identification of words from all units

Special Accents Word Lists

Unit 1: 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: 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: radial, radio, serious, barbarian, oblivion, malaria, begonia, experience, phobia, criterion, custodian, suburbia, ingenious, Bolivia, anterior, posterior, imperial, ulterior, hysteria, stadium, alleviate, mysterious, editorial, delirium, superior, material, radiant, luxurious, solarium, Arabia, opium, Canadian, Utopia, encyclopedia, Liberia, insomnia, zodiac, Scandinavia, auditorium, sanitarium, comedian, obvious, librarian, precarious, Colombia, California, Albania, alien, continuous, genuine, conspicuous, tempestuous, monument, document, strenuous, ambiguous, manual, vacuum, evaluate, continual, incongruous, discontinuous, promiscuous, annual

Unit 4: senior, lenient, junior, petunia, stallion, genius, Daniel, spaniel, familiar, union, regalia, dominion, companion, brilliant, union, million, gardenia, peculiar, opinion, communion, convenient, Spaniard, William, convenience, billion, valiant

Unit 5: 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: Words from units 4 & 5

Unit 7: Words from units 1–5

Unit 8: 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: 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: Words from all units

ROOT MEANINGS

PURPOSE: Root Meanings 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.

TASK DESCRIPTION: Root Meanings generally consists of three tasks (units vary somewhat due to conceptual differences).



Unit 1

1. Two boxes display on-screen, 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 pronounces the prefix and sample word, and states their meanings.
2. Students highlight prefixes signifying number amounts and sort them into boxes. The program pronounces the prefix and the word, and states the meaning of both.
3. Sentences defining a target word display on-screen with a box containing number prefixes. The student types in the appropriate prefix.

Unit 2

1. Negative prefixes display in a box and the student clicks on the dictated prefix.
2. A base word displays on-screen. 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 on-screen, and students type in the missing prefixes.

Units 3 & 4

1. Two boxes display on-screen, 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 on-screen 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.

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 on-screen with a root on top. The program dictates a word and the student clicks on the box that contains the root of that word. The word appears in the box without the root and the student types in the root.
3. A paragraph displays on-screen containing ten words using the roots and the student highlights the words.

Unit 10

1. Five boxes display on-screen with a root on top. The program dictates a word and the student clicks on 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.

Units for Root Meanings

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

Root Meanings Word Lists

- 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

GREEK

PURPOSE: Greek 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 DESCRIPTION: Greek consists of four tasks (units vary somewhat due to conceptual differences):



Units 1–3, 5–7, and 9–10

1. Three pictures depicting the meanings of three Greek combining forms display on-screen and the program dictates its sound and states its meaning. The student clicks on 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 on-screen 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.

Greek Units 4, 8, & 11

1. Three pictures depicting the meanings of three Greek combining forms display on-screen 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 computer then forms them into the word (e.g., “writing about life” is “biography”).
2. A word displays on-screen with three pictures. The student highlights the combining forms in the word and clicks on the matching picture.
3. Sentences with missing words display on-screen and the student chooses the correct words to fill in the blanks.

Units for Greek

1. Meanings of combining forms (bio, phon, geo, theo, psych, tech)
2. Meanings of combining forms (derma, arch, chron, phys, astro, path)
3. Meanings of combining forms (meter, scope, graph, tele, gram)
4. Manipulating combining forms from units 1–3
5. Meanings of combining forms (crat, dem, naut, therm, hydro, polis)
6. Meanings of combining forms (biblio, auto, phobia, photo, mania)
7. Meanings of combining forms (hypo, hyper, macro, micro, mega, pyro)
8. Manipulating combining forms from units 5–7
9. Meanings of combining forms (syn/sym, anti, a/an, pod, neo)
10. Meanings of combining forms (poly, mono, duo, gon, hemi, deca)
11. Manipulating combining forms from units 9 & 10

Greek Word Lists

- Unit 1: biology, phonology, geology, theology, psychology, technology
- Unit 2: dermatology, archeology, chronology, physiology, astrology, pathology
- Unit 3: thermometer, microscope, phonograph, telephone, audiogram
- Unit 4: telephone, telegraph, phonograph, chronometer, telegram, biography, telescope, geography, psychometric, chronograph, psychopath
- Unit 5: autocrat, demographic, nautical, thermometer, hydroplane, metropolis
- Unit 6: bibliography, automatic, claustrophobia, photosynthesis, maniac
- Unit 7: hypodermic, hyperactive, macrocosm, microcosm, megacomplex, pyrotechnics
- Unit 8: bibliography, democracy, astronaut, thermometer, autograph, thermograph, hypothermic, microscope, hypodermic, hydrophobia, photograph, megaphone, autocrat, theocratic, demographic, pyromania, geothermal, hydroscope, hyperthermia
- Unit 9: synonym, antiaircraft, anarchy, podiatrist, neophyte
- Unit 10: polygon, monocle, duet, hexagon, hemisphere, decade
- Unit 11: sympathy, symmetry, synchronize, symphony, polygon, monopoly, decagon, monomania, polypod, polyphone, anhydrous

