



Lexia Strategies for Older Students™

Teacher's Guide

Version 4.0

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PURPOSE

Lexia Strategies for Older Students is a state-of-the-art computer program designed to help students, age 9 through adult, acquire and improve basic reading skills. Its learning activities focus on developing and reinforcing automatic word recognition skills generally taught in grades 1 through 7. *Strategies for Older Students* is based on the most broadly accepted theories of reading acquisition (Adams, 1990; Leong, 1991; McGuinness, 1997; Spear-Swerling & Sternberg, 1994; Wagner & Torgeson, 1987; Wolf, 1991). It is intended to be part of an integrated language arts program that includes systematic work in oral language and reading comprehension, but it can also be used as a stand-alone supplement.

The activities in *Strategies for Older Students* reinforce the application of word-attack strategies to single words and contextual material. The focus of the activities is on developing awareness of the phonological structure of language as well as on monitoring for meaning. The interactive, phonics-based activities reinforce sound-symbol correspondence and help develop the automatic word recognition basic to comprehension. Activities include application of strategies to single words, phrases, sentences, paragraphs and brief stories. The activity formats also encourage listening skills and following directions. Timed activities are included to increase automaticity and pictures are used to facilitate comprehension.

HOW STRATEGIES FOR OLDER STUDENTS WORKS

Students work independently by listening to verbal computer instructions and clicking on images or by typing. A record of each student's work is written to the hard drive so each student resumes work at the correct place each time s/he returns to an activity. The interactive exercises branch automatically, depending on the student's performance—providing practice on specific areas of difficulty when needed and moving on to more difficult areas when the student is ready. Teachers may override the automatic branching function at any time to specify program units or customize exercises for individuals. The activities are intriguing for older students, with formats and graphics that interest, motivate and make practice enjoyable.

Feedback and Progress Reports

Strategies for Older Students provides individual performance reports for students, parents and teachers. Achievement Reports illustrate the progression through levels and enable students to monitor their own progress. In addition, the *Strategies for Older Students* performance recording system provides detailed individual and class reports. The reports facilitate close monitoring of student responses and support activity adjustments both in the use of *Strategies for Older Students* and in teacher-directed instruction.

WHERE STRATEGIES FOR OLDER STUDENTS IS USED

Strategies for Older Students was originally field-tested in adult literacy centers, at a private middle school for dyslexic students and at a number of clinics with older students and adults. Today, *Strategies for Older Students* is used in thousands of schools, learning centers, prisons, community colleges, literacy centers and homes. Teachers appreciate the reinforcement of linguistic skills in *Strategies for Older Students*. They find that including language analysis activities in reading lessons helps students explore language structure in a manner that complements work on reading comprehension and writing. Both teachers and parents appreciate that students can work with the software independently.

DESIGNERS OF STRATEGIES FOR OLDER STUDENTS

Strategies for Older Students is developed by well known special educators and reading specialists: Alice Garside, M.Ed., Pamela Hook, Ph.D., and Sharon Marsh, Ed.D. The activities in *Strategies for Older Students*, specifically designed for older students, grew out of their work with Lexia's *Touch & Learn* and *Primary Reading/Phonics Based Reading* products designed for children in the early elementary grades. The development of Lexia's products was initially supported by grants from the National Institutes of Health, Child Health and Human Development.

RATIONALE UNDERLYING THE LEXIA® PRODUCTS

Lexia products are designed to capitalize on the benefits of computerized instruction as well as to reflect recent theories of reading acquisition and the reading process.

Advantages of Computer-Assisted Instruction in Teaching Reading

Computer-assisted instruction is particularly well suited to deliver supplementary instruction in reading. Torgeson (1984) and Healy (1998), among others, have emphasized the usefulness of computers in delivering highly motivational practice in reading. Game formats, specifically defined goals, and lively but non-distracting graphics are useful in increasing attention and motivation (Malone, 1980, Christensen & Gerber, 1990 and Ford et al., 1993). The computer also has the capacity to present tasks many times per minute to develop automaticity. It is infinitely patient and allows the student to review material as frequently as necessary without embarrassment. Carefully designed software can increase lesson continuity and provide immediate feedback as well as monitor and report progress for both student and teacher. *Strategies for Older Students* is designed to fulfill all of these criteria.

Learning to Read with the Help of Strategies for Older Students

It is well recognized that the process of reading involves two separate but interrelated areas: decoding and comprehension. Efficient reading requires adequate underlying language skills as well as the ability to decode words automatically. Difficulties in automatic word recognition seriously affect reading fluency and comprehension (Perfetti & Lesgold, 1979; Stanovich, 1980).

Strategies for Older Students was specifically designed for older remedial students to increase automatic word recognition by reinforcing phonic elements and sound/symbol relationships. The importance of this knowledge for effective acquisition of reading skills has been emphasized by educators in the field for years (Chall,

1983) and again more recently in books by Marilyn Adams (1990), Diane McGuinness (1997) and the National Research Council (1998). Knowledge of the structure of language and sound/symbol correspondence gives students a strategy that can be applied when confronted with unfamiliar words. This strategy contributes to their independence in reading. *Strategies for Older Students* provides opportunities for practice in applying word attack strategies to single words, as well as connected text.

Strategies for Older Students also helps to develop auditory processing abilities, which are considered critical in the acquisition of word-attack skills. One of the most important auditory processing skills associated with decoding is phonological awareness (Adams, 1990; Leong, 1991; Liberman & Shankweiler, 1985; Stanovich, 1985; Wagner & Torgeson, 1987). Phonological awareness involves the ability to segment words into parts (phonemic analysis) and associate these individual sounds with letters (phonetic representation). Students must know how to isolate phonemes within words in order to apply phonics as a word-attack strategy for reading and spelling. Some children have begun to develop this awareness by the time they enter school. However, others do not develop sufficient phonological awareness even after years of normal reading instruction, and must be taught in a structured way (McGuinness, 1997). *Strategies for Older Students* helps to provide this structure.

COMPANION ASSESSMENT SOFTWARE

The *Lexia Quick Reading Test*®, a computer-based reading test is also available from Lexia Learning Systems, Inc. The series of tests identify strengths and weaknesses in decoding and help place students in the *Strategies for Older Students* activities. Level A evaluates the word attack skills reinforced in *Strategies for Older Students* Levels 1, 2 and 3; Level B tests strategies covered in Level 4; Level C tests strategies covered in Level 5. Teachers who want a comprehensive reading assessment can use *Lexia Comprehensive Reading Test*™, which includes the *Quick Reading Test*, described above, as well as a test of Kindergarten Readiness, Sight Words (Dolch 220) and a reading informal (Burns/Roe) comprehension test.

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SYSTEM REQUIREMENTS AND SPECIFICATIONS

Macintosh

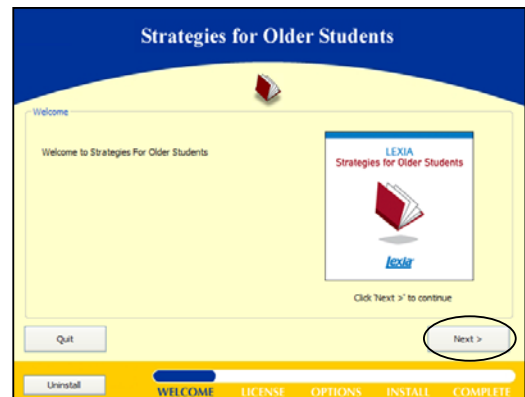
- Mac OS 9.x, OS X
- 400 Megahertz G4 processor or better
- At least 128 MB of RAM
- At least 150 MB hard drive space
- Speakers or headset (headset recommended)
- 16 MB accelerated video graphics card or better

Windows

- Windows 98, Me, 2000, NT, XP
- 1.0 Gigahertz Pentium III processor or better
- At least 128 MB RAM
- At least 150 MB hard drive space
- Speakers or headset (headset recommended)
- 16 MB accelerated video graphics card or better

MACINTOSH INSTALLATION INSTRUCTIONS (STAND-ALONE)

1. Put the *Strategies for Older Students* CD into the CD-ROM drive, printed side up.
2. Double-click the **Strategies for Older Students CD** icon on the desktop.
3. Double-click the correct **Install CD** icon for your computer (**OS Classic** or **OS X**).
4. Click **Next** at the Welcome screen.
5. Read the terms of the license agreement, and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
6. In the Install Options screen, click **Next** to accept the Express Installation option. Express Installation installs *Strategies for Older Students* to the default location (Macintosh HD: Applications (MAC OS_): Lexia Learning Systems:).



To change the folder location, click the **Custom** selection box, and click **Next**. At the Installation Destination screen, click **Browse**, double-click the Hard Drive (**HD**) line, then single-click the desired folder. Click **OK**, and then click **Next**.

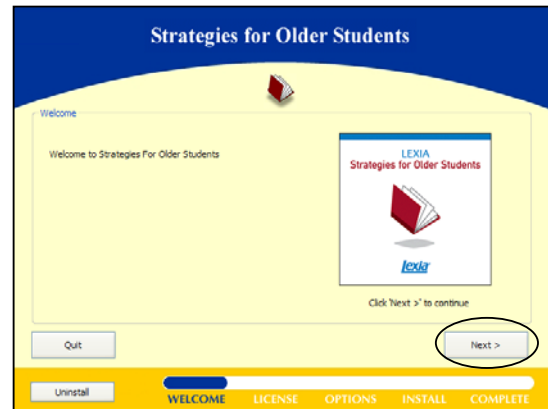
7. At the Confirm Installation screen, verify you've selected the desired options and click **Install**. If you need to change something, click **Back**.
8. Click **Yes** to create a desktop alias.
9. Click **Quit** in the Installation Complete screen.

WINDOWS INSTALLATION INSTRUCTIONS (STAND-ALONE)

1. Put the *Strategies for Older Students* CD into the CD-ROM drive, printed side up.
2. Double-click the **My Computer** icon; then double-click the **Strategies for Older Students** CD-ROM icon.
3. Double-click the **Install (Windows)** icon.
4. Click **Next** at the Welcome screen.
5. Read the terms of the license agreement, and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
6. At the Install Options screen, click **Next** to accept the Express Installation option. Express Installation installs *Strategies for Older Students* to the default location, (C:\Program Files\Lexia Learning Systems).

To change the folder location, click the **Custom** selection box, and click **Next**. At the Installation Destination screen, click **Browse**. Click to select your new folder location. Click **OK**, and then click **Next**.

7. At the Confirm Installation screen, verify you've selected the desired options, and click **Install**. If you need to change something, click **Back**.
8. Click **Yes** to create a desktop shortcut.
9. Click **Yes** to create a program group with shortcuts.
10. Click **Quit** in the Installation Complete screen.



INSTALLING OR UPGRADING ADOBE ACROBAT READER® (STAND-ALONE)

Two on-screen guides are available on the *Strategies for Older Students* CD, and from within the program. One guide is called **Strategies for Older Students**, and it is identical to this printed Teacher's Guide. The other guide is called the **Administrator's Guide**, and it contains information about administrative functions, which include adding students and classes, changing network serial numbers, compacting the database, etc. The Administrator's Guide contains the same information as the On-Screen Help, in a printable form. (For information about printing the guides, see the next page.)

These guides have been included on your *Strategies for Older Students* CD in files that can be read by any computer with *Acrobat Reader* Version 4.0 or higher. If you do not have *Acrobat Reader* V4.0 or higher, you can install it from the CD as described at right. If you're not sure if you have *Acrobat*, follow these directions to find out.

1. Put the *Strategies for Older Students* CD into the CD-ROM drive, printed side up.
2. MACINTOSH: Double-click the **Strategies for Older Students CD** icon.

WINDOWS: Double-click the **My Computer** icon; then double-click the **Strategies for Older Students CD** icon.
3. Double-click on the **Documentation** folder.
4. Double-click on **Strategies for Older Students** or **Administrator's Guide**.
5. *Acrobat Reader* should initialize and open the file automatically. If it doesn't, click **Yes** to install it on your desktop. The program can also be downloaded from Adobe at:
www.adobe.com/products/acrobat/readstep.html
6. The first page of the guide displays on your screen. Note that this document contains blue links that will take you to the area indicated in the text of the link. For instance, the links in the table of contents take you to the various headings. Page references within the text take you to the referenced page. Simply click on the blue link and the appropriate page displays.

To Install Adobe Acrobat Reader from the *Strategies for Older Students* CD:

1. Follow steps 1 and 2, at left.
2. Double-click on the **Adobe Acrobat Reader Installer** folder.
3. WINDOWS: Double-click on the installer icon **Ar405eng**.
MACINTOSH: Double-click on the installer icon **ACROPPC**.
4. Follow the on-screen installation instructions. If you get a message saying that you should uninstall an old version of *Acrobat Reader* first, follow the directions below.

To Uninstall an Old Version of *Acrobat Reader* (Windows):

1. Close any programs that are running.
2. Click **Start**, point to **Settings**; then select **Control Panel**.
3. Double-click on **Add/Remove Programs**.
4. Click to select the Adobe Acrobat program to be deleted. Click the **Add/Remove** button. Confirm that you want to remove *Acrobat Reader* by clicking **Yes**.
5. When the uninstall is complete, click **OK**. Close the Control Panel and the Add/Remove Program box. Now you can install the new *Acrobat Reader* (see directions, above).

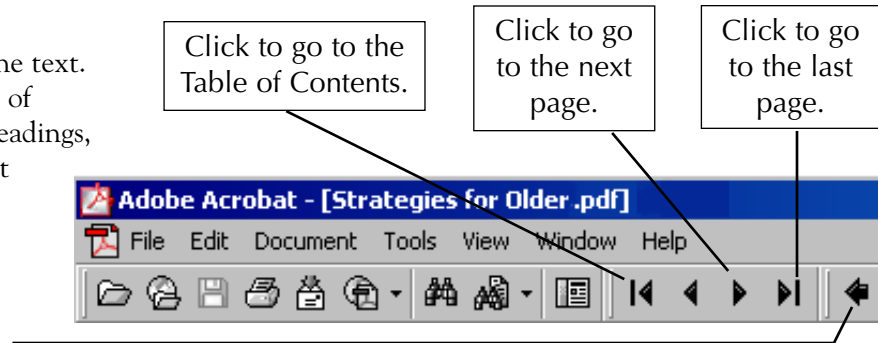
ACCESSING THE GUIDES FROM WITHIN THE PROGRAM

To access the *Strategies for Older Students* guide or *Administrator's Guide* from within the program:

1. Click **ADMIN** in the Select a Student Name screen.
2. Pull down the **Help** menu, and click *Strategies for Older Students* or *Administrator's Guide*. The selected guide opens on-screen.

VIEWING AND PRINTING THE GUIDES

The guides contain blue links that take you to the area indicated in the text. For instance, the links in the table of contents take you to the various headings, and page references within the text take you to the referenced page. Click the blue link and the appropriate page displays. To back up to your previous location, click the back-arrow button.



To print some or all of the guide, pull down the **File** menu and select **Print**. Your printer's dialogue box displays. The page orientation should be **Portrait**, and the scaling option (if available) should be **Actual Size** or **100%**. Please note that your license does not authorize you to print either guide for an unlicensed user. To return to the Administrative screen, close *Acrobat Reader*.

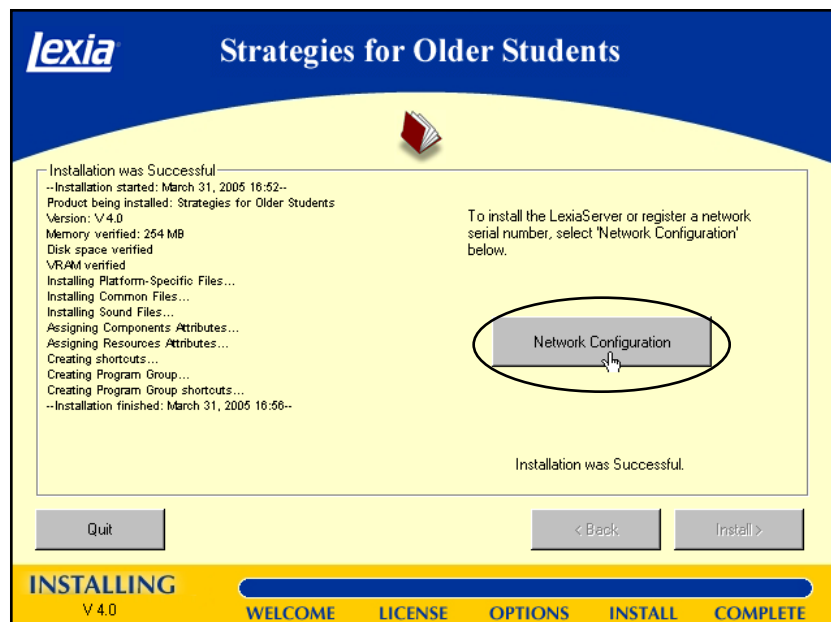
NETWORK INSTALLATION INSTRUCTIONS FOR WINDOWS

These instructions are for network administrators. You must have a basic understanding of your computer network to perform a network installation of *Strategies for Older Students*. If you will not be running the network version, please follow the installation instructions on page 2.2.

On the Windows Server:

If the server does not have a CD drive, put the *Strategies for Older Students* CD in the workstation drive, run the CD file **Install (Windows)**, and follow the directions beginning from step 2, below.

1. Put the *Strategies for Older Students* CD in the server's drive, and run the CD file **Install (Windows)**.
2. Click **Next** in the Welcome screen.
3. Read the terms of the license agreement and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
4. At the Install Options screen, click the **Custom** selection box to change the default installation location (currently set for the local hard drive, **C:\Program Files\Lexia Learning Systems**). Click **Next**.
5. Click **Browse** in the Installation Destination screen. Click to select your new folder location on the server. Click **OK**, and then click **Next**.
6. Verify that the **Install Sound Files** box is checked.
7. Click **Next**.
8. Click **Install** if you've chosen the desired options. If you need to change something, click **Back**.
9. Make your shortcut selections.
10. Click **Network Configuration**.
11. Continue to the next page and follow the applicable instructions for installation of a large or a small network.

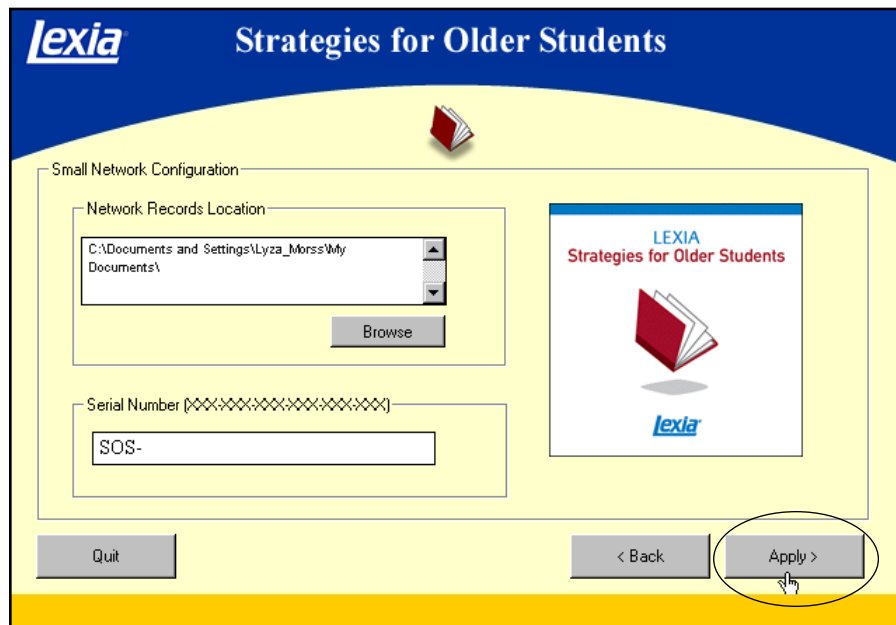
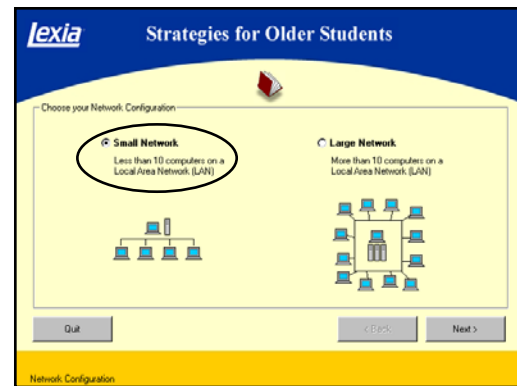


Installation for Smaller Networks

(Continued from page 2.5.)

This installation is recommended if your network has less than 10 workstations. To install on a large network, see the next page.

1. Click **Small Network**. Click **Next**.
2. At the Installation Destination screen, click **Browse** to change the network records destination path. Select your new folder location. Click **OK**.
3. Type your serial number exactly as it appears on the CD jewel case.
4. Click **Apply**.
5. Click **OK** in the Serial Number Registered Correctly box.
6. Click **Quit** in the Configuration Complete screen.

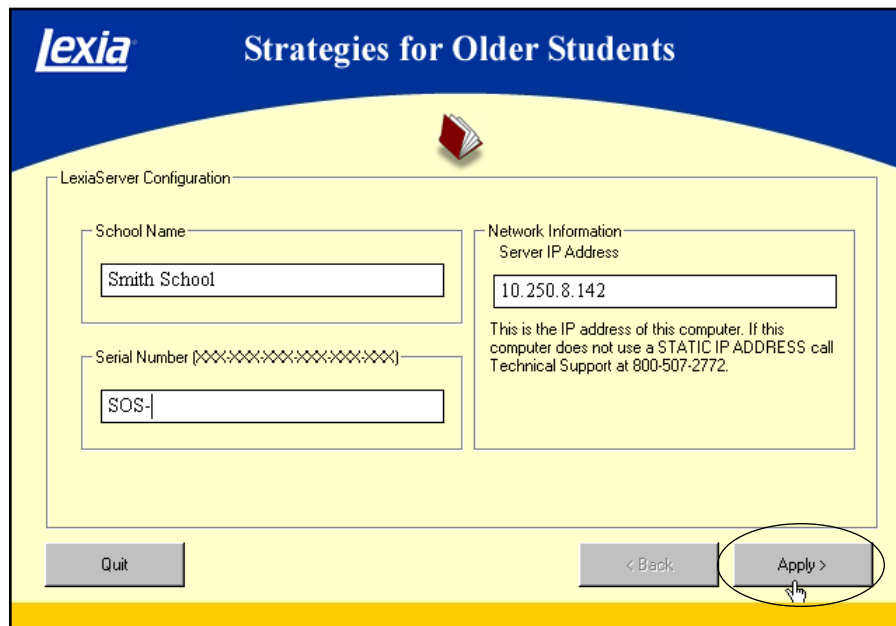
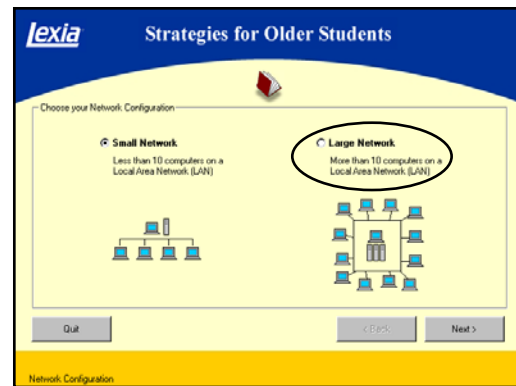


Installation for Larger Networks

(Continued from page 2.5.)

These instructions are for servers running Windows 2000 or higher. Network drives are not supported by the Lexia Server installation. This installation sets your configuration to control the database from the server to improve response time.

1. Click **Large Network**. Click **Next**.
2. At the LexiaServer Installation Path screen, click **Browse** to select the network records destination path. Click to select your new folder location. Click **OK**.
3. Click **Install Server**.
4. Click **Next**.
5. Type in the school name, the serial number (exactly as it appears on the CD jewel case), and verify that the IP address is static. Click **Apply**.
6. Click **OK** in the Serial Number Registered Correctly box.
7. Click **Quit** in the Configuration Complete screen.



On Every Windows Workstation:

1. Browse to the **Lexia Learning Systems** folder. The default location is under Program Files.
2. Double-click the **Lexia Learning Systems** folder. To create a shortcut to the executable, right-click **Strategies for Older Students**, then select **Send To** and **Desktop (create shortcut)** from the sub-menu.
3. Insert the CD at the workstation, double-click the **Documentation** folder, and then double-click the **Administrator's Guide** PDF on the CD. If the file doesn't open, and you get a message that says to install Acrobat Reader, click **Yes** to install it. Adobe Acrobat automatically installs on your local hard drive under C:\Program Folders\Adobe\Acrobat 4.0.

On Mac Workstations Connected to the Windows Server:

If you have Mac OS workstations (OS 9 and/or OS X) connected to your Windows server, you will need to install the Mac version(s) of the software from one OS 9 and/or one OS X workstation to the server.

1. Mount the server on the Mac workstation.
2. Put the *Strategies for Older Students* CD in the workstation drive, run the CD file **Install (Mac) (OS Classic or OS X)**.
3. Click **Next** in the Welcome screen.
4. Read the terms of the license agreement and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
5. At the Install Options screen, click the **Custom** selection box to change the default installation location. Click **Next**.
6. At the Installation Destination screen, click **Browse**, double-click the Hard Drive (**HD**) line, then single-click to select your new folder location on the server. Click **OK**, and then click **Next**.
7. Verify you've chosen the desired options and click **Install**. If you need to change something, click **Back**.
8. Make your shortcut selections.
9. Click **Quit** at the Installation Complete screen. The Mac-specific files are installed on the Windows server.

On Every Mac Workstation Connected to the Windows Server:

1. Mount the server on the workstation.
2. Create an alias for the executable.
3. Insert the CD at the workstation, double-click the **Documentation** folder, and then double-click the **Administrator's Guide** PDF on the CD. If the file doesn't open, and you get a message that says to install Acrobat Reader, click **Yes** to install it. Adobe Acrobat automatically installs on your local hard drive.

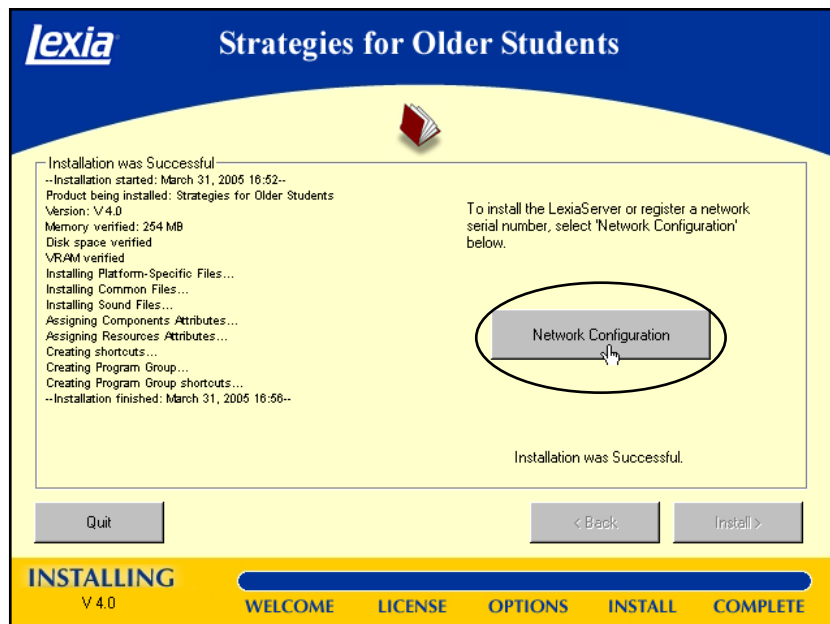
NETWORK INSTALLATION INSTRUCTIONS FOR MACINTOSH

These instructions are for network administrators. You must have a basic understanding of your computer network to perform a network installation of *Strategies for Older Students*. If you will not be running the network version, please follow the installation instructions on page 2.1.

On the Macintosh Server:

If the server does not have a CD drive, put the *Strategies for Older Students* CD in a workstation drive, run the CD file **Install (Mac Classic or OS X)**, and follow the directions beginning from step 2, below.

1. Put the *Strategies for Older Students* CD in the server's drive and run the CD file **Install (Mac)** (OS Classic or OS X).
2. Click **Next** in the Welcome screen.
3. Read the terms of the license agreement and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
4. At the Install Options screen, click the **Custom** selection box to change the default installation location (currently set for the local hard drive, **Macintosh HD: Applications (MAC OS_): Lexia Learning Systems:**) to a destination on the server. Click **Next**.
5. Click **Browse** in the Installation Destination screen. Click to select your new folder location on the server. Click **OK**, and then click **Next**.
6. Verify the **Install Sound Files** box is checked.
7. Click **Next**.
8. Click **Install** if you've chosen the desired options. If you need to change something, click **Back**.
9. Make your shortcut selections.
10. Click **Network Configuration**.
11. Continue to the next page and follow the applicable instructions for installation for a large or a small network.

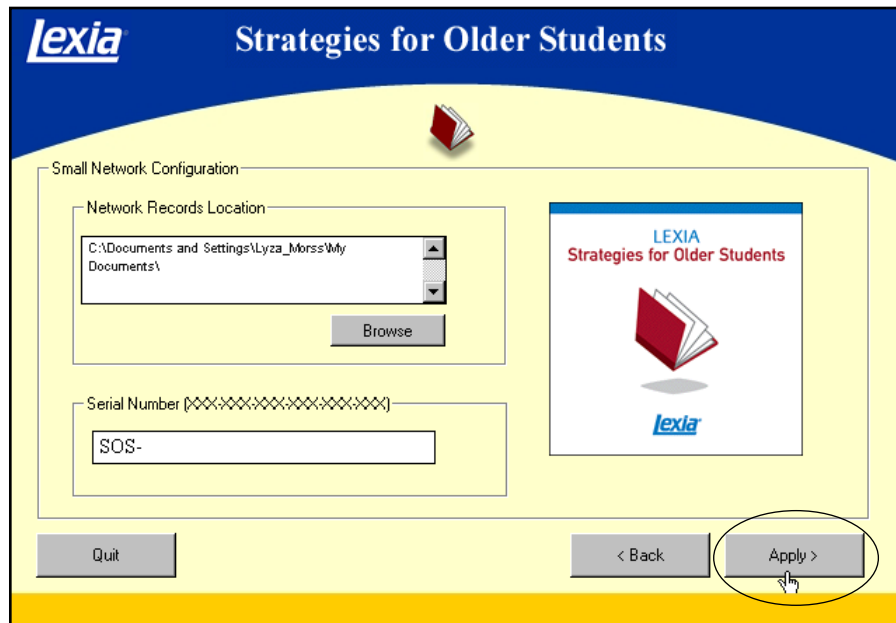
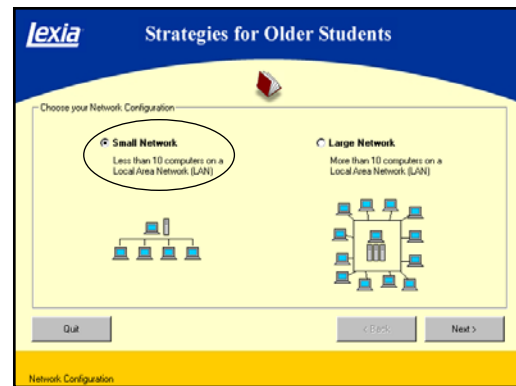


Installation for Smaller Networks

(Continued from page 2.9.)

This installation is recommended if your network has less than 10 workstations. To install on a large network, see the instructions on the next page.

1. Click **Small Network**. Click **Next**.
2. At the Installation Destination screen, click **Browse** to change the network records destination path. Click to select your new folder location. Click **OK**.
3. Type your serial number exactly as it appears on the CD jewel case.
4. Click **Apply**.
5. Click **OK** in the Serial Number Registered Correctly box.
6. Click **Quit** in the Configuration Complete screen.

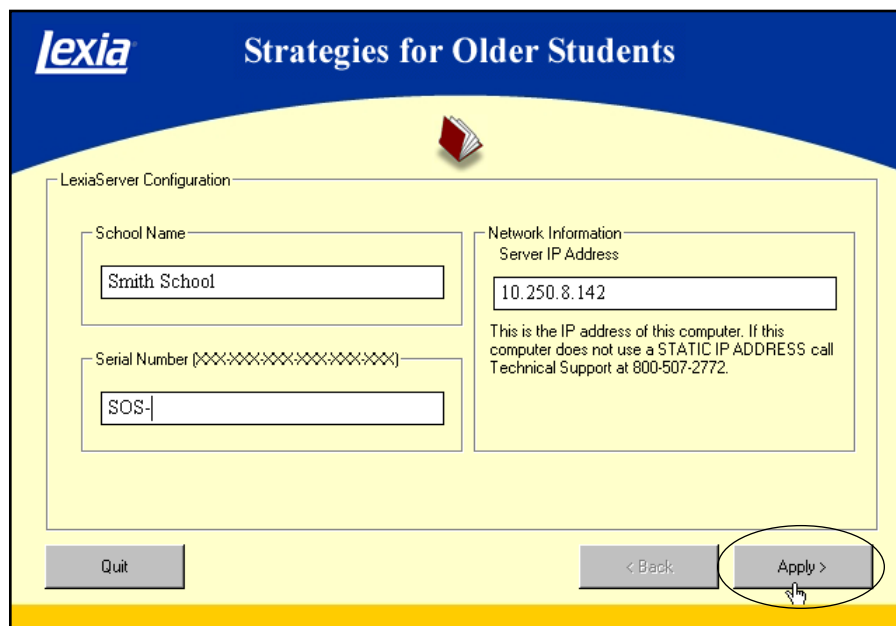
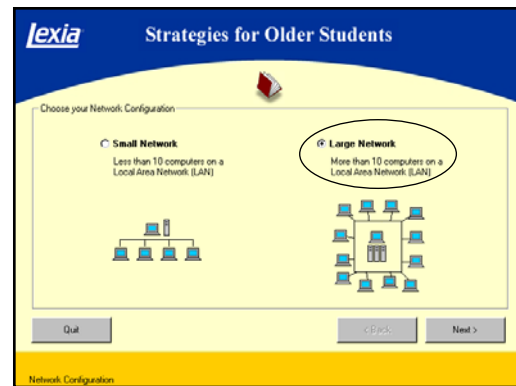


Installation for Larger Networks

(Continued from page 2.9.)

These instructions are for servers running on Macintosh OSX or higher. Network drives are not supported by the Lexia Server installation. This installation sets your configuration to control the database from the server to improve response time.

1. Click **Large Network**. Click **Next**.
2. At the LexiaServer Installation Path screen, click **Browse** to select the network records destination path. Click to select your new folder location. Click **OK**.
3. Click **Install Server**.
4. Click **Next**.
5. Type in the school name, the serial number (exactly as it appears on the CD jewel case), and verify that the IP address is static. Click **Apply**.
6. Click **OK** in the Serial Number Registered Correctly box.
7. Click **Quit** in the Configuration Complete screen.



On Every Macintosh Workstation:

1. Mount the server on the workstation.
2. Create an alias for the executable.
3. Insert the CD at the workstation, double-click the **Documentation** folder, and then double-click the **Administrator's Guide** PDF on the CD. If the file doesn't open, and you get a message that says to install Acrobat Reader, click **Yes** to install it. Adobe Acrobat automatically installs on your local hard drive under **Applications:Adobe:Acrobat 4.0**.

On a Windows Workstation Connected to the Macintosh Server:

If you have Windows workstations connected to your Mac server, you will need to install the Windows software from one Windows workstation to the server.

1. Put the *Strategies for Older Students* CD in a Windows workstation drive, and run the CD file **Install (Windows)**.
2. Click **Next** at the Welcome screen.
3. At the License Agreement screen, read the terms of the license agreement and click **Accept**. If you do not accept the License Agreement, the installation will not proceed.
4. At the Install Options screen, click **Custom** to change the default location for the *Strategies for Older Students* application from the workstation's local directory to a directory on the Mac server. Click **Next**.
5. Click **Browse**. Click your new folder location on the Mac server. Click **OK**, and then click **Next**.
6. Verify you've chosen the desired options, and click **Install** in the Confirm Installation screen. If you need to change something, click **Back**.
7. Make your shortcut selections.
8. Click **Quit** in the Installation Complete screen. The Windows-specific files are installed on the MAC server.

On Every Windows Workstation Connected to the Macintosh Server:

1. Browse to the **Lexia Learning Systems** folder. The default location is under Program Files.
2. Double-click the **Lexia Learning Systems** folder. Create a shortcut to the executable: right-click **Strategies for Older Students**; select **Send To** and **Desktop (create shortcut)** from the sub-menu.
3. Insert the CD at the workstation, double-click the **Documentation** folder, and then double-click the **Administrator's Guide** PDF on the CD. If the file doesn't open, and you get a message that says to install Acrobat Reader, click **Yes** to install it. Adobe Acrobat automatically installs on your local hard drive.

Chapter 3

QUICK START

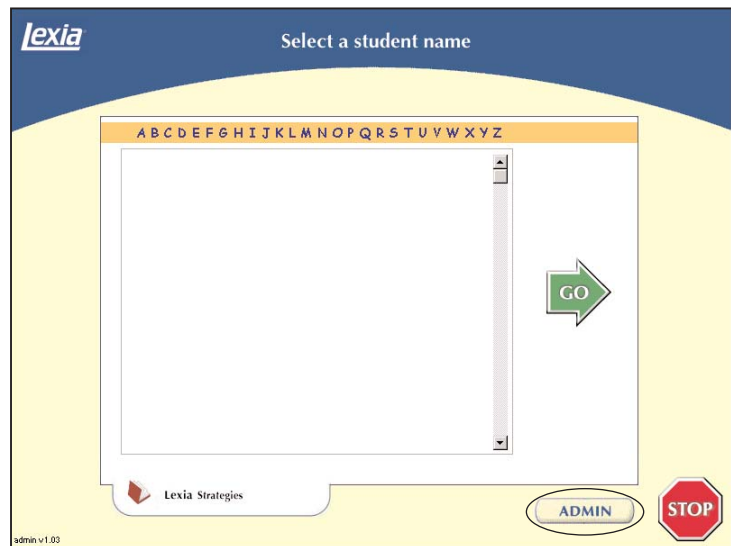
The directions in this chapter are intended to get you started using *Strategies for Older Students* as quickly as possible after installation. They do not provide complete instructions for the administrative area of the program—far from it. Why? Whenever you install a new Lexia product, the administrative functions of *all* Lexia products are updated, and the on-screen help and Administrator’s Guide are updated as well. Hence, these two sources of information will always be current, whereas the directions printed on paper may become obsolete.

After the initial installation and setup, please refer to On-Screen Help, or the on-screen Administrator’s Guide, for all information and directions related to the administrative functions. To access the On-Screen Help, see page 3.4. To display or print the Administrator’s Guide, see page 2.4.

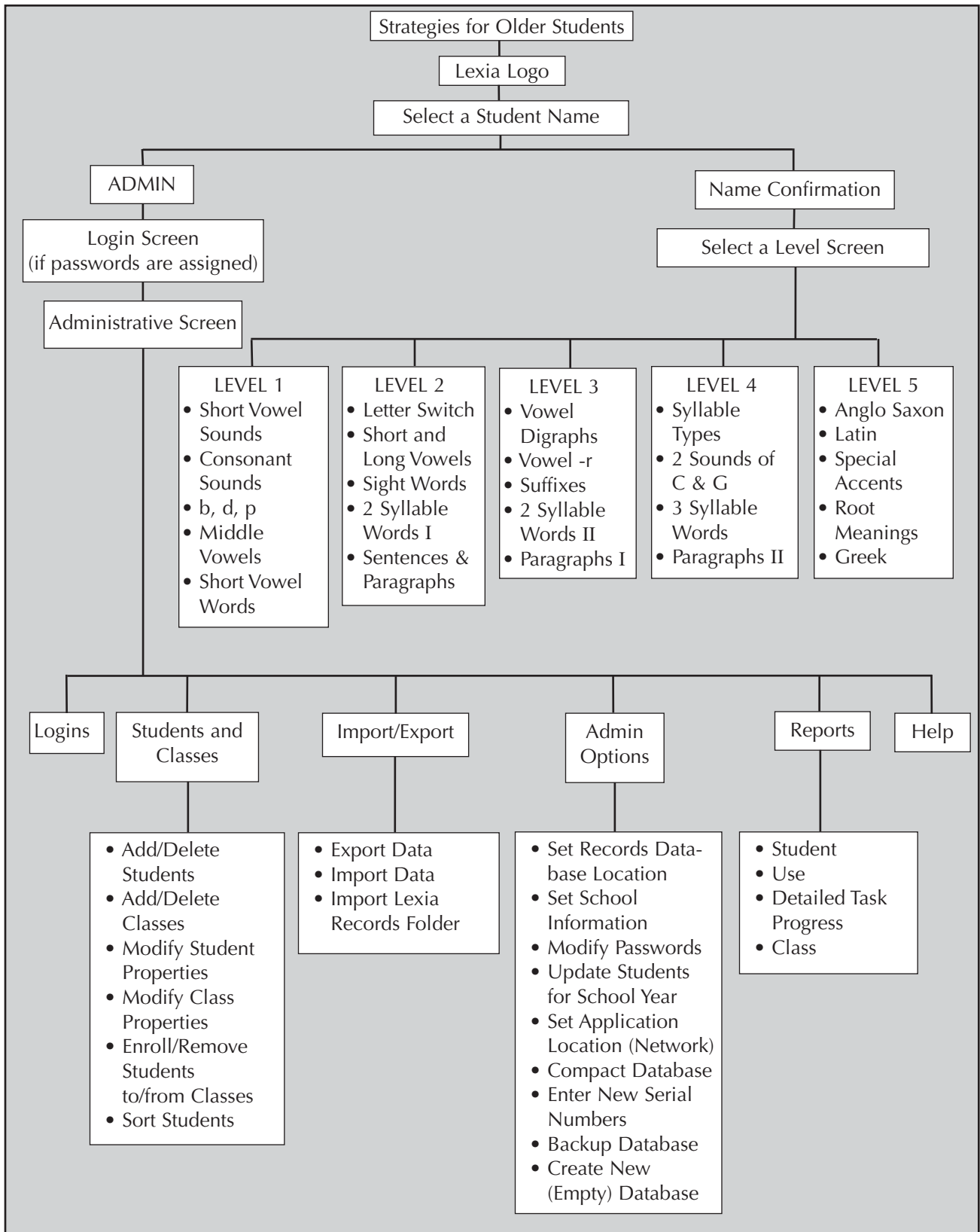
STARTING UP

The *Strategies for Older Students* software must be installed at each workstation. If you haven’t done this yet, see Chapter 2.

1. Double-click the **Strategies for Older Students** icon on your desktop.
2. Click **Yes** to run the program in full-screen mode (recommended, as it’s less distracting), or **No** to run in a sub-window.
3. Click **Don’t Ask Again** to maintain this display option for subsequent use of the program. The Lexia Logo displays.
4. Click anywhere in the logo screen to continue.
5. If you have previously installed a Lexia program, click **Yes** to import all students and classes from the program(s). The Select a Student Name screen displays (at right).



Before you can begin the activities, you must enter at least one student name (if you have imported students from a previous Lexia product, student names will display). If you are opening the **ADMIN** screen for the first time and there are no student names, you will be prompted through the process.



STRATEGIES FOR OLDER STUDENTS SCHEMATIC

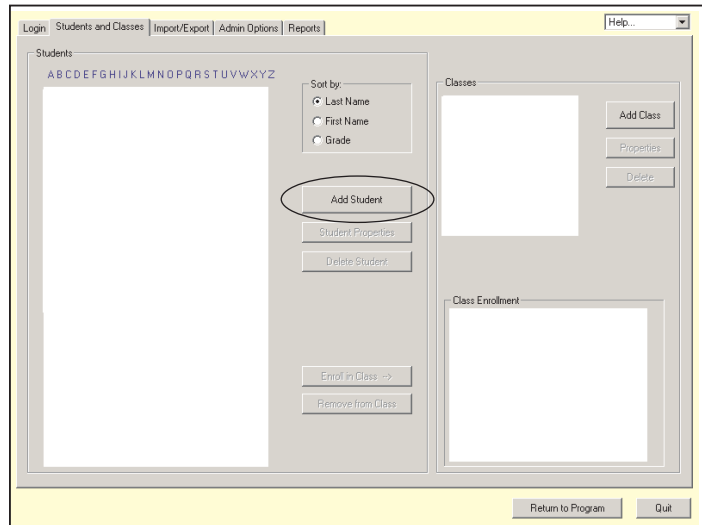
The above schematic demonstrates the overall flow of the *Strategies for Older Students* program.

ADDING STUDENTS

1. Click **ADMIN** in the Select a Student Name screen. The Students and Classes screen displays (at right).
2. Click **Add Student**. The Student Properties screen displays.
3. Fill in the student's **First Name**, **Last Name**, and **User Name** (must be unique) fields, using the Tab key to move from one field to the next. (The student's middle initial is optional.) **IMPORTANT:** If you have more than one student with the same name, you must develop a system to differentiate between the students, e.g., adding a number to the first or last name. Otherwise, when selecting these students, you may have difficulty differentiating one student from the other.
4. Fill in the password field for each student (optional, but recommended). Passwords prevent students from using other students' names to perform activities. If students share names, their reports become invalid, and their activity levels become inappropriate. Be sure to keep a record of each student's password.

Optional: Click the **Grade** pull-down list to select a grade level. Adding grade levels enables you to sort students by grade, and to easily increment grade levels from year to year.

Optional: Click **Demographics** to add other optional student information: birth date, gender, and notes. Click **OK** to close the demographics screen.
5. Click **OK** to close the Student Properties screen and the new student name is added to the list. Click **Return to Program**.



When you finish entering students, they can begin to use the activities (see Chapter 4). However, in most school environments, it is important to protect the administrative area of the program with passwords, as discussed on page 3.4.

USING CLASSES

Strategies for Older Students software enables you to create classes and enroll students in classes, but these steps are optional. Students may be enrolled in more than one “class,” thereby enabling classes to be used to group students by their room location, lead teacher, and/or by ability. Classes are also used to limit teacher access to critical functions. If you set a sysadmin password (highly recommended if running on a network), then all teachers will need to access the administrative area of the program through either the keyadmin user name, or a class name. The most restricted user access is “class administrator” access, i.e., access through a class name. For more information, see pages 3.4–3.5.

We recommend that you create classes if any of the following are true:

1. *Strategies for Older Students* is running on a network, serving many teachers and students.
2. You want to be able to generate Class Reports (see page 41 of the Administrator's Guide).
3. You want to assign activity levels or units to one or more groups of students.
4. You want program directions dictated in Spanish for a large group of students without changing the language setting one student at a time.

To create classes, see directions in the On-Screen Help (see below), or open the printable Administrator's Guide (for directions to access this guide, see page 2.4).

ADMINISTRATIVE PASSWORD PROTECTION

Strategies for Older Students is delivered with the Administrative (ADMIN) screen password-protection feature turned off to enable you to add students and classes quickly the first time you open the program. If you are in a small, controlled environment, where security is not a concern, activating passwords is not essential. Otherwise, it is highly recommended that you activate administrative passwords to prevent unauthorized users from accessing and possibly corrupting data. This is particularly important for databases with extensive student data.

Once you have set the System Administrator (sysadmin) password, *all* users will be prompted for a user name and password when they click the ADMIN button. Only one or two knowledgeable people should know the sysadmin password. Others will need either the Key Administrator user name (keyadmin) and password, or a Class Administrator user name (class name) and password, to enter the administrative section of the program. The functions that are available to the three different levels of access are indicated in the Administrative Functions List on the facing page. If no password has been assigned to a user name, leave the password field blank, and click **OK**.

For more information about passwords and how to assign them, open the On-Screen Help (see page 3.6), or the printable Administrator's Guide (see page 2.4).

THE LEXIA HELP SYSTEM

All of the administrative functions are explained in the On-Screen Help. Please note that whenever you install a new Lexia product, the administrative functions of *all* Lexia products will be updated, as will the directions in On-Screen Help. Hence, the On-Screen Help will always be current, whereas the directions printed on paper may become obsolete. Help topics include:

- Password management
- Student and class functions
- Activity level and unit assignment
- Report generation
- Database management
- Network functions
- Troubleshooting (also included in this guide)

(The Lexia On-Screen Help system information is continued on page 3.6.)

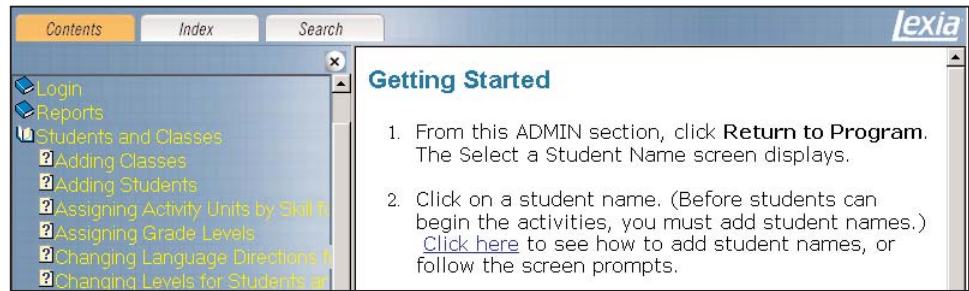
THE ADMINISTRATIVE FUNCTIONS LIST

Administrative Function	Tab Name	User Access		
		Class Admin.	Key Admin.	System Admin.
Open the Help File	Help	✓	✓	✓
Add/Modify Student Passwords	Students and Classes	✓	✓	✓
Assign Student Grade Levels	Students and Classes	✓	✓	✓
Assign Activity Levels or Units	Students and Classes	✓	✓	✓
Change Language of Dictated Directions	Students and Classes	✓	✓	✓
Sort Students by Name or Grade	Students and Classes	✓	✓	✓
Enroll/Remove Students from Classes	Students and Classes	✓	✓	✓
Enable/Disable Auto Branching	Students and Classes	✓	✓	✓
Add/Modify Class Passwords	Students and Classes	✓	✓	✓
Modify Class Properties	Students and Classes	✓	✓	✓
Generate Student Reports	Reports	✓	✓	✓
Log In as a Different User	Login	✓	✓	✓
Add Students	Students and Classes		✓	✓
Add Classes	Students and Classes		✓	✓
Delete Students	Students and Classes		✓	✓
Delete Classes	Students and Classes		✓	✓
Transfer Data to/from a Disk	Import/Export		✓	✓
Import/Export Class & Student Data	Import/Export		✓	✓
Re-set Presentation Options	Admin Options			✓
Enter a Network Serial Number	Admin Options			✓
Add/Modify sys or keyadmin Passwords	Admin Options			✓
Change Records Database Location	Admin Options			✓
Enter School Information	Admin Options			✓
Update Students for a New School Year	Admin Options			✓
Create an Empty Database	Admin Options			✓
Back Up the Database	Admin Options			✓
Change Network Settings	Admin Options			✓
Compact the Database	Admin Options			✓

Directions for all of these functions are located in the On-Screen Help (see p. 3.6), and in the printable Administrator's Guide (see p. 2.4).


Accessing Help

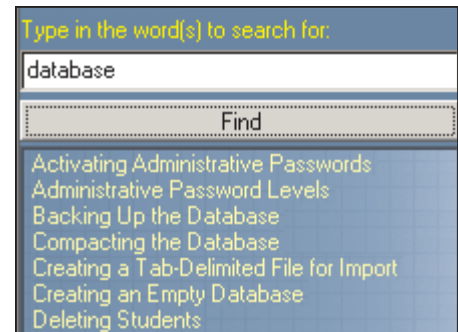
1. Click **ADMIN** in the Select a Student Name screen.
2. Pull down the Help menu, and click **On-Screen Help**. The Help displays.



Navigating Help

Help has a Contents, Index, and Search tab to help you find the information you need. Click **Contents** to access a list of all of the topics. To find topics using a keyword, click **Search**, type a keyword, and click **Find**. An alphabetical list of topics containing that keyword displays. Click **Index** and type a keyword, and a list of topics that begin with those letters displays.

Most topic headings in the On-Screen Help have an information  button. Click this button to learn more information about the topic.



TURNING OFF THE SCREEN SAVER

To prevent the Screen Saver from interfering with the program, turn it off before beginning the activities.

WINDOWS:

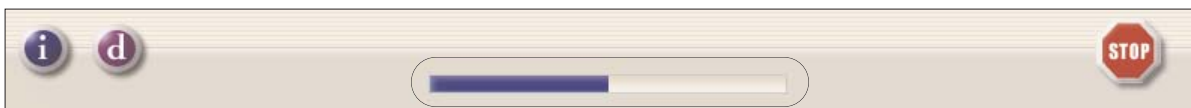
1. Click the **Start** button.
2. Click **Settings** and then click **Control Panel**.
3. Double-click the **Display** icon.
4. Click the **Screen Saver** tab under the Display Properties menu.
5. Under the Screen Saver drop-down menu, click **(None)**.
6. Click **Apply** and then click **OK**.

MACINTOSH:

1. Click **Control Panels** from the Apple Menu.
2. Double-click on **Screen Saver**.
3. Click to turn the screen saver **OFF** in the upper-right corner of the pop-up box.
4. Close the Control Panel.

IMPORTANT TIPS FOR TEACHERS

1. It is recommended that students work on *Strategies for Older Students* at least 45 to 60 minutes per week in blocks of 15 to 20 minutes. Some schools have achieved dramatic results by having every student use *Lexia Primary Reading™* (for ages 5–8), or *Strategies for Older Students* for 30 minutes on a daily basis.
2. Many teachers find it helpful to place a chart near the computer with a list of the students who are to use *Strategies for Older Students* that day so that, when students are finished, they can get the next student on the list.
3. Students can be enrolled in more than one *Strategies for Older Students* class; therefore, classes can be used to group students in any way that's helpful. For example, you may want to create a class for each reading group so that you can quickly assign activity levels and/or units for the group as a whole, rather than student by student. In addition, you will be able to generate a Class Report for any group of students who have been enrolled in a class.
4. On the Select an Activity screens, the activities are arranged in general order of difficulty with the most difficult activity on the far right. Some students are comfortable working with any of the activities in a given level. Others find that one or two of the activities are too difficult and, therefore, they should complete the easier activities first.
5. If a student attempts an activity unit three times without success, a row of yellow circles displays below the direction and information buttons in the activity screen. If you see this teacher alert, it usually means the student needs instruction on the skill for that unit. To see a brief skill description of the activity, hover over its activity bar. For detailed unit descriptions, see Chapter 4.
6. If a student must quit in the middle of an activity, the data from that lesson will not be saved; however, all other data from that practice session will remain intact.
7. Students need to understand that their bar graphs on the activity screen will fill in only if they complete the exercises correctly; hence, they must work carefully. In addition, some units have more than one exercise, or have practice exercises; therefore, the bar graphs will not necessarily change every time a student uses *Strategies for Older Students*. Finally, if the automatic branching is turned off for an activity, its bar graph will be blank.
8. In the Select an Activity screen, if a bar graph has yellow circles over it, it indicates that the student had difficulty and needed to repeat the unit. (The Use and Class Reports also display a yellow circle next to the unit where students had trouble.) If a bar graph has blue stars over it, the student has successfully completed that activity.
9. If desired, you can assign students to an activity unit that works on a particular skill (p. 15 of the Administrator's Guide). However, keep in mind that if you use this feature, the auto branching that normally takes students through the units in their default order will be turned off. When the student finishes practicing the assigned skill, you will need to assign a new skill before s/he can use the program again.
10. You can view students' progress while they perform activities. In the activity screen, a status bar fills in as students successfully complete each task (below).



TOPICS IN THE ADMINISTRATOR'S GUIDE

All of the administrative functions for Lexia programs are explained in the On-Screen Help and in the Administrator's Guide, both of which can be accessed from the Help menu. If you want a hard copy of the Administrator's Guide, see printing instructions on page 2.4. The topics in the Administrator's Guide include:

Chapter 1: Introduction

- Administrative Password Protection
- Installation Instructions
- Initial Launch
- Accessing Help
- Navigating Help
- Printing the Teacher's or Administrator's Guide

Chapter 2: Students and Classes

- Adding Students
- Adding Classes
- Enrolling Students into Classes
- Assigning Students Grade Levels
- Sorting Students by Name or Grade Level
- Adding or Modifying Student Passwords
- Changing the Language of Dictated Directions
- Assigning Activity Levels
- Assigning Activity Units
- Assigning Activity Units by Skill
- Using the Branching Feature
- Removing Students from a Class
- Deleting Students
- Deleting Classes

Chapter 3: Administrative Options

- Activating Administrative Passwords
- Administrative Password Levels
- Logging In to the Administrative Screen
- Logging In as a Different User
- Modifying Administrative Passwords
- Entering School Information
- Updating Student Profiles for a New School Year
- Incrementing Student Grade Levels
- Removing Student Class Assignments
- Compacting the Database
- Backing Up the Database
- Creating an Empty Database
- Entering New Serial Numbers (Network)
- Changing the Network Application Location
- Changing the Records Database Location

Chapter 4: Import and Export

- Importing Student/Class Data from Lexia Programs
- Exporting Student Data
- Exporting Class Data
- Creating a Tab-Delimited File for Import
- Importing Tab-Delimited Data
- Transferring Data Between Computers

Chapter 5: Reports

- Generating Lexia Reports

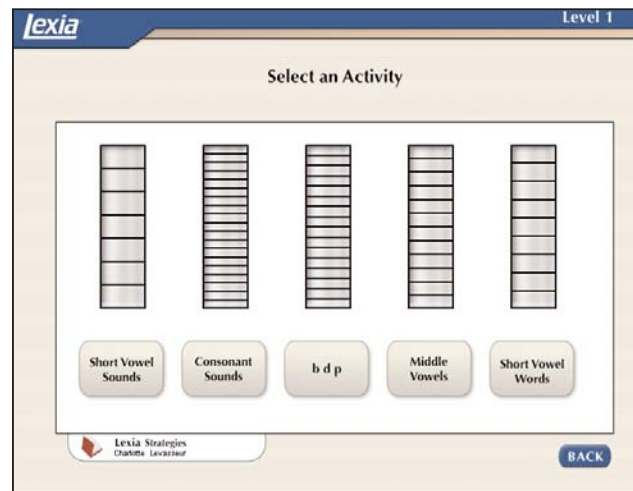
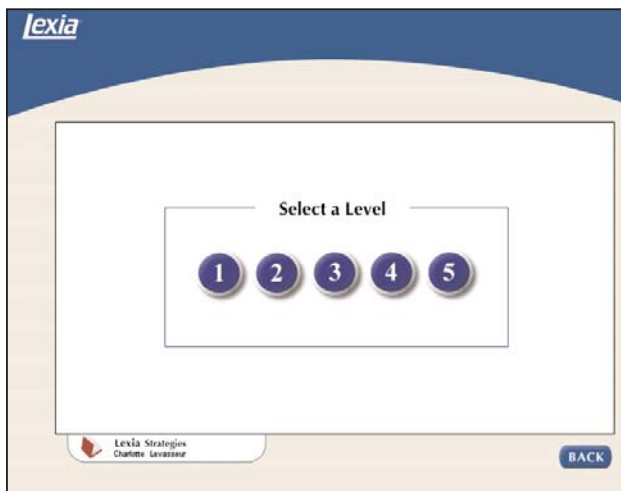
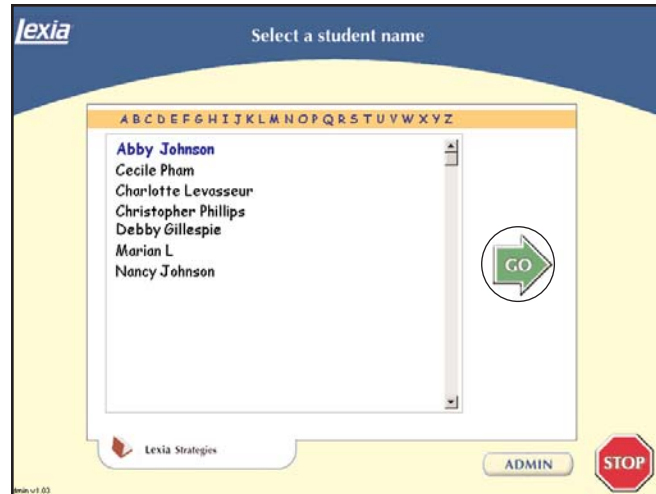
Chapter 4

USING THE ACTIVITIES

Once you have installed *Strategies for Older Students* (Chapter 2), and entered student names (Chapter 3), you are ready to begin the activities.

THE INITIAL LAUNCH

1. If you are still in the Administrative screen, click **Return to Program**, and proceed to step 3. To launch the program from the desktop for the first time, double-click the **Strategies for Older Students** icon on your desktop. The Lexia Logo screen displays.
2. Click anywhere in the Logo screen to continue. The Select a Student Name screen displays.
3. Click a student's name. (If you have multiple students, type the first letter of the student's name and select it from the list.)
4. Click **GO**.
5. Click **Yes** to confirm the student name, or **No** to go back and select another name.
6. If you have assigned the student a password (recommended), type it in the password screen and click **OK**.
7. Click the desired level in the Select a Level screen. The Select an Activity screen opens.
8. Click on the desired activity, and it begins.



MONITORING STUDENT PROGRESS

When students are logged in, you can monitor their progress from within the Select an Activity screen, and from within the activities. The features that enable this monitoring are described briefly below, and in more detail in Chapter 5. Other reports are available in the Administrative section of the program, and are also described in Chapter 5.

When students are in the Select an Activity screen, you can see how many units they have completed successfully in each activity by looking at the bar graphs. If you see a row of five yellow circles above an activity bar (as in Vowel Digraphs, below), it means the student has attempted a unit three or more times without success, and probably needs help (one yellow circle also will display on Student and Class Reports). Five blue stars over a completed activity indicate that the student has completed the activity successfully (shown below, over Suffixes). If you hover the cursor over one of the activity bars (Paragraphs I, below), a brief summary displays that includes: the activity name, the skill it reinforces, the next unit the student will work on, and whether or not the branching feature is enabled.

Important:
Watch for this teacher alert. It indicates that the student is having difficulty in the current activity unit.

Level 3


Select an Activity


Paragraphs I
Reinforce word attack strategies w/ close paragraphs
Next Unit: 4 of 18
Branching: Enabled

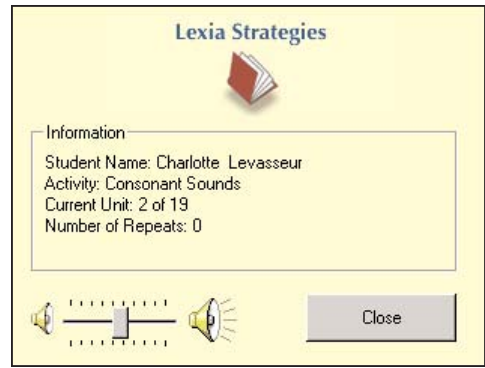
Vowel Digraphs Vowel -r Suffixes 2 Syllable Words II Paragraphs I

Lexia Strategies
Lyza Morss



BACK

If you need more detailed information, click  (in the top right corner of the Select an Activity screen) to generate a Use Report. This report provides an overview of the student's usage in each activity displayed on the screen, including: the total time spent, the initial and current units, the number of repeats and uses, and the most recent dates of use. For more information about this report, see page 5.2, Interpreting Use Reports.

While students are performing activities, you can click  (the information button) on the bottom left corner of the screen to see the student's name (as s/he logged into the program), the name and unit of the activity, and the number of times s/he has repeated that unit. To learn more about how this can be helpful, see page 5.5, i-Button Snapshot.




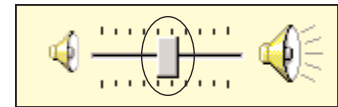
REPEATING AUDIO

To repeat instructions, click the directions button  on the bottom left corner of the activity screen. To repeat words or sounds, click the speaker button  at the top right of the activity screen.

ADJUSTING VOLUME FROM WITHIN THE ACTIVITIES


Students can adjust the audio program at any time from within the activities. If the adjustment within the program doesn't suffice, follow the directions on page 6.2 to change the computer volume.

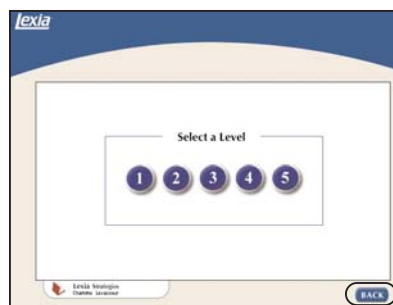
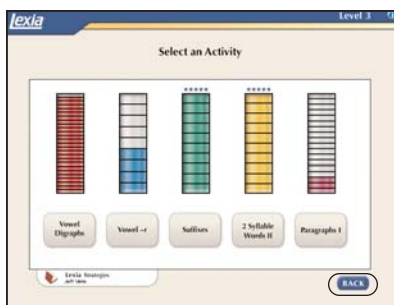
1. Click the information button  on the bottom left corner of the activity screen.
2. From the information screen, drag the gray volume control switch to increase or decrease the volume.
3. Click Close.



EXITING LEVELS AND ACTIVITIES

If a student clicks the stop icon before completing an activity unit, s/he will have to redo that unit from the beginning before advancing to the next unit. After a student completes a unit, the go icon displays as well. The student can click go to do the next unit, or exit, as follows:

1. Click the stop button  in the activity screen to select another activity. The Select an Activity screen displays.
2. Click **BACK** to choose another level.
3. Click **BACK** in the Select a Level screen to choose another student, go into the administrative screen, or quit the program.
4. Click **STOP** in the Select a Student screen to close the program. Click **ADMIN** to enter the administrative screen, or click a new student name.



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

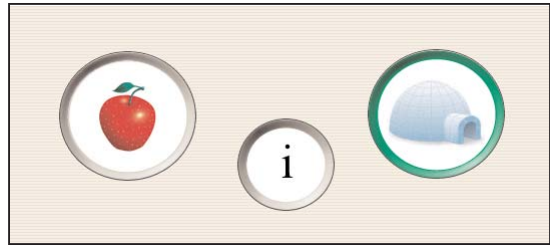
FOCUS: To reinforce automatic word recognition by association of words, phrases, and sentences with pictures; untimed and timed activities.

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

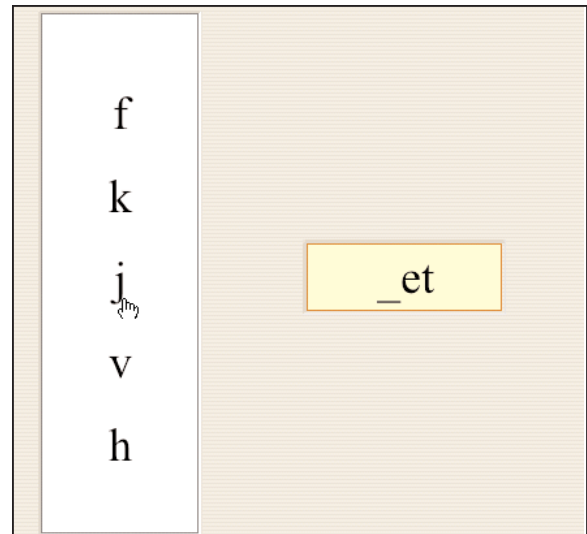
PURPOSE: Consonant Sounds is designed to reinforce sound/symbol correspondence for consonants, consonant digraphs, and consonant blends. It helps to increase awareness of initial and final sound segments within words and detached syllables (word parts). The student discriminates the initial or final 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

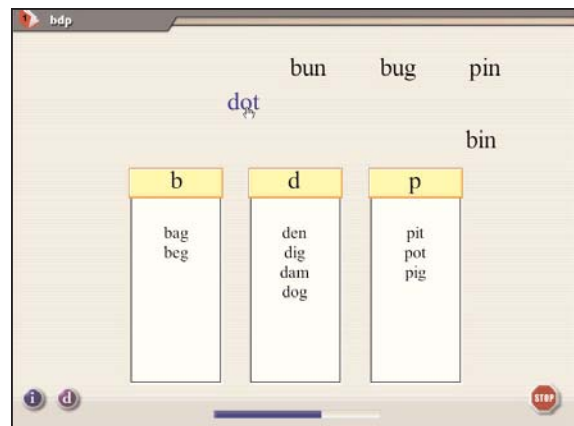
PURPOSE: b, d, p focuses attention on the differences between the reversible and easily confused letters b, d, and p. Students must use visual and auditory discrimination in words ranging from one to four letters. The program is designed to reinforce sound/symbol correspondence for b, d and p as well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

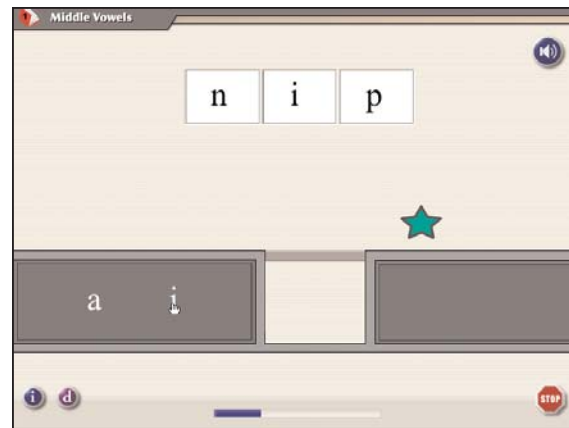
MIDDLE VOWELS

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

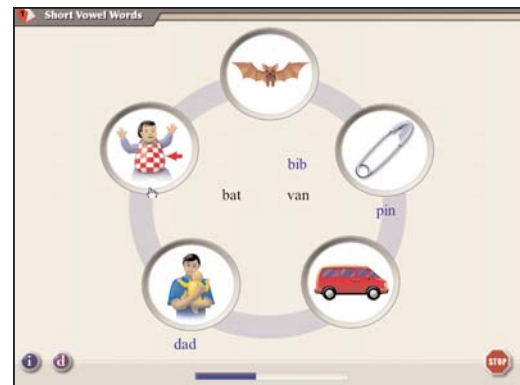
a:	cran, clas, clat, clav, slan, shab, cham, chan, dras, drac, trad, traf, trav, blan, blad, blas, plas, cant, tant, nast
i:	crit, crim, shim, shiv, chim, brit, bril, driv, drib, driz, trig, blis, bliz, mish, lish, ting, ling, ning, sist
o:	croc, clos, choc, broc, bron, trom, grov, pros, prob, glom
u:	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: 127 (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

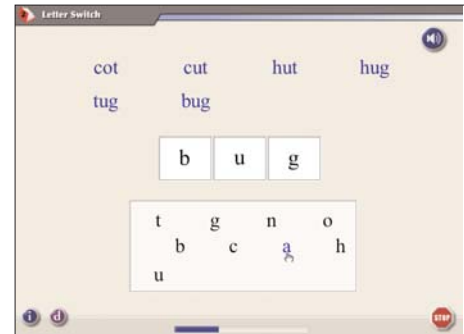
LETTER SWITCH

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

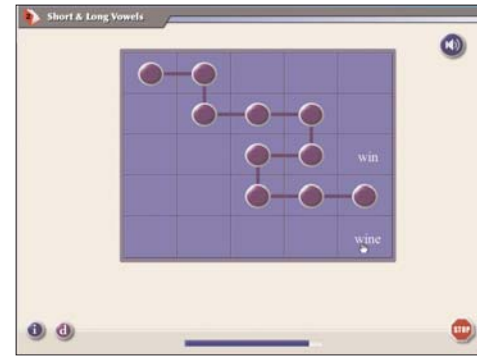
Real Words

- | | | | | |
|-----|---------------------------------------|--|--|--|
| 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

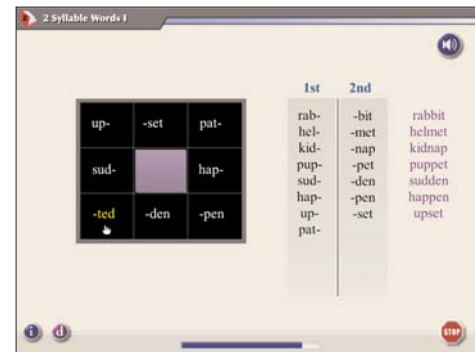
- | | | |
|---------------------|--------------------------|-----------------------------|
| 1. to, do, of | 8. were, want, what | 15. almost, always, against |
| 2. you, are, was | 9. says, half, sure | 16. touch, thought, brought |
| 3. who, any, all | 10. they, busy, very | 17. watch, whose, ninth |
| 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 with single words; 5 with sentences)

Vowel -r

FOCUS: To reinforce sound/symbol correspondence.

UNITS: 9 (6 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

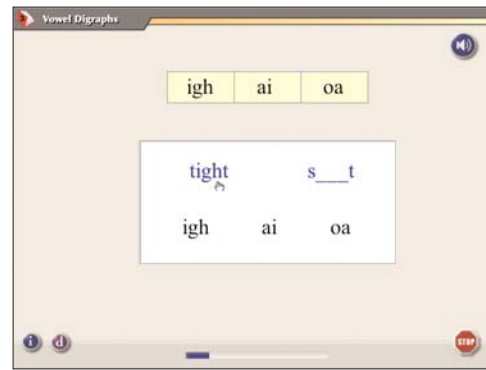
VOWEL DIGRAPHS

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

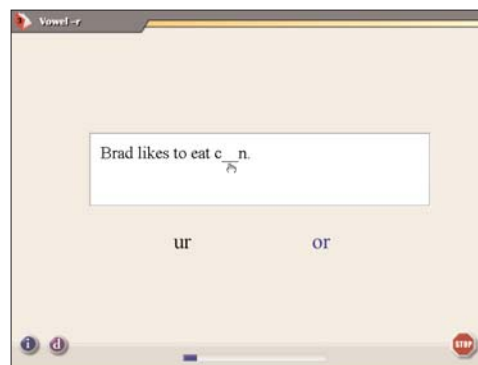
1. ee, ai
2. oa, ee, ai
3. igh, ai, oa
4. ay, oa, igh
5. sentences (unit 1–4 words)
6. oi, ay, ee
7. oy, oa, igh
8. aw, oy, ay
9. au, oi, ee
10. sentences (unit 6–9 words)
11. ow (snow), aw, oy
12. ea (eat), ow, au
13. oo (food), igh, oi
14. ou (out), aw, ea
15. sentences (unit 11–14 words)
16. two sounds: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

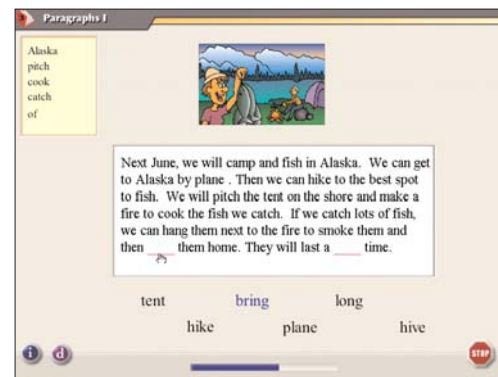
- Unit 1: ad-vice, cam-pus, chil-dren, com-pute, con-fuse, ex-plore, gos-sip, him-self, ig-nore, lan-ded, rot-ten, sus-pend, trip-let, up-set, wel-fare
- Unit 2: bam-boo, class-room, con-test, cos-mic, ex-plain, flash-light, fol-low, oat-meal, out-law, rac-coon, rain-bow, rail-road, six-teen, sail-boat, 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.

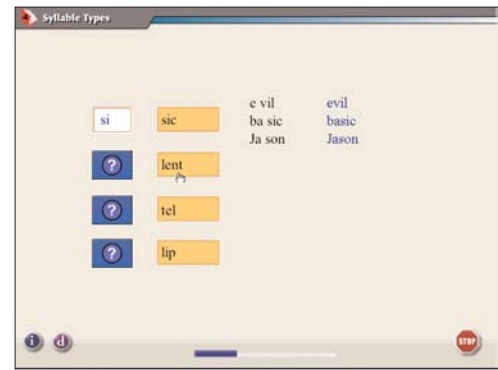
UNITS: 19

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 DESCRIPTIONS: 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

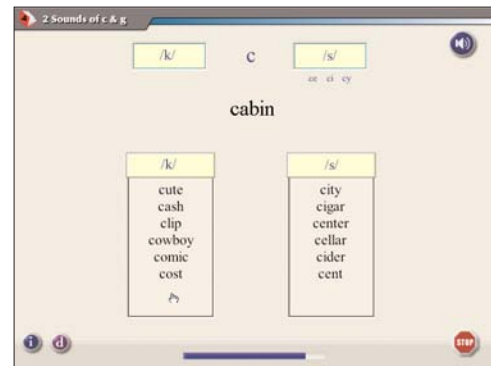
PURPOSE: 2 Sounds of C & G involves four tasks designed to reinforce reading of words containing hard and soft c and g. Tasks increase awareness and application of rules governing the pronunciation of c and g in one- and two-syllable words. Exercises require sorting words according to the sound of c 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 DESCRIPTIONS: 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 amongst 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

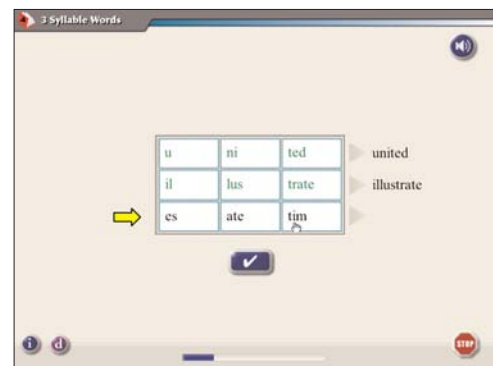
- Unit 1: cute, cash, cost, clip, cabin, comic, cowboy, cent, cell, cellar, center, cider, city, cigar
- Unit 2: clasp, crash, cane, cart, code, coast, cuff, ice, face, price, place, nice, ace, lace
- Unit 3: scab, scale, score, scare, campus, carton, current, prince, dance, glance, chance, fence, central, 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 DESCRIPTIONS: 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

early
Egypt
China
surprised
business

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

badminton playing game
light might nearly

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)

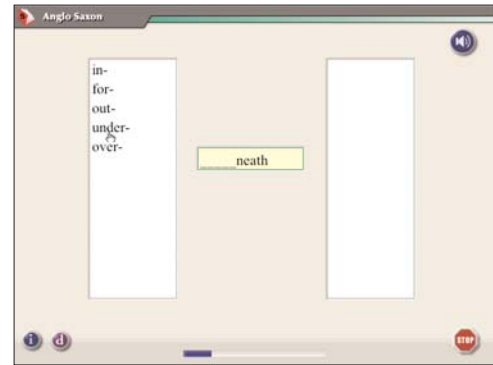
Greek

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 DESCRIPTIONS: 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

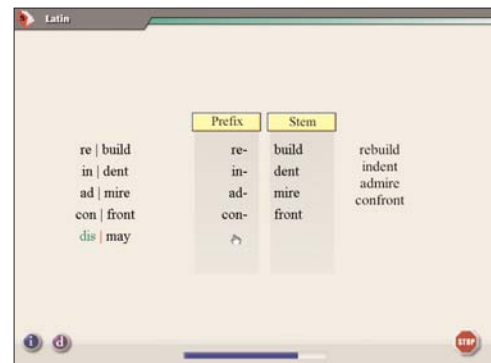
Anglo Saxon Word Lists

- 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 DESCRIPTIONS: Latin consists generally of five tasks (units 5–8 vary somewhat because of the concept under consideration):

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

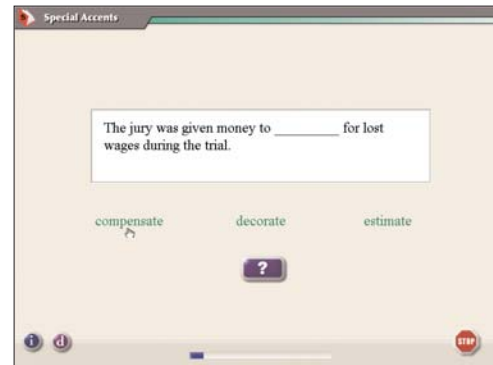
- Unit 2: adjust, admit, advice, advise, conserve, consist, console, constrict, construct, consult, consume, contain, content, contort, contract, contrast, convict, convince, inquire, inscribe, insert, inspect, install, instill, instruct, insult, invest, dismount, display, displeasure, dispute, disrupt, 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, discus, 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 DESCRIPTIONS: Special Accents consists of five to six tasks (units vary somewhat because of the concepts under consideration):

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, Columbia, 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 DESCRIPTIONS: Root Meanings generally consists of three tasks (units vary somewhat because of the different concepts under consideration):



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 DESCRIPTIONS: Greek consists of four tasks (units vary somewhat due to the concepts under consideration):



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

Chapter 5

INTERPRETING REPORTS

REPORTS IN STRATEGIES FOR OLDER STUDENTS

Strategies for Older Students generates four reports from within the administrative section of the program (see left column, below), and two reports plus unit “snapshots” from within the learning activity screens (right column).

- **Student Report**–Provides a detailed record of a single student’s performance within the program.
- **Use Report**–Provides an overview of each student’s program usage in each activity, including: the total time spent, the initial and current units, the number of repeats and uses, and the most recent dates of use.
- **Class Report**–Provides a brief overview of class progress that indicates which students have used the program, how frequently, and with what rate of success.
- **Detailed Task Progress Report**–Provides a line graph illustrating a student’s progress in each activity, and his/her number of uses with each unit.
- **Bar Graphs**–These are bar graphs that the student sees whenever s/he selects an activity. Each bar graph indicates how many units the student has completed successfully.
- **i-Button Use Report**–This report is generated when you click on the blue i-button,  located on the Select an Activity screen. This report is the same as the Use Report, except that it lists only the activities for the current level in use.
- **Current Unit Snapshots**–Small pop-ups indicate the student’s current unit in a specific activity. Snapshots are available from within the Select an Activity screen, and from within the activities.

INTERPRETING STUDENT REPORTS

Student Reports provide detailed information regarding a student’s work sessions with the program. For each activity that has been used, the report displays the dates of use, the time spent, the activity units that have been used, and the degree of success. This detailed information helps teachers determine which skills are mastered, which skills require more practice, and which skills need further instruction.

Important:

Watch for this yellow circle. It indicates that the student has repeated this activity unit and may need help.

Level 1 : bdp (Units 1 - 16) - Discrimination tasks for the letters bdp						
DATE USED	TIME ON TASK	UNIT	b	d	p	
02/22/2005	00:00:17	1	■	■	■	
02/22/2005	00:00:21	2	■	■	■	
02/22/2005	00:00:49	3	■	■	■	
02/22/2005	00:01:12	3	■	■	■	

Level 1 : Short Vowel Words (Units 1 - 9) - Short vowel word recognition						
DATE USED	TIME ON TASK	UNIT	Accuracy			
02/14/2005	00:00:26	1	■			
02/14/2005	00:00:40	1	■			
02/14/2005	00:00:32	1	■			
02/14/2005	00:00:32	1	■			

If you do not enter a start date, the Report provides a complete list of the student's use of the program in the specified levels. If you do provide a start date, the Report provides a list of the student's use of the program since that date.

Each section of the report provides information on one activity. The first column provides dates of use. The second column lists the time on-task. The third column lists the unit. The final column provides the % correct. As indicated in the key: 90% correct or better is indicated by a solid black square; 75% to 89% correct is indicated by a square that is three-quarters filled black; 50% to 74% correct is indicated by a red square half filled; less than 50% correct is represented by a red square, one-quarter filled.

KEY (%Correct): ■ = 90-100% ■ = 75-89% ■ = 50-74% ■ = <50%

INTERPRETING USE REPORTS

The Use Report provides a quick overview of all levels and activities, including: the total time spent in each activity, the initial and current level of each activity, the number of repeats, the total number of uses, and the most recent date(s) of use.

Important:
Watch for this yellow circle. It indicates that the student has repeated this activity unit at least 3 times, and may need help.

Level	Activity	# Units	Total Time	Unit Progress			# Repeats	# Uses	Last Use
				Start	Current				
1	Short Vowel Sounds	7	01:59:06	1	2	0	2	02/23/2005	
1	Consonant Sounds	19	05:24:59	1	19	2	59	02/23/2005	
1	bdp	16	00:22:34	1	16	0	26	02/22/2005	
1	IMiddle Vowels	12	03:33:55	1	12	0	18	02/22/2005	
1	Short Vowel Words	9	03:04:20	1	9	3	39	02/15/2005	
2	Letter Switch	22	00:00:26	1	1	0	0	02/18/2005	
2	Short & Long Vowels	27	00:00:30	1	1	0	0	02/18/2005	
2	Sight Words	20	00:01:02	1	1	0	0	02/18/2005	
2	2 Syllable Words I	15	00:04:43	1	1	0	0	02/18/2005	
4	Syllable Types	22	05:55:15	1	22	1	44	02/18/2005	
4	2 Sounds of c & g	12	03:35:39	1	12	1	25	02/22/2005	
4	3 syllable Words	12	03:21:55	1	12	0	21	02/17/2005	

INTERPRETING CLASS REPORTS

Students must be enrolled in classes to run this report. For directions to enroll students, see page 3.3.

Class Reports provide a brief overview of class progress, indicating who is using the program, how frequently, and how quickly students are progressing. Under the “USE” column, it is immediately apparent who is using the program a lot, a little, or not at all. By comparing the “UNIT” column with the “USE” column, teachers can see who is progressing unusually quickly or slowly. Class Reports summarize the most recent use of the program by all students in the class. The report is divided into sections, one section per activity. The first column lists the students in the class, the second column provides the most recent unit,

the third column lists the number of times each student has used the activity, and the last column provides the accuracy scores. As indicated in the key: 90% correct or better is indicated by a solid black square; 75% to 89% correct is indicated by a square that is three-quarters filled black; 50% to 74% correct is indicated by a red square half filled; less than 50% correct is represented by a red square, one-quarter filled.

Important:
Watch for this yellow circle. It indicates that the student has repeated this activity unit at least 3 times, and may need help.

Level 1 : Consonant Sounds (Units 1 - 19) - Sound/symbol correspondence for consonants							
STUDENT	LATEST UNIT	TOTAL USE	ng	nt	st	ct	sh
Marian Li	19	59	■	■	■	■	■
Jeff Verre	19	22	■	■	■	■	■
Debby Gillespie	19	62	■	■	■	■	■

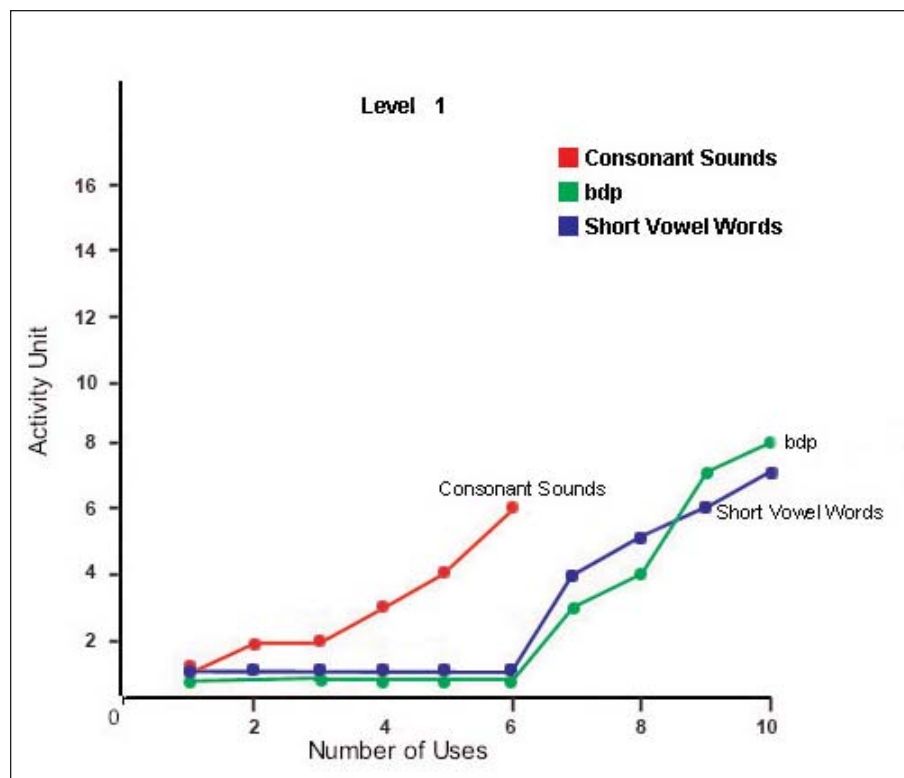
Level 1 : bdp (Units 1 - 16) - Discrimination tasks for the letters bdp					
STUDENT	LATEST UNIT	TOTAL USE	b	d	p
Marian Li	16	26	■	■	■
Jeff Verre	16	25	■	■	■
Debby Gillespie	16	37	■	■	■

Level 1 : Middle Vowels (Units 1 - 12) - Middle short vowel discrimination							
STUDENT	LATEST UNIT	TOTAL USE	a	i	o	u	e
Marian Li	12	18	■	■	■	■	■
Jeff Verre	12	17	■	■	■	■	■
● Debby Gillespie	12	20	■	■	■	■	■


INTERPRETING DETAILED TASK PROGRESS REPORTS

The Detailed Task Progress Report shows the progress made in each activity, and the number of tasks a student had to complete in order to reach each level. Flat horizontal lines indicate where a student got stuck.

In the example at right, the student initially had difficulty with “b, d, p” and “Short Vowel Words,” indicated by the flat blue and green lines. The lines indicate that in six uses there was no progress. After the seventh use, the student excelled in both of these activities. In “Consonant Sounds,” the student needed two uses to succeed in unit two, and then progressed steadily.



I-BUTTON USE REPORT

When a student is logged in, you can go to any Select an Activity screen and click on the blue i-button  to generate a Use Report for that level's activities. The difference between the i-Button Use Report and the Use Report described on page 5.2, is that the former includes all activities that have been used in all levels, whereas the i-Button Report includes activities from only one level. Additionally, the Use Report must be generated from within the ADMIN section of the program; the i-Button Report is generated from the Select an Activity screen.

INTERPRETING BAR GRAPHS

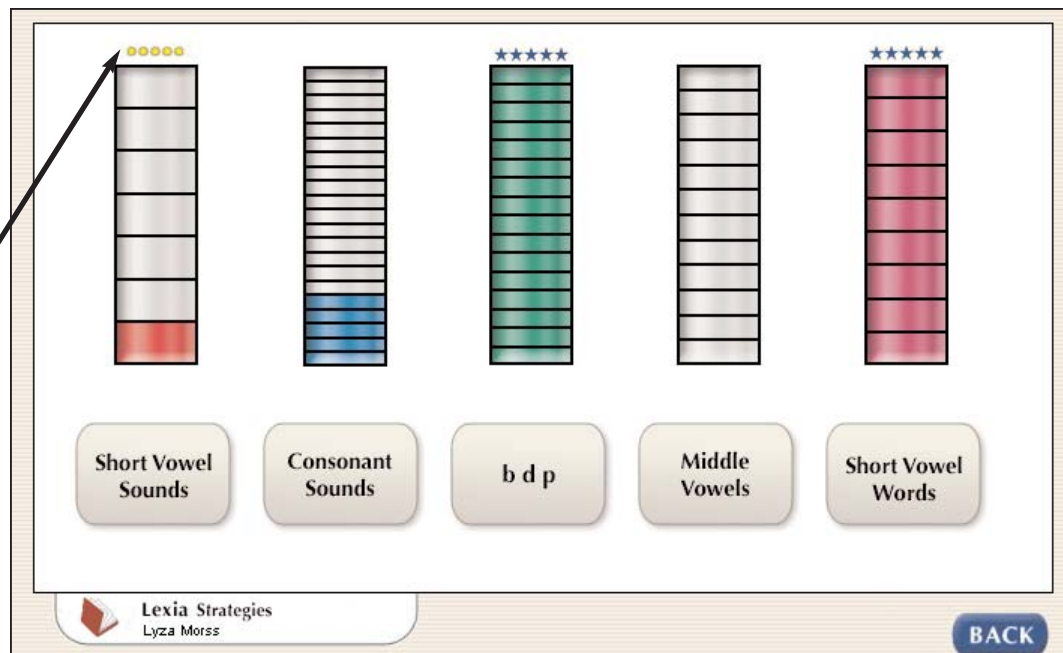
Students see their own bar graphs in their current level whenever they choose an activity. The bar graphs illustrate the number of units completed in each activity. Most students are eager to see the bars “fill up” as they complete the units. Therefore, it's helpful to explain to them what is required for the bars to fill up.

Each bar on the graph represents one activity, and is divided into the number of units included within that activity. When a student completes a unit *successfully*, one rectangle on the bar fills up. If the student has difficulty and makes errors, or quits in the middle of an activity, the rectangle does not fill up, and the student must do that unit again. If the student attempts an activity unit three times without success, a row of five small yellow circles displays over the activity's bar graph (as in Short Vowel Sounds, below). If the student successfully completes an activity, all of the bars fill in, and blue stars appear above it (e.g., b, d, p and Short Vowel Words, below).

In the Bar Graph illustrated below, the student has completed b, d, p and Short Vowel Words, hasn't started Middle Vowels, has completed approximately one-quarter of Consonant Sounds, and has completed 1 unit of Short Vowel Sounds with some difficulty (as indicated by the row of yellow circles above the bar graph). These circles alert the teacher that the student may need additional instruction.

Important:

Watch for this teacher alert. It indicates that the student is having difficulty in the current activity unit.

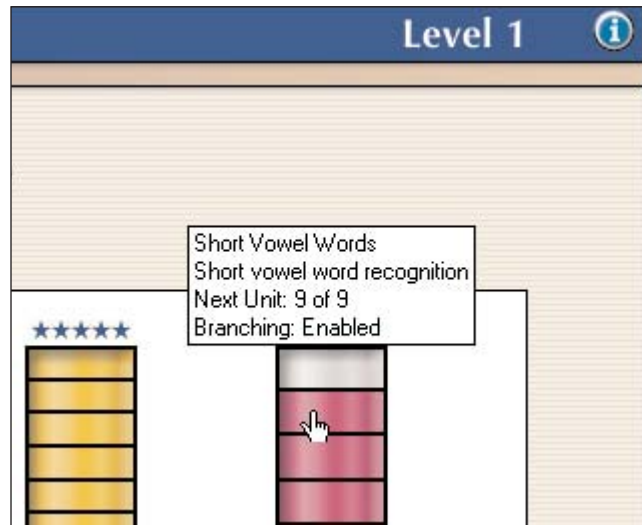


If the teacher turns off Automatic Branching for an activity, its bar graph is deactivated and it will appear grayed out. This is because the student is not able to progress from one unit to the next without automatic branching. To turn the automatic branching feature back on (or off), see page 17 of the Administrator's Guide.

CURRENT UNIT SNAPSHOTS

When a student is logged into one of the Select an Activity screens, you can view a snapshot of information regarding an activity by hovering over its activity bar graph. The snapshot includes the activity name, the skill it reinforces, and the next unit the student will work on.

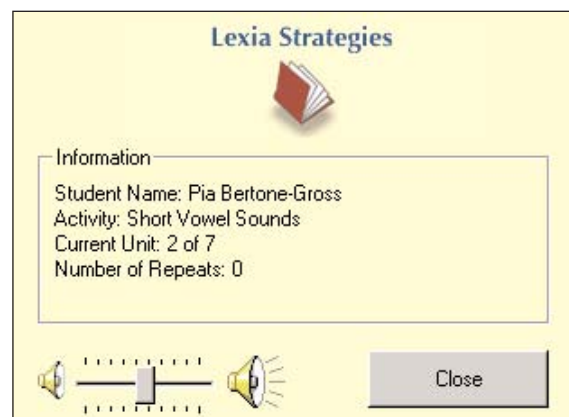
This feature can be very helpful when a teacher notices a row of yellow dots over an activity, indicating that the student is having trouble. By hovering over the bar, the teacher quickly sees what skill the student is working on, thereby getting an indication of the type of instruction students may need. (More detailed information about each unit is available in Chapter 4 of this guide, and in the administrative section of the program.)



i-Button Snapshot

When a student is working in an activity, you can view a snapshot of information about the activity by clicking on the blue i-button at the bottom left corner of the activity screen. The snapshot includes the student's name (as s/he logged into the program), and the name and unit of the activity s/he is currently using, and if they are having difficulty (indicated by the number of times they've needed to repeat the activity).

This feature can be very helpful to a teacher who wants to verify that a student is working on a particular activity, or is concerned that a student may be logging in under someone else's name. Assigning student passwords will drastically decrease the likelihood of the latter problem. It is important that students are not permitted to log in under someone else's name. If they do, their progress reports will quickly become invalid, and their unit assignments inappropriate.

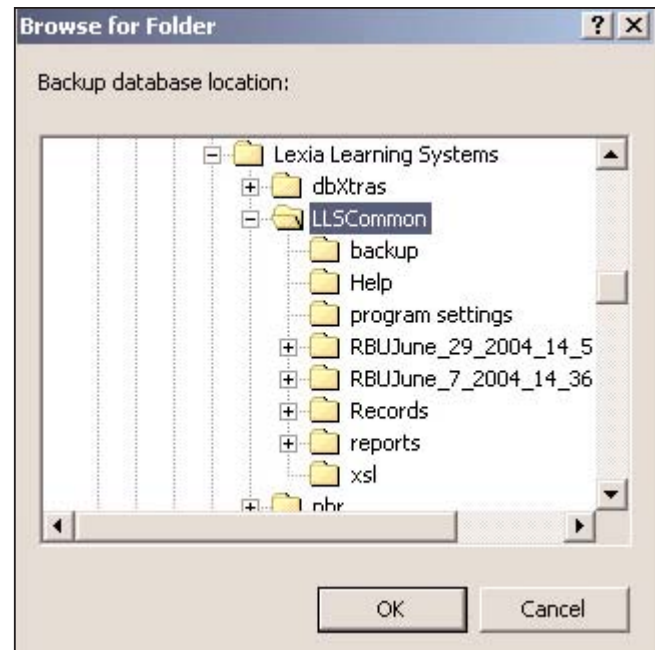


RECOVERING BACKUP DATA

If you have created backups of your student and class data (as recommended in the Administrator's Guide), you can use it to replace lost or corrupted data. The more recently you have created a backup file, the more data you will be able to recover.

Backup data is stored in a folder that begins with "RBU." It is followed by the date and time (in military format) when you last backed up your database, e.g., RBUAugust_13_2004_15_53. It is stored wherever you chose to save it, or in the default location, Program Files\Lexia Learning Systems\LLSCommon.

1. Locate your backup folder and move it to the LLSCommon folder where your application is running.
2. Change the folder name to "Records."
3. Close and reopen the program. It will automatically default to the new Records folder, and will run with the backup record data.



INSUFFICIENT PRIVILEGES ERROR

Some functions are restricted to the keyadmin or sysadmin. To determine which level of access you need, see the Administrative Functions List on page 3.5. Then follow the directions below to log in as keyadmin or sysadmin. You will need the appropriate password unless keyadmin has not been assigned one.

1. Click the **Login** tab.
2. Type sysadmin or keyadmin in the User Name field.
3. Type the password in the Password field. (If a password has not been assigned, leave the Password field blank.)
4. Click **OK**.

TROUBLESHOOTING THE SOUND


If you have a separate speaker attached to your computer, verify that the speaker is turned on, and is properly plugged in to the sound output jack and power source.

Windows Sound Cards

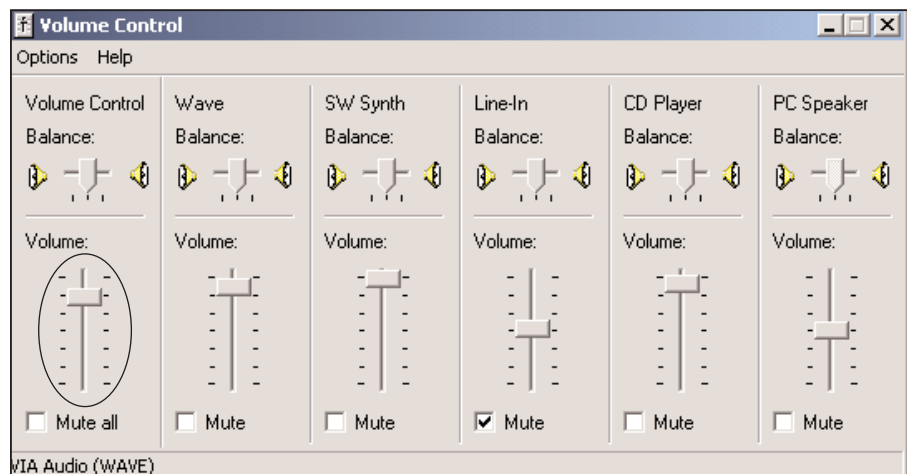
Some Windows sound cards are equipped with sound cards or sound chip sets that require tuning to support *Strategies for Older Students*. In this chapter, we offer some things that you can try if you do not hear the program. If you still cannot hear the program after following these steps, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

A few sound cards and chip sets are so far away from the Creative Labs' SoundBlaster® standard that they will not work at all. We can recommend alternative soundboards that will work. Or, if you are within 60 days of purchasing *Strategies for Older Students*, you can return the product for a refund.

Adjusting the Sound from the Volume Control Window (Windows)

1. Exit from *Strategies for Older Students*.
2. Double-click the speaker symbol in the lower-right corner of your screen: 
3. On the left side of the Volume Control window (pictured here), you should see the Volume Control slider. Slide it up with your mouse.

4. Verify that the **Mute all** box is empty. If it isn't empty, click on it.
5. Run *Strategies for Older Students* again. If you still can't hear the sound, proceed to step 6.
6. Repeat steps 1 and 2 to return to the Volume Control window. Look for the CD Audio or the PC Speaker sliders. Verify that they are set at least halfway up. If these sliders are not visible, continue to step 7.



7. Choose **Options** and then **Properties** from the Volume Control menu bar. Click on **CD Audio** and/or **PC Speakers** if they are missing from your Volume Control window. One or both of them should display, as illustrated above. Check the sliders and verify that they are set at least halfway up.
8. Run *Strategies for Older Students* again. If you still can't hear the sound, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

Adjusting the Sound from the Sound Control Panel (Macintosh)

Macintosh computers rarely require tuning because their support for sound is fully integrated into the operating system. If you cannot hear the sound, follow the steps below.

1. Click the Apple menu icon.
2. Click **Control Panels**.
3. Double-click on **Sound Control**.
4. Slide the Volume slider up with your mouse.
5. Close the control panel.
6. If you still cannot hear the program after following these steps, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

TROUBLESHOOTING THE GRAPHIC DISPLAY

Lexia uses 3-D software that utilizes hardware acceleration in 16-bit or greater display modes. It performs best with a monitor display setting of millions of colors. To reset your color display, follow the directions below.

Windows

1. Right-click on the desktop.
2. Click **Properties**.
3. Click the **Settings** tab under the Display Properties menu.
4. Pull down the **Colors** menu, and select **True Color (32-bit)**.
5. Close the Display Properties menu.

Macintosh

1. Click the Apple menu icon.
2. Click **Control Panels**.
3. Click **Monitors**.
4. In the Colors selection box, select **Millions** in the drop-down menu.
5. Close the Control Panel.

TROUBLESHOOTING PERFORMANCE ISSUES

If your program is running very slowly, you may have too many applications running on your computer. To get maximum performance, exit all open applications. (The applications that use the most memory are those that communicate through a network or Internet connection, including e-mail programs, chat applications, and Web browsers.) If you still have performance issues after exiting all applications, follow the directions on the next page for updating or designating a graphics driver.

Updating Drivers

Strategies for Older Students uses 3-D software from Macromedia. If you are working on a Windows machine or an older (3 years+) Macintosh machine, and your display has visual glitches or anomalies, your 3-D card may not be supported by this technology, or you may have to update your system software drivers. To upload the latest drivers, go to the Macromedia support page at:

http://www.macromedia.com/support/director/ts/documents/render_test/sys_readme.html#CHIPSET SUPPORT-DRIVERS

NOTE: Some cards do not support all of the modern 3-D features used by Shockwave 3-D. Cards that cannot handle the rendering of some 3-D elements in the hardware force the CPU to draw the images instead (“software rendering”). This greatly affects authoring and playback performance of Shockwave 3-D content. Poor 3-D graphics support and a slow CPU will limit the Shockwave 3-D experience. Please see the Minimum System Requirements on page 2.1.

Designating a Different Graphics Driver

If you are still having performance issues after updating drivers and changing monitor display settings, designate a different graphics driver.

1. Click the **ADMIN** button from the Select a Class and a Student Name screen. If you are prompted for a password, log in as sysadmin.
2. Click the **Admin Options** tab.
3. Click **Designate Graphics Driver** in the Admin Options menu.
4. Pull down the Select a Graphics Driver menu to find the setting that will operate best for your machine.

Generally, the **DirectX_7.0** operates best with newer Windows computers, and the **DirectX_5.2** option works better with older Windows computers. The **OpenGL** driver option operates best with Mac computers. Because each computer has different components installed, the above recommendations will not always be correct. You may need to experiment with these driver settings to determine which one works best for your computer.

5. Click **Save**.
6. Click **Return to Program** to return to the Select a Student Name screen, or click **Quit** to exit.

If none of these drivers improve your graphics, do steps 1–3, as above, and click **None** from the Designate Graphics Driver pull-down menu. This will return your settings to the original default settings.

If you still have performance issues, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

TROUBLESHOOTING MAC 9.X

If you are running a Mac System 9.x, and the application is timing-out, lowering the CPU hogging levels should help. To lower the CPU hogging levels:

1. Click **ADMIN** in the Select a Student Name screen. If you are prompted for a password, log in as sysadmin.
2. Click the **Admin Options** tab.
3. Click **Set Presentation Options** on the Admin Options menu.
4. Click in the **Mac Classic CPU Hogging** box. Set this to a lower CPU hogging value to give the system more time to run the application before generating an error message.
5. Click **Save**.
6. Click **Return to Program** to return to the Select a Student Name screen, or click **Quit** to exit.

TROUBLESHOOTING LOGINS

Login names are case-sensitive, meaning that if you use any capital letters for a class name, you must enter it the same way, or the class name will not be recognized (e.g., “Jones” would not be recognized if entered as “jones”). For sysadmin and keyadmin login names, all of the letters must be typed in lower case.

If you forget a password, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

TROUBLESHOOTING PASSWORDS

- **I’m getting prompted to log in to the Administrative section, and I don’t even have a password.**

If a sysadmin or a keyadmin password has been assigned, all users will be prompted to log in. Log in as the keyadmin, sysadmin, or use your class name. If no password has been assigned, leave that field blank, and click **OK**.

- **I can’t log in.**

Login names are case-sensitive. If you use any capital letters for a class name, you must enter it the same way, or the class name will not be recognized (e.g., “Jones” would not be valid if it were previously entered as “jones”). For sysadmin and keyadmin login names, all of the letters must be typed in lower case.

- **When I try to perform certain functions, I get an error that says “Insufficient Privileges.”**

Some functions are restricted to the keyadmin or sysadmin. See directions under “Insufficient Privileges Error” on page 6.1.

- **I forgot my password.**

If you forget a password, please call our technical support team at 800-507-2772 for assistance (outside the U.S., see page 6.10).

SCREEN SAVER INTERFERENCE

If your screen saver is interrupting users while they perform activities, turn it off while running the program.

Windows:

1. Click the **Start** button.
2. Click **Settings** and then click **Control Panel**.
3. Double-click the **Display** icon.
4. Click the **Screen Saver** tab under the Display Properties menu.
5. Under the Screen Saver drop-down menu, select **(none)**.
6. Click **Apply** and then click **OK**. Close the Control Panel Window.

Macintosh:

1. Click the Apple menu icon.
2. Click **Control Panels**.
3. Double-click on **Screen Saver**.
4. In the pop-up box, click to turn the screen saver **OFF** in the upper-right corner.
5. Close the Control Panel.

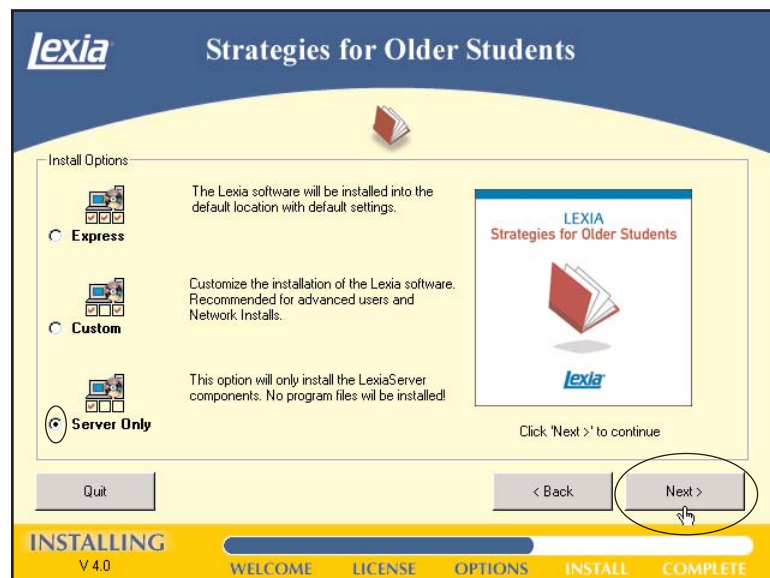
ASSIGNING SERVER-SIDE CONTROL OF THE DATABASE

If you find that records are slow to merge with the database, change your configuration to control the database from the server (this feature is only available for servers that are Mac OSX or Windows 2000 or better). These instructions will install the Lexia Server only; it will not install the program. To do a full installation with the program and the Lexia Server, see directions beginning on page 2.5 for the large network installation procedure.

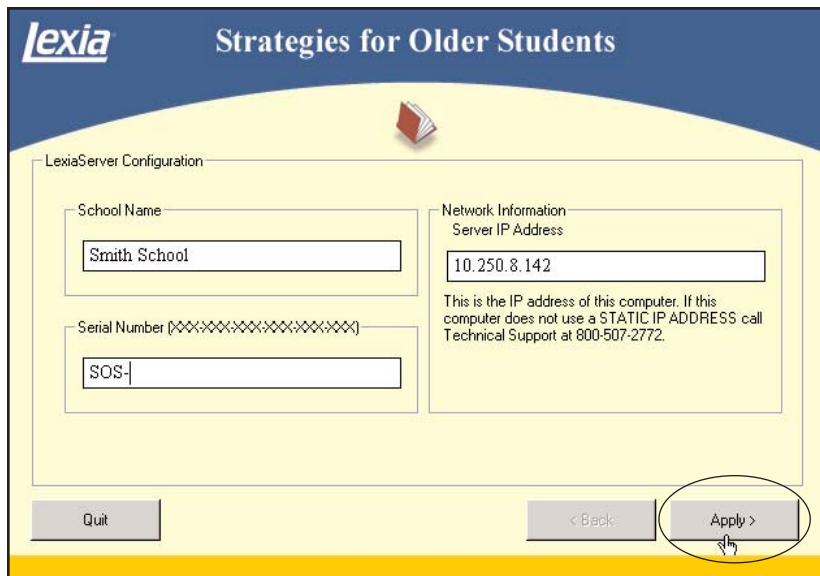
Installing the Lexia Server:

If the server does not have a CD drive, put the *Strategies for Older Students* CD in the workstation drive, run the CD file **Install**, and continue with the directions beginning from step 2, below.

1. Put the *Strategies for Older Students* CD in the server's drive, and run the CD file **Install**.
2. Click **Next** in the Welcome screen.
3. Read the terms of the license agreement and click **Accept**. If you do not accept the license agreement, the installation will not proceed.
4. At the Install Options screen, click the **Server Only** selection box. Click **Next**.
5. Click **Browse** to select a destination path. Select the desired folder for the installation path. Click **OK**, and then click **Install Server**.

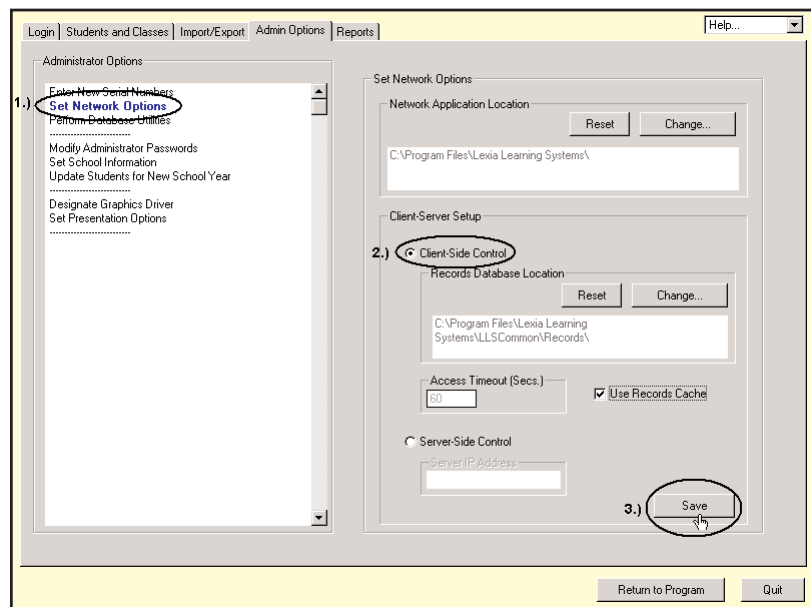


6. Click **Next**.
7. Type in the school name, the serial number (exactly as it appears on the CD jewel case), and verify that the IP address is static. Click **Apply**.
8. Click **OK** in the Serial Number Registered Correctly box.
9. Click **Quit** in the Configuration Complete screen.



ASSIGNING CLIENT-SIDE CONTROL OF THE DATABASE

1. Click **ADMIN** in the Select a Student Name screen.
2. If you are prompted for a password, log in as sysadmin.
3. Click the **Admin Options** tab.
4. Click **Set Network Options** in the Administrator Options menu.
5. Click **Client-Side Control** under Client-Server Setup. Your current location displays.
6. Click **Change** to select another records folder location.
7. Browse for the **Records** folder, click to select it, and click **OK**.



8. You will be prompted to log in as the System Administrator (sysadmin) again. This is an additional security feature. If you haven't designated a password for the sysadmin, leave it blank and click **OK**. If you have a password, type it, and click **OK**. Your new location displays under Records Database Location. The records are copied to the specified location, and the old records folder automatically backs up under the file named **RBU_Month_dd_yyyy_time**.
9. Click **Return to Program** to return to the Select a Student Name screen, or click **Quit** to exit.

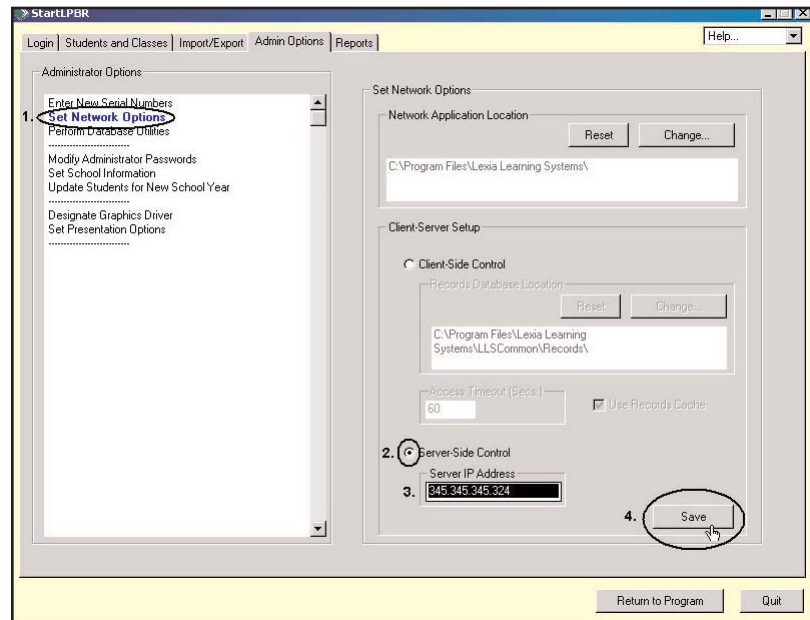
CHANGING THE RECORDS DATABASE LOCATION

To access student records and progress reports, you may change the database location. Do this only when no one else is using *Strategies for Older Students*. To move the records database location:

1. Click **ADMIN** in the Select a Student Name screen.
2. If you are prompted for a password, log in as sysadmin.
3. Click the **Admin Options** tab.
4. Click **Set Network Options** in the Administrator Options menu.
5. Click **Client-Side Control** under Client-Server Setup. Your current location displays (the default is \\Lexia Learning Systems\LLSCommon\Records\).
6. Click **Change** to select another records folder location.
7. Browse for the **Records** folder, click to select it, and click **OK**.
8. You will be prompted to log in as the System Administrator (sysadmin) again. This is an additional security feature. If you haven't designated a password for the sysadmin, leave it blank and click **OK**. If you have a password, type it, and click **OK**. Your new location displays under Records Database Location. The records are copied to the specified location, and the old records folder automatically backs up under the file named **RBU_Month_dd_yyyy_time**.
9. Click **Return to Program** to return to the Select a Student Name screen, or click **Quit** to exit.
10. Map a drive to the location of the records on all Windows workstations, and mount the volume with the records on all MAC workstations. *Strategies for Older Students* will search all drives/volumes for Lexia Learning Systems\LLSCOMMON\Records\.

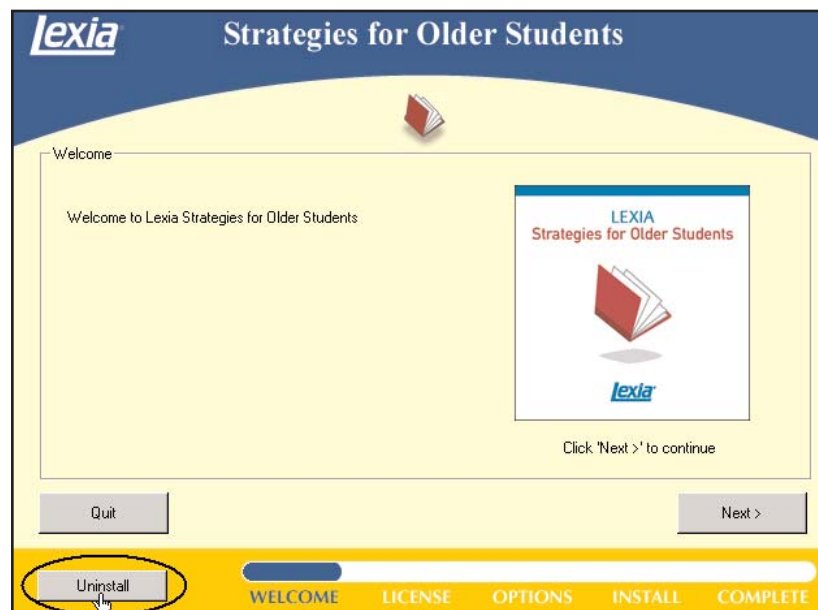
CHANGING THE SERVER IP ADDRESS

1. Double-click the **Strategies for Older Students** icon on your desktop.
2. Click **ADMIN** in the Select a Student Name screen.
3. Log in to the administrative screen as sysadmin (if you've created passwords).
4. Click the **Admin Options** tab.
5. Click **Set Network Options** in the Administrator Options menu.
6. Verify that Server-Side Control is checked under Client-Server Setup.
7. Enter your server's new IP address.
8. Click **Save**.
9. Click **Return to Program** to return to the Select a Student Name screen, or click **Quit** to exit.



UNINSTALLING THE PROGRAM

1. Put the *Strategies for Older Students* CD into the CD-ROM (or server) drive.
2. **Mac:** Double-click the **Strategies for Older Students CD** icon on the desktop.
Windows: Double-click the **My Computer** icon; then double-click the **Strategies for Older Students CD-ROM** icon.
3. Double-click the correct **Install** icon for your computer (OS Classic or OS X, Windows).
4. Click **Uninstall**.



5. Click **Uninstall Program**. (If you have been running the program in a location other than the default location, click **Browse** to find it, and then uninstall it.)
6. Click **Yes** at the prompt to ensure that you wish to uninstall the program.
7. If you wish to uninstall the database, click **Uninstall Database**.
8. Click **Quit**.

LEXIA SERVICE AND SUPPORT

If you have questions after reading this manual, contact Lexia Learning Systems Technical Support at:

PHONE:	321-309-2772
IN USA:	800-507-2772
IN UK:	0800 310 1935
E-MAIL:	support@lexialearning.com
FAX:	321-309-2795
FAQ's On-Line:	www.lexialearning.com/support/index.html
On-Line Info:	www.lexialearning.com

Please write down and report any on-screen messages that appear in association with the problem.

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