

3

Sounds to Letters

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

Prerequisite Phonemic awareness of sounds in CVC words.

Task Description Sounds to Letters consists of two tasks:

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



Units

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

Short-a Words

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

Short-i Words

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

Short-o Words

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

Short-u Words

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

Short-e Words

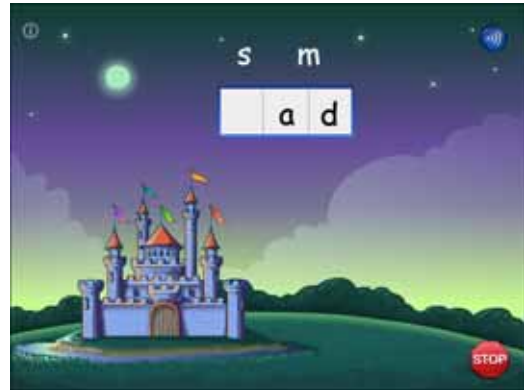
bed, hen, leg, men, net, peg, red, ten, vet, web, wet

Consonant Castle

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

Prerequisite Knowledge of sound/symbol correspondence for consonants.

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



Units

Units 1-9, Beginning Sounds

1 m, s

2 b, r

3 m, s, b, r

4 d, f, t, h, c

5 l, p, g, w, n

6 k, j, y, z, v

7 b, d, m, n

8 p, g, f, s

9 b, d, p, g

b bad, bet, box, bud, bus, bun, big, bit, bug, beg, but

c cup, cub, cap, cut, can, cat, cob

d dam, den, did, dug, dip, dad, dot, dim, dog, dig

f fan, fed, fog, fit, fig, fox, fun, fat, fin, fib

g get, got, gap, gum

h ham, hen, hum, him, hog, hut, hug, hid, hat, hit, had, has

j jab, jet, job, jam, jug, jog

k kid, keg, kit

l lad, led, lid, log, lap, lip, let, lit, lot, leg

m mad, men, mop, mud, mug, map, met, mat, mum

n net, nod, nip, nap, nut, not

p pan, peg, pop, pig, pin, pat, pot, pen, pet, put

r red, rot, rug, rib, run, rob, rat, rip, rid, ran

s sap, six, sob, sip, set, sub, sun, sat, sad, sag

t tap, ten, top, tip, tab, tug, tan, tag

v van, vet, vim

w tap, ten, top, tip, tab, tug, tan, tag

y yet, yip, yes, yap

z zip, zap

Units 10-12, Ending Sounds

10 g, m, x

11 t, b, n

12 p, d, s

g beg, big, bug, dug, fog, hug, jog, log, mug, wig, dog, leg, bag, pig

m ham, hem, him, hum, jam, Sam, Pam

n can, fan, fin, hen, men, pan, pen, ran, run, sun, ten, van, win

x box, fox, six, wax, mix, fix

t bet, cat, dot, wet, get, got, jet, lot, met, not, pat, rot

b rib, sob, sub, web, job, cab, rob, rub

p cup, dip, hop, lip, mop, rip, sip, tap, top, zip, lap, map

d bed, Ted, fed, hid, kid, led, lid, mad, mud, nod, red, sad, had, dad

s bus, yes

Sight Word Search

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

Prerequisite Basic knowledge of letters. No previous knowledge of pre-primer sight words is required.

Task Description Sight Word Search consists of three tasks:

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



Units

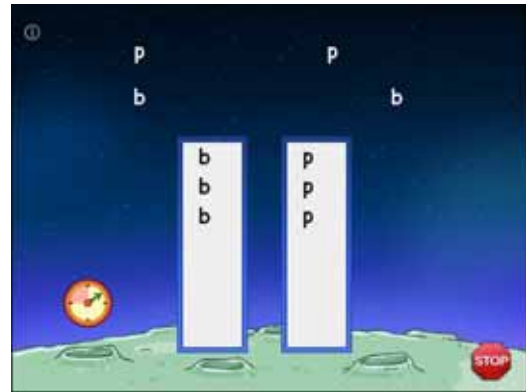
- | | |
|--|---|
| 1 the | 19 you |
| 2 to | 20 where |
| 3 phrases from units 1 & 2 | 21 phrases from units 19 & 20 |
| 4 here | 22 phrases/sentences with words from units 14, 15, 19, 20 |
| 5 down | 23 automaticity game |
| 6 phrases from units 4 & 5 | 24 blue |
| 7 phrases/sentences with words from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

Sort b, d, p

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

Prerequisite No previous knowledge of sound/symbol correspondence required.

Task Description Two boxes appear on the screen. The student sorts letters b/p, d/p, or b/d or letter clusters that include the letters b, d, and p.



Units

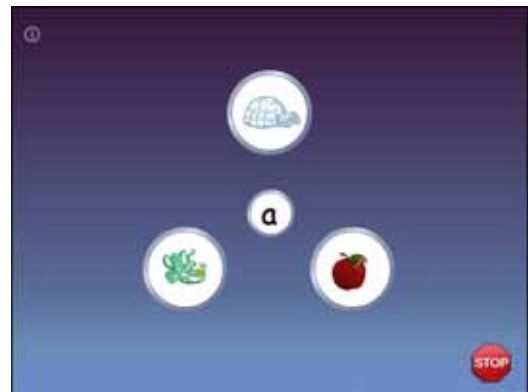
- | | | | |
|---|---------------|---|------------------|
| 1 | b, d, p | 6 | gib, gid, gip |
| 2 | ib, id, ip | 7 | brag, drag, prag |
| 3 | bi, di, pi | 8 | bing, ding, ping |
| 4 | bit, dit, pit | 9 | ribs, rids, rips |
| 5 | big, dig, pig | | |

Short Vowel Match

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

Prerequisite No previous knowledge of sound/symbol correspondence for short vowels required.

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



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

Key Words

- a** apple
e elephant
i igloo
o octopus
u umbrella

LEVEL 2 ACTIVITIES

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



Sounds to Letters II

Focus To reinforce phonemic awareness and the ability to map sounds onto letters.

Units 20

Words 150

See page [3-7](#)



Consonant Blast

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

Units 15

Words 150

See page [3-8](#)



Sight Word Search II

Focus To develop automatic recognition of primer high-frequency irregular words

Units 28

See page [3-9](#)



Short Vowel Bridge

Focus To develop automaticity for sound/symbol correspondence with short vowels and reinforce sound-segmenting skills.

Units 10

Words 70

See page [3-9](#)



Picture-Word Match

Focus To reinforce reading comprehension skills by matching pictures to words, phrases, and sentences.

Units 12 (increasing in difficulty from two to five vowels)

See page [3-10](#)

Sounds to Letters II

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

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

Task Description Sounds to Letters II consists of two tasks:

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



Units

1-2 mixed CVC

3-10 CVC and CCVC

11-16 CCVC and CVCC

17-20 mixed random

CVC Words

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

CCVC Words

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

CVCC Words

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

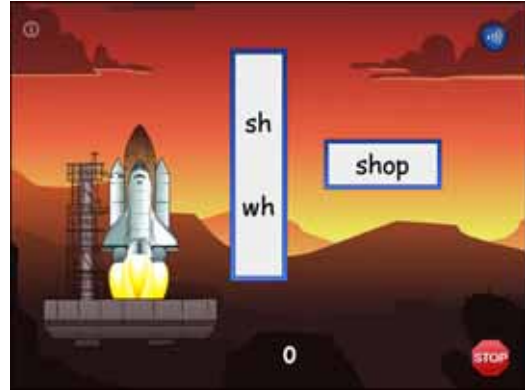
Consonant Blast

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

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

Task Description Consonant Blast consists of two tasks:

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



Units

1 sh, wh

ship, shop, shot, shut, shelf, shell
whip, when, which, whack

2 th, ch

that, this, thin, then, than, them, thank, think, thing, thick
chat, chop, chin, check, chunk

3 st, sn, sk

step, stop, still, stand, stick, sting, stuck, stump, stung
snap, snag, snip, snack, sniff
skip, skunk, skin, skill

4 sl, sp, sm

slam, slid, slip, sled, slap
spun, spot, spit, spin, spell, spill
smell, smack, smash, small

5 gr, gl, tr

grab, grin, grip, grass
glob, glad, Glen, glass
trip, trap, trot, track, trick

6 cl, dr, fl

clam, club, clap, clip, cloth, cliff, click, clock
drop, drip, drag, drum, dress, drink
flap, flag, flash, flock, flat, flip

7 br, pl, bl

bran, bring, brick, brush
plan, plum, plot, plop, plug, plant, plus
block, blink, bless, black, blast, blank

8 sh, th

dish, fish, wish, hush, rush, crash, flash
moth, math, with, cloth, bath

9 ch, ck

much, rich, such, which

lick, rock, sack, sock, neck, stuck, back, kick, sick, black,
pick, check, Jack, deck, Rick, lock, block, duck, luck

10 nt, lk

sent, hunt, dent, tent, went, rent, mint, bent
milk, silk, bulk, hulk, sulk

11 ng, nd

ring, lung, rang, sing, song, hung, king, long, wing, bring,
thing, bang, sang
pond, band, bend, sand, send, hand, land, end

12 nk, st

bank, wink, sink, sank, tank, pink, drink, think, junk, sunk,
skunkdust, list, lost, rest, rust, nest, best, fast, west, test

13 ft, mp

gift, soft, lift, drift, shift, swift, raft, craft, draft
dump, pump, damp, jump, stamp, camp, lamp, chimp,
bump

14 m, n, r, v, h

min, mon, mun, mel, mex, mod, mul
nas, neg, nev, nom
rab, ras, rec, ref, rel, rep, res
vel, val, vac, ven, vin
hab, han, hap, het, hic, hin, hob, hos

15 t, s, l, b, p

tum, tem, tes, tet, tim, toc
sab, sac, sal, sec, sen, sep, seg, sil, sim, sud, suf, sug, sul, sus
lan, las, lat, lav, lec, lem, lep, lev, lex, lib, lim, lin, lof, lum
bal, bam, bod, bas, bom, bev, bis, bon, bos, bot, buf
peb, pel, pes, pol, pon, pom, pos, pud, pul, pum

Sight Word Search II

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

Prerequisite Ability to read pre-primer sight words.

Task Description Sight Word Search II consists of three tasks:

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



Units

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

Short Vowel Bridge

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

Prerequisite Knowledge of sound/symbol correspondence for short vowels.

Task Description The student completes the spelling of dictated words by clicking the correct vowel. The exercises begin by contrasting two vowels (a and i), and systematically progress to exercises containing all five vowels. The first activity is untimed and then goes to the timed task. All subsequent activities start out as timed, and only go to the untimed task if the student is having problems.



Units

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

a words bag, bat, dam, fan, fat, gas, ham, hat, jab, lad, lap, mad, nag, pan, sap, van, wag

i words bib, bid, big, bit, did, dip, fit, him, hit, kid, lid, nip, pig, rib, sip, tip, win, yip

o words box, cop, dog, fog, fox, got, hog, hot, job, log, mop, nod, pop, rot, sob, top

e words beg, bed, bet, den, fed, get, hem, jet, led, men, net, peg, red, set, ten, vet, web, yet

u words bud, bun, bus, cup, dug, fun, hum, hut, mud, nut, rug, run, tub

Picture-Word Match

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

Prerequisite Familiarity with sound/symbol correspondence for consonants and short vowels.

Task Description Picture-Word Match consists of three tasks:

1. Choose one of three pictures to match a word or phrase.
2. Choose one of three words or phrases to match a picture.
3. Answer simple yes or no questions about the new words that have been learned.

**Units**

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

11 & 12 (in & on phrases) in a box, in a can, in a jug, in a mug, in a net, in a pot, on a can, on a jet, on a bed, on a box, on a sub, on a pin, on a log, on a rug, on a nut

a words bat, can, cat, dad, hat, pan, fan, map, man, mat, van

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

o words log, mop, dog, box, fox, pot, pop, top

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

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

adjective words hot, mad, tan, red, wet

LEVEL 3 ACTIVITIES

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



Sound Change

Focus To reinforce sound segmentation and sound/symbol correspondence skills.

Units 10

Words 75

See page [3-12](#)



Sight Word Search III

Focus To develop automatic recognition of first-grade high-frequency irregular sight words.

Units 26

See page [3-12](#)



Silent -e Switch

Focus To develop automaticity with short- and long-vowel words marked by silent-e through visual and auditory discrimination activities.

Units 21

Words 90

See page [3-13](#)



Fast Find

Focus To reinforce automaticity by matching words with pictures.

Units 10

Words 85

See page [3-14](#)



Silent -e Score

Focus To reinforce the concept of the silent-e marker for long-vowel sounds.

Units 14

See page [3-15](#)

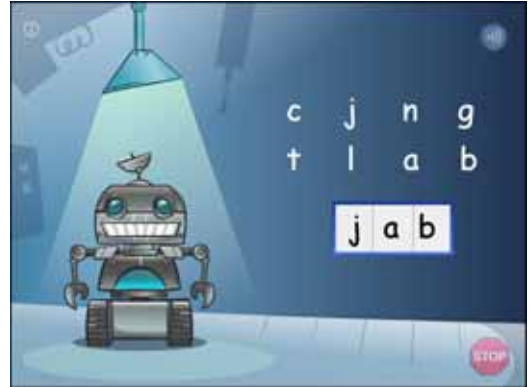
Sound Change

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

Prerequisite Knowledge of sound/symbol correspondence for consonants and short vowels.

Task Description Sound Change consists of two tasks:

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



Units

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

Sight Word Search III

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

Prerequisite Ability to read pre-primer and primer sight words.

Task Description Sight Word Search III consists of one task, plus a set of review tasks:

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

Review:

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



Units

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

Silent-e Switch

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

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

Task Description Silent-e Switch consists of three tasks:

1. In some units the student sorts short-vowel words and long-vowel (silent-e) words into two boxes.
2. The student hears the word and sorts short-vowel words and long-vowel (silent-e) words into two boxes. Then all of the words display on the screen. As each word is pronounced, the student clicks on the word that he or she hears.
3. The student hears a word and clicks on the correct picture.



Units

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

- | | |
|--|---|
| 1 all vowels (Task 1) bag, map, hem, kid, mob, jug, fun, get, nip, pan, rob, tug, vet, yes, ape, here, bite, hope, sore, time, rude, made, eve, game, five, pole, cube, dune | 6 long or short a, i, o (Task 3) Words from Units 2 and 4, plus: cop, hop, mop, not, rob, slop, tot, glob, rod |
| 2 long or short a (Task 3) at, cap, can, fad, fat, mad, mat, rat, scrap, glad, sam, man, van, plan | 7 long or short o (Task 2) chop, cost, drop, long, lost, moth, pond, shot, song, spot, stop, bone, cone, hope, joke, mole, note, poke, pole, rope, vote, woke, hole |
| 3 long or short a (Task 2) ape, cave, fade, late, make, pave, rake, lake, name, safe, wade, band, camp, cash, chat, fast, hang, lamp, mast, past, ramp, rash, sash, snap, stab, that | 8 long or short i, o, u (Task 3) cub, cut, dud, tub, us |
| 4 long or short a (Task 3) bit, dim, fin, hid, pin, rid, rip, shin, slim, spin, spit, strip, win, slid, tim, quit | 9 long or short u (Task 2) cube, cute, dude, Duke, dune, June, mule, rule, tube, tune, use, bust, chum, dump, dust, lump, much, mush, pump, rust, spun, stun, sung |
| 5 long or short i (Task 2) chip, dish, fish, fist, limp, list, mist, rich, ship, spin, spit, whip, with | 10 long or short e (Task 2) Pete, Steve, theme, these, bend, best, mend, nest, pest, rent, send, sent, shed, stem, step, test, went |

Medium difficulty short- and long-vowel (silent-e) words (CCVC or CVCC, CCVCe)

11 all vowels (Task 1)

12 long or short a, i, o (Task 3)

13 long or short a, i, o (Task 2)

14 long or short a, i, o (Task 3)

15 long or short i, o, u (Task 2)

16 long or short a, i, o, u, (Task 3)

17 long or short a, i, o, u (task 3)

18 long or short a, o, e (Task 3)

19 long or short a, o, e (Task 2)

word list for Units 11-19 and, lend, crib, frog, drum, plum, shed, rang, west, with, twig, spot, stub, hand, shake, theme, spine, choke, flute, grade, bribe, these, froze, prune, crime, whale, stole, plane

Difficult short- and long-vowel (silent-e) words

20 all vowels (Task 1)

21 all vowels (Task 3)

word list for Units 20-21 quack, dress, crisp, block, cluck, skunk, spring, plant, spent, which, frost, stump, prompt, drank, blaze, scrape, Steve, stripe, globe, flute, quite, stroke, brute, theme, blade, while, chose, plume

Fast Find

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

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

Task Description The student matches words with pictures (first untimed, then timed).

Units

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



Silent-e Score

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

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

Task Description The student clicks the correct vowel to complete the spelling of a dictated word, then clicks the ball. If the word is spelled correctly, the student scores a basket.

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



Units

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

1 (a, i)

2 (a, i, o)

3 (a, i, o, u)

4 (a, o, e)

5 (a, e, o, u)

6 (a, i, o, e)

7 (a, i, o, e, u)

a words late, lake, male, name, pave, rake, safe, wade, bag, bat, fan, gas, ham, jab, lad, lap, mad, man, nag, pan, sap, van, wag

i words bite, dime, dive, hike, life, nine, pile, rise, size, tire, wide, bid, big, bit, did, dip, fit, him, hit, jig, kid, lid, nip, pig, rib, sip, tip, win

o words bone, cone, joke, hole, mole, rope, note, poke, woke, pole, cop, dog, fog, got, hog, hot, job, log, nod, mop, pop, rot, sob, top

e words Pete, here, bet, den, fed, get, jet, led, men, net, peg, red, set, ten, vet, web, yet

u words cube, cute, dude, dune, mule, pure, rule, tube, tune, bud, bun, cup, dug, fun, hum, hut, mud, rug, run, tub

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

8 (a, i)

9 (a, i, o)

10 (a, i, o, u)

11 (a, o, e)

12 (a, e, o, u)

13 (a, i, o, e)

14 (a, i, o, e, u)

a words blade, blaze, brave, crate, grave, plane, scrape, shade, stake, whale, back, blank, chant, clang, cramp, draft, flash, grab, grasp, rang, sprang, splash, tramp, whack

i words bribe, chive, crime, drive, gripe, prize, quite, shine, strive, tribe, while, blimp, crisp, drift, filth, pinch, skill, slid, spring, strict, string, think, trick, trip

o words broke, choke, close, drove, froze, globe, quote, shone, stole, stroke, those, block, blond, chop, clock, drop, flock, frost, long, lost, moth, pond, strong

e words Steve, these, theme, blend, check, crept, dent, flesh, length, left, rest, shed, shelf, speck, spent, step, tempt

u words brute, crude, plume, prune, blunt, brush, chunk, crust, dump, flung, munch, scrub, spun, struck, stuck, stump, trunk

LEVEL 4 ACTIVITIES

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



Word Hunt

Focus To apply word-attack strategies in context by reading sentences and paragraphs.

Units 20

See page [3-17](#)



Sight Word Search IV

Focus To develop automatic recognition of second-grade high-frequency irregular words.

Units 26

See page [3-17](#)



Word Stairs

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

Units 13 (with six branching practice units)

Words 65 (vowel-r) plus sentences

See page [3-18](#)



Pirate Ship

Focus To reinforce sound/symbol correspondence and develop automaticity with vowel-combination words.

Units 28

Words 190

See page [3-19](#)



Group It I

Focus To emphasize meaning and develop conceptual reasoning skills by associating related words.

Units 13

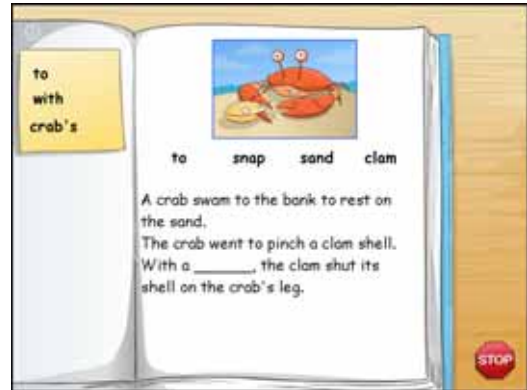
See page [3-20](#)

Word Hunt

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

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

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



Unit 1 sentences containing short-vowel words (CVC)

Unit 2 sentences containing short-vowel words with beginning or ending blends or digraphs (CCVC, CVCC)

Units 3 & 4 sentences containing short-vowel words with beginning and ending blends or digraphs (CCVCC)

Unit 5 sentences containing long-vowel (silent-e) words (CVCe)

Units 6 & 7 sentences containing long-vowel (silent-e) words with blends and digraphs (CCVCe)

Units 8–10 sentences containing a mixture of short-vowel words and long-vowel (silent-e) words (CCVC, CVCC, CCVCC, CVCe, CCVCe)

Units 11–20 paragraphs containing a mixture of short-vowel words and long-vowel (silent-e) words (CCVC, CVCC, CCVCC, CVCe, CCVCe)

Sight Word Search IV

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

Prerequisite Ability to read pre-primer, primer, and first-grade sight words.

Task Description Sight Word Search IV consists of two tasks and review exercises:

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

Review:

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



Units

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

Word Stairs

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

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

Task Description Word Stairs consists of two tasks:

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

**Units**

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

Pirate Ship

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

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

Task Description Pirate Ship consists of one or two tasks, depending on the unit:

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



Or:

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

Units

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

Group It I

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

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

Task Description Group It I consists of two tasks:

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



Units

1

Inside: mop, desk, lamp, sink

Outside: shed, path, nest, sun, tent, pond

2

Eating: ham, pan, milk, cup, fish, dish

Sleeping: crib, nap, bed, rest

3

Activities: swim, run, ride, hike, camp

Amounts: inch, mile, dime, five, nine

4

Colors: pink, black, red, white, brown

Clothes: robe, pants, vest, cap, sock

5

Body parts: nose, face, hip, bone, hand

Sounds: bang, crash, honk, quack, snore

6

To do: brush, skate, drink, drive

Describers: rich, fast, safe, wide, lost, thin

7

Animals: ape, whale, snake, mule, duck, fish

To do: ate, dive, send, dump

8

To do: cheer, peek, sleep, sneeze, meet, feed

Body parts: heel, feet, teeth, cheek

9

Body parts: hair, leg, brain, braids

To do: cheer, peek, sleep, sneeze, meet, feed

10

Food: cheese, beef, seed, grape

Animals: snail, deer, sheep, bee, pig, chick

11

Objects: boat, soap, coat, toast, goal

Actions: row, mow, throw, moan, blow

12

Kitchen: broom, stool, scoop, food, spoon

Places: school, zoo, moon, pool, roof

13

Food: peach, meat, wheat, bean, pea

To do: leap, dream, clean, reach, speak

LEVEL 5 ACTIVITIES

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



Super Change

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

Units 15

Words 105

See page [3-22](#)



Add It

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

Units 10

See page [3-23](#)



Sight Word Search V

Focus To develop automatic recognition of third-grade high-frequency irregular words.

Units 26

See page [3-24](#)



Elevator

Focus To practice constructing and reading two-syllable words in isolation, in sentences, and in stories.

Units 15 (repeated as necessary with automatic branching)

Words 90

See page [3-25](#)



Group It II

Focus To emphasize meaning and develop conceptual reasoning skills by associating related words.

Units 13

See page [3-26](#)

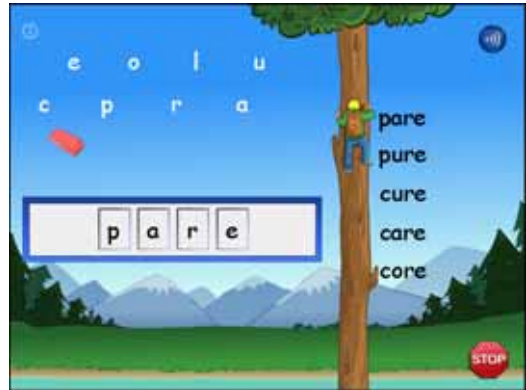
Super Change

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

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

Task Description Super Change consists of two tasks:

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



Units

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

Detached Syllables:

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

Add It

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

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

Task Description Add It consists of three tasks:

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

For example: **s es ing** When his class__ end, Ron plans to take a long camp__ trip.



Units

- | | |
|------------------------------------|----------------------------------|
| 1 s, es, ing (plus sentences) | 6 est, er, y (plus sentences) |
| 2 ed, 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) |

Word Lists

s: bats, belts, hugs, hums, kids, mops, pets, ponds, jumps, drips, burns, charms, checks, chirps, cracks, docks, forks, honks, prints, risks, shells, shocks, snaps, specks, stops, whips, whirls, wings

es: boxes, brushes, bunches, buzzes, classes, crashes, dresses, fixes, flashes, foxes, glasses, grasses, lunches, masses, mixes, losses, passes, messes, smashes, taxes, tosses, wishes

ing: adding, bending, blocking, branching, bumping, camping, crunching, crushing, dusting, fixing, frosting, milking, munching, picking, renting, rushing, shocking, smashing, smelling, standing, stomping, thinking, trusting, twirling, wishing

ed: rented, added, clouded, dented, drifted, dusted, ended, floated, frosted, handed, hinted, hunted, landed, lasted, listed, rented, sanded, sifted, stunted, tested, trusted

est: clearest, coolest, deepest, dullest, farthest, fastest, longest, neatest, sharpest, shortest, slowest, smartest, strongest, sweetest, swiftest

y: chilly, chunky, cloudy, crusty, dreamy, dusty, flashy, frilly, grassy, hairy, handy, healthy, lucky, messy, misty, rainy, roomy, rusty, speedy, sticky, stormy, thirsty

ness: blackness, darkness, deafness, fatness, fondness, gladness, goodness, illness, limpness, quickness, redness, sadness, sharpness, sweetness, weakness, wetness

less: blameless, careless, cloudless, dreamless, driplless, fearless, formless, helpless, hopeless, joyless, painless, shapeless, sleepless, soundless, thankless

er: camper, clearer, dreamer, duster, farmer, hunter, jumper, longer, painter, planter, printer, prouder, roaster, seller, sifter, starter, sticker, swifter, teacher, twister

Add It Word Lists, continued

ly: badly, blankly, bravely, clearly, dimly, fondly, frankly, gladly, grandly, gravely, lately, likely, lonely, loudly, mainly, manly, nearly, purely, sadly, safely, shapely, stately, timely

ment: basement, casement, pavement, payment, shipment, statement

ful: careful, cheerful, dreadful, fearful, fretful, grateful, hateful, helpful, hopeful, lawful, needful, spoonful, thankful, useful, wishful

ish: bookish, boyish, British, foolish, girlish, greenish, selfish, sickish

en: deepen, frighten, lighten, maiden, sharpen, shrunken, silken, wooden, woolen

Sight Word Search V

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

Prerequisite Ability to read pre-primer, primer, first-, and second-grade sight words.

Task Description Sight Word Search V consists of two tasks and the review exercises:

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



Review:

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

Units

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

Elevator

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

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

Task Description Elevator consists of two tasks and a review activity.

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

Review:

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

Units

- 1-3 compound words (e.g., sandbox)
- 4-6 CVC/CVC words (e.g., napkin)
- 7-9 CVC/CVCe words (e.g., tadpole)
- 10-12 Vr words (e.g., barber)
- 13-15 VV words (e.g., explain)



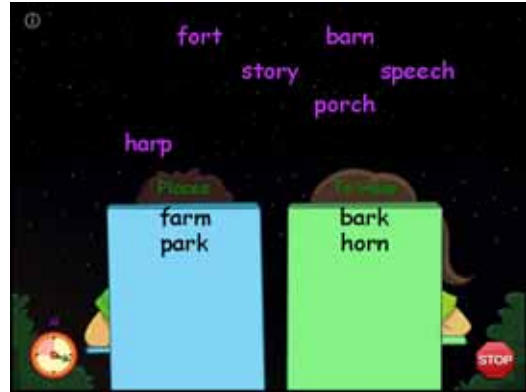
Group It II

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

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

Task Description

1. Students sort words into two categories. Categories include things, animals, actions, body parts, feelings, people, inside, outside, food, sleeping, activities, amounts, colors, clothes, shapes, descriptions, and places.
2. Students match words with other affiliated words, e.g., skirt and shirt, king and queen, or corn and beans.



Units

- 1 Places: barn, farm, park, porch, fort
To hear: harp, bark, story, horn, speech
- 2 Nature: storm, dirt, thorn, star, corn, marsh
House: fork, porch, yard, car
- 3 Animal: stork, mouse, sea, shark, chimp
Outside: farm, barn, porch, beach, roof
- 4 Places to sit: porch, couch, bench, throne, chair
Sounds: chirp, boom, bark, growl, squeak
- 5 Food: corn, beans, peach, soup, toast
Animals: bird, sheep, horse, moose, toad
- 6 Things to wear: scarf, shirt, skirt, shorts
Fire: spark, burn, torch
In the sky: sun, moon, cloud, stars, jet
- 7 In the band: horn, march, drums, toot, songs
At the castle: king, queen, crown, throne
Outside: yard, park, dirt
- 8 Sports: ballpark, baseball, football, softball
At the beach: tugboat, lifeboat, starfish, lighthouse, seaweed
Weather: snowstorm, sunshine, raindrop
- 9 Travel: railroad, airplane, steamship
Outside: playground, haystack, rainbow, backyard, moonlight
Food: pancake, oatmeal, peanut, popcorn
- 10 Outside: sidewalk, snowball
People: playmate, himself, herself, outlaw
School: notebook, classroom, blackboard, whiteboard, backpack, lunchbox
- 11 Animals: rabbit, kitten, raccoon
Picnic: napkin, basket, blanket, muffin, sandwich
Inside: attic, pillow, bathtub, hammer
- 12 Clothes: button, zipper, cotton, mitten
Outside: summer, garden, sunshine, tennis
Food: salad, apple, chowder, frosting
- 13 Animals: tadpole, foxes, chickens
Jobs: dentist, nursing, doctor, farmer, teacher
Weather: cloudless, stormy, snowing, coolest

STRATEGIES FOR OLDER STUDENTS

LEVEL 1 ACTIVITIES

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

Short Vowel Sounds

Focus To reinforce sound/symbol correspondence for short vowels using key words and pictures. Includes discrimination of short-vowel sounds at the beginning of words.

Units 7

See page 4-2

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)

See page 4-3

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

See page 4-5

Middle Vowels

Focus To develop discrimination of medial short vowels in one-syllable words and detached syllables. Includes timed activities to develop automaticity (with untimed practice units).

Units 12 (5 with real words, 7 with detached syllables)

See page 4-6

Short Vowel Words

Focus To reinforce automatic word recognition by association of words, phrases, and sentences with pictures. Includes untimed and timed activities.

Units 9

See page 4-7

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.



Units

1	a, i	Key Words
2	a, i, o	a apple
3	a, o, e	e elephant
4	e, o, u	i igloo
5	i, o, u, e	o octopus
6	a, i, e, u	u umbrella
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

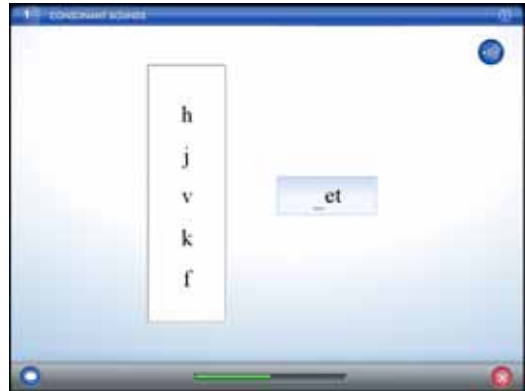
Consonant Sounds

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 possible responses in each session (untimed).
2. The student chooses dictated words or detached syllables as quickly as possible (timed).



Units

Real Words

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

Detached Syllables (word parts)

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

Word Lists

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

Consonant Sounds Word Lists, continued

5 g: beg, big, bug, dug, fig, fog, hug, jog, jug, keg, log, mug, peg, sag, wig
 m: dam, dim, ham, hem, him, hum, jam
 n: can, den, fan, fin, hen, men, pan, pen, ran, run, sun, ten, van, win
 x: box, fox, six, wax, tax, mix, fix

6 t: bet, but, cat, dot, wet, get, got, hut, jet, lot, met, not, pat, rot
 b: nab, cob, cub, fib, gab, jab, rib, sob, sub, tab, tub, web, jjob, lab
 p: cap, cup, dip, gap, hop, lip, mop, rip, sap, sip, tap, tip, top, zip
 d: bid, bud, fad, fed, hid, kid, led, lid, mad, mud, nod, red, rod, sad, wed

7 sh: shed, shin, ship, shop, shot, shut, shelf
 wh: whip, when, whiz, which, whack, whiff
 ch: chat, chip, chop, chum, chap, chin
 th: that, this, thin, then, than, them, thank, think, thing

8 sl: slam, slid, slim, slip, slew
 sn: snap, snag, snug, snob, snip
 st: stem, step, stop, stun, stiff, still
 sp: spun, spot, spit, spin, spell, spill

9 gl: glob, glad, glen, glum, glass
 gr: grab, gram, grim, grin, grip
 cl: clam, club, clap, clip, clod
 dr: drop, drug, drip, drag, drum
 tr: trip, trap, trim, trot, trunk, track, trick

10 fl: flap, flag, flesh, flash, flock
 pr: prop, prom, prank, print, prompt, press
 br: bran, brag, brim, brass, bring, brick, brush
 bl: blot, bled, block, blink, blush, bluff, bless
 pl: plan, plum, plot, plug, plop, plod

11 sh: sash, cash, dish, fish, rash, dash, mash, wish, hush, rush, trash
 th: moth, path, bath, math, with
 ck: lick, rock, sack, rack, sock, neck, stock, speck, stuck
 ch: much, rich, such, which

12 ng: ring, rung, lung, rang, sing, song, hung, king
 nt: sent, hunt, dent, tent, tint, went, rent, runt, mint, lint
 nk: bank, wink, sink, link, sank, tank
 lk: milk, silk, bulk, hulk, sulk
 st: dust, fast, list, lost, mast, past, pest, rest, rust, nest

13 nd: pond, band, mend, bend, sand, send, tend, hand, land
 lt: felt, belt, melt, wilt, tilt
 pt: kept, wept, swept, crept, slept
 ft: sift, gift, soft, raft, lift
 mp: dump, limp, ramp, pump, damp, jump, stump, cramp, stamp

14 m: min, mon, mel, mex, mod, mul, mun
 n: nas, neg, nev, nom
 r: rab, ras, rec, ref, rel, rep, res
 v: vel, val, vac, ven, vin
 h: hab, han, hap, het, hic, hin, hob, hos

15 l: lan, las, lat, lav, lec, lem, lep, lev, lex, lib, lim, lin, lof, lum
 b: bal, bam, bas, bev, bis, bod, bom, bon, bos, bot, buf
 p: peb, pel, pes, pol, pon, pom, pos, pud, pul, pum
 s: sab, sac, sal, sec, sen, sep, seg, sil, sim, sud, suf, sug, sul, sus
 t: tem, tes, tet, tim, toc, ton, tum

16 n: bon, fen, lan, hin, mon, tun, ven
 m: sim, fam, dem, lum, zom, tum
 b: lib, fab, rab, peb, sib, reb, wob
 t: lat, lit, det, mot, fet, vit
 d: mod, fid, med, hud, pud, rad, wid

17 cr: crit, croc, cris, crim, cred, cran
 cl: clum, clut, clas, clat, clav, clew, clus
 sl: slen, sliv, slan, slov
 sh: shim, shab, shep, shat, shiv
 ch: chut, chis, choc, chim, cham, chan

18 br: brin, brit, bril, brack, broc, brus
 dr: driv, drib, dras, draf, drac, driz
 tr: trad, traf, trac, tran, trav, trig, trum, trib, trom
 bl: blan, blad, blas, blem, blis, blun, blus, bliz
 pl: plen, plas, plex, plun

19 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

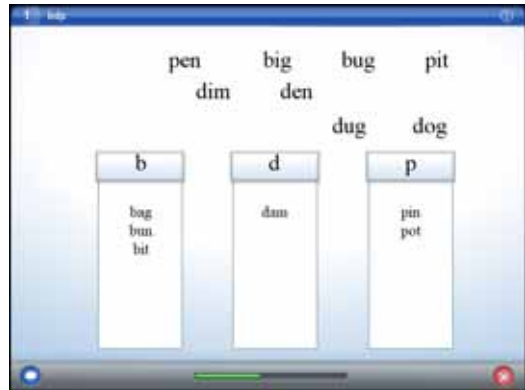
b, d, p

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.



Units

- 1 Visual Sort single letters (b, p, d)
- 2 Visual Sort CVC beginning letter
- 3 Auditory Sort CVC beginning sound
- 4 Construct CVC beginning letter

Units 2, 3, 4 Word Lists

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

- 5 Visual Sort CVC ending letter
- 6 Auditory Sort CVC ending sound
- 7 Construct CVC ending letter

Units 5, 6, 7 Word Lists

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

- 8 Visual Sort CVCC beginning letter
- 9 Auditory Sort CVCC beginning sound
- 10 Construct CVCC beginning letter

Units 8, 9, 10 Word Lists

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

- 11 Visual Sort CCVC ending letter
- 12 Auditory Sort CCVC ending letter
- 13 Construct CCVC ending letter

Units 11, 12, 13 Word Lists

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

- 14 Visual Sort CCVC beginning blends
- 15 Auditory Sort CCVC beginning blends
- 16 Construct CCVC beginning blends

Units 14, 15, 16 Word Lists

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.



Units

Real Words

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

Units 1-5 Word Lists

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 Word Lists

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

Detached Syllables

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

Units 6-9 Word Lists

a: nas, rab, val, vac, hab, han, hap, lan, lat, lav, bal, sab, sal, tac, fam, fab, radi: 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 Word Lists

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

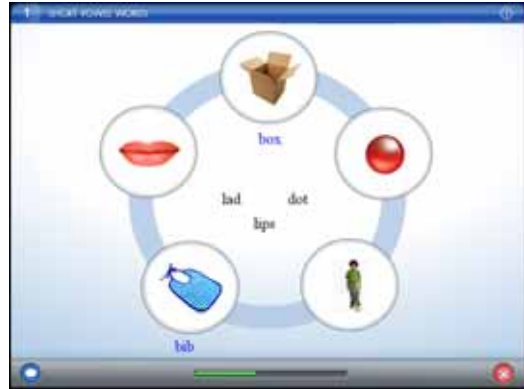
e: cred, clev, slen, shep, trem, blem, plen, lent, ment, dest, ject, pect, nect, rect, fect, preg, pres, prem, sten, spec, spen

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.



Units

1 CVC with a, i, and o plus phrases

bat, cat, dad, fan, ham, hat, lad, map, pan, van, bib, lips, pig, pin, six, wig, box, dog, dot, fox, log, mom, mop, pot, top

2 CVC with u and e plus phrases

bud, bug, bun, cup, hut, mud, mug, nut, rug, sub, sun, tub, bed, hen, leg, net, vet, web

3 Mix units 1 and 2 plus phrases

Words from units 1 and 2

4 CVCC plus phrases

bank, bath, hand, lamp, sack, king, milk, pond, sink, cash, gift, pump, belt, bell, desk, neck, nest, vest, tent

5 CCVC plus phrases

clam, crab, flag, trap, crib, ship, slip, skin, whip, stop, frog, shop, club, drum, sled

6 Mix 4 and 5 plus phrases

Words from units 4 and 5

7 CCVCC plus phrases

crack, plant, splash, stamp, strap, blimp, drink, stick, block, clock, cloth, frost, brush, crust, stump, bench, check, chest, shelf, flock (plus phrases)

8 Mix 4, 5, and 7 plus phrases

Words from units 4, 5, and 7 (plus phrases)

9 Mix 1, 2, 4, 5, & 7 plus sentences

Words from units 1, 2, 4, 5, 7 (plus sentences)

LEVEL 2 ACTIVITIES

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

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)

See page [4-9](#)

Short & Long Vowels

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

Units 27 (12 without consonant blends or digraphs, 15 with consonant blends and digraphs)

See page [4-10](#)

Sight Words

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

Units 20

See page [4-11](#)

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)

See page [4-12](#)

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

See page [4-13](#)

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.



Units

Real Words

1 _ i _

lid, lip, tip, rip, sip, six, sit, pit, pig, wig, fig, fin, fit, hit, him, his, hid

2 _ _ _

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

3 Sentences with words from units 1 & 2

4 _ _ _ _

sad, sand, band, bank, back, sack, sick, sip, sap, trap, slap, slam, slim, slid, sled, bed, bad

5 _ _ _ n g

king, bring, sing, sang, rang, rung, lung, sung, stung, sting, thing, ring, wing, fling

6 Sentences with words from units 4 & 5

7 _ _ _ _ _

blend, spend, tend, tent, spent, sent, send, sand, sank, blank, crank, bank, band, bend

8 _ _ _ _ _

hint, hunt, hung, stung, stunt, runt, rung, rust, crust, crest, rest, vest, nest, test, best, bent, tent, tint

9 Sentences with words from units 7 & 8

10 _ _ _ _ k

crack, track, truck, trick, stick, stack, stock, flock, flick, thick, think, drink, drank, sank, sack

11 _ _ _ _ _

rank, ramp, damp, dump, pump, stump, stamp, camp, cash, mash, math, bath, bank, sank, sink, wink, blink, blank

12 Sentences with words from units 10 & 11

13 _ _ _ e

pile, file, mile, mule, mole, more, sore, core, care, cure, pure, pore, pole

14 _ _ _ _ _

slap, slip, ship, shop, slop, slope, rope, ripe, gripe, grime, grim, gram, slam

15 Sentences with words from units 13 & 14

16 _ _ _ _ _

grip, gripe, grape, scrape, scrap, strap, strip, stripe, wipe, wine, spine, spin, grin

17 _ _ _ _ _

like, lick, lack, lake, cake, rake, rack, rock, stock, stack, stake, bake, bike

18 Sentences with words from units 16 & 17

Detached Syllables (word parts)

19 _ _ _

lin, min, hin, vin, vit, lit, lat, las, bas, bam, bom, nom, nim, lim

20 _ _ _ _ _

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

21 _ _ _ _ _

cate, nate, grate, grat, grav, grav, god, 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 short or long vowels as quickly as possible.
2. The student chooses between two dictated words contrasted by silent e (e.g., “bit, bite”). The words display in a maze and the student advances through the maze by selecting the dictated words.
3. The student constructs words as dictated and creates a path through the maze.



Units

No Blends

1	a, i Auditory Sort	10	o, u Auditory Sort	18	i, o, u Construct Word
2	a, i Choose Word	11	o, u Choose Word	19	e, i Auditory Sort
3	a, i Construct Word	12	o, u Construct Word	20	e, i Choose Word
4	i, o Auditory Sort			21	e, i Construct Word
5	i, o Choose Word	Blends		22	a, e, o, u Auditory Sort
6	i, o Construct Word	13	a, i Auditory Sort	23	a, e, o, u Choose Word
7	o, u Auditory Sort	14	a, i Choose Word	24	a, e, o, u Construct Word
8	o, u Choose Word	15	a, i Construct Word	25	a, e, i, o, u Auditory Sort
9	o, u Construct Word	16	i, o, u Auditory Sort	26	a, e, i, o, u Choose Word
		17	i, o, u Choose Word	27	a, e, i, o, u Construct Word

Short and Long Vowels Word Lists (No Blends)

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

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

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

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

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

Short and Long Vowels 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.



Word Lists

Unit 1 to, do, of

Unit 2 you, are, was

Unit 3 who, any, all

Unit 4 said, once, does

Unit 5 give, live, from

Unit 6 come, some, done

Unit 7 have, gone, many

Unit 8 were, want, what

Unit 9 says, half, sure

Unit 10 they, busy, very

Unit 11 been, none, only

Unit 12 above, where, again

Unit 13 could, should, would

Unit 14 rough, tough, enough

Unit 15 almost, always, against

Unit 16 touch, thought, brought

Unit 17 watch, whose, ninth

Unit 18 other, mother, brother

Unit 19 friend, people, pretty

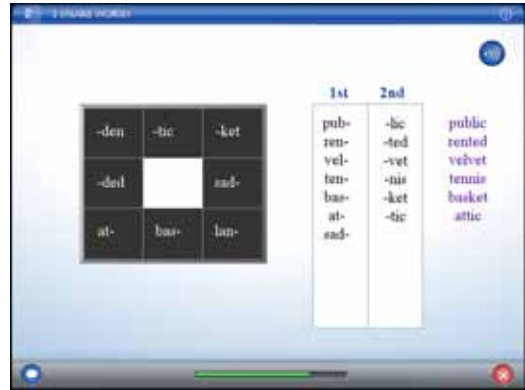
Unit 20 danger, build, sugar

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.



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

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

Vowel Digraphs

Focus To reinforce sound/symbol correspondence for vowel combinations with one sound (ee, oa, ai, igh, ay, oi, oy, au, aw, ew, ue, ie, eigh) and vowel combinations with two sounds (oo, ea, ow); contains a timed task to develop automatic recognition of vowel combination words; includes sentences.

Units 26 (21 units with single words, 5 with sentences)

See page [4-15](#)

Vowel - r

Focus To reinforce sound/symbol correspondence.

Units 9 (6 units with one-syllable words, 3 with two-syllable words—sentences in every unit.)

See page [4-16](#)

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

See page [4-17](#)

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

See page [4-18](#)

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

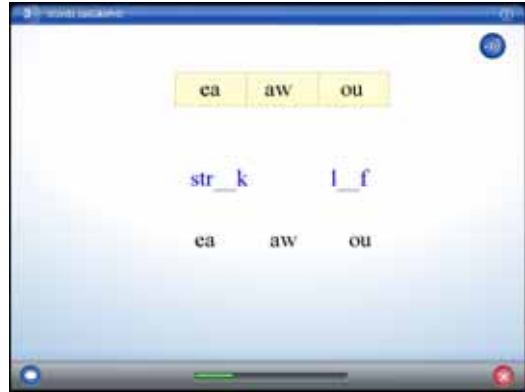
See page [4-19](#)

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. In Units 16–18 (vowel combinations with two sounds), the student sorts words into boxes according to the sound of each vowel combination.
4. Every fifth unit provides practice in reading vowel-combination words in sentences.



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

Units

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

Word Lists

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

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

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

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

Vowel Digraphs Word Lists, continued

aw claw, crawl, dawn, draw, flaw, hawk, jaw, law, lawn, paw, raw, shawl, slaw, squawk, straw, thaw, yawn

au cause, clause, fault, fraud, gauze, haul, haunt, maul, Paul, pause, vault

ew blew, brew, chew, crew, dew, drew, few, flew, grew, mew, new(s), pew, shrewd, slew, stew, threw

ue blue, clue, cue, due, hue, glue, sue, true

igh bright, fight, flight, fright, high, light, nigh, night, might, right, sigh, sight, slight, thigh, tight

eigh eight, freight, neigh, sleigh, weigh(s), weight

ie (chief) brief, chief, field, fiend, fierce, grief, niece, pier, pierce, priest, shield, shriek, thief, wield, yield

ou (out) bound, cloud, couch, count, found, grouch, ground, hound, mount, mouth, pouch, pound, proud, scout(s), shout, sound, south, spout, sprout, trout

oo (food) bloom, boom, boost, broom, cool, droop, food, gloom, hoop, mood, noon, pool, proof, room(s), scoop, smooth, snoop, stool, spoon, swoop, stoop, tool, toot, tooth, zoom

oo (book) book, brook, cook, crook, foot, good, hood, hook, look, rook, shook, soot, stood, took, wood, wool

ea (eat) beach, bead, beast, beat, beak, cheap, clean, cream, dream(s), eat, feast, heat, lean, leaf, leap, mean, neat, peach, real, speak, sneak, steam, streak, teach, wheat

ea (bread) bread, breadth, breast, breath, dead, deaf, dealt, death, dread, dreamt, head, health, meant, spread, thread, wealth

ow (snow) blow, blown, bowl, crow, flow, flown, glow, grow, grown, growth, low, mow, own, row, show, shown, slow, snow, throw, thrown

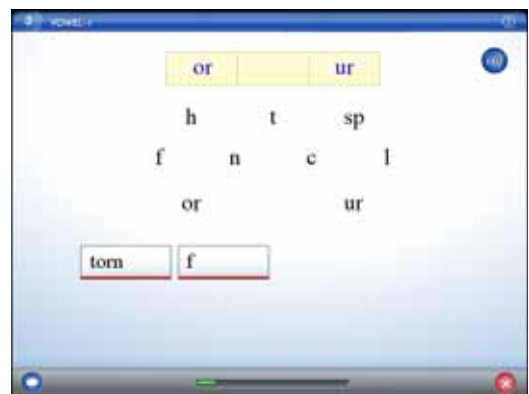
ow (cow) brow, brown, chow, crown, drown, down, fowl, frown, growl, how, howl(s), owl, plow, prow, prowl, scowl, town, yowl

Vowel -r

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: It is Jim's t__n to take out the trash. (**or ur**)

**Units**

- | | |
|---|---|
| 1 or, ur (plus sentences) | 6 ar, or, ur with blends (plus sentences) |
| 2 ar, ir (plus sentences) | 7 two syllables ar, ir, or (plus sentences) |
| 3 ar, or, ur (plus sentences) | 8 two syllables ar, or, ur (plus sentences) |
| 4 ar, or, er with blends (plus sentences) | 9 two syllables ar, or, er (plus sentences) |
| 5 ar, or, ir with blends (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:
When his class__ end, Ron plans to take a long camp__ trip. (s es ing)



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) |

Word Lists

s bats, belts, cabs, hugs, hums, kids, mops, pets, ponds, jumps, drips, burns, charms, checks, chirps, cracks, docks, forks, honks, prints, risks, shells, shocks, snaps, specks, stops, whips, whirls, wings

es boxes, brushes, bunches, buzzes, classes, crashes, dresses, fixes, flashes, foxes, glasses, grasses, lunches, masses, mixes, losses, passes, messes, smashes, taxes, tosses, wishes

ing adding, bending, blocking, branching, bumping, camping, crunching, crushing, dusting, fixing, frosting, milking, munching, picking, renting, rushing, shocking, smashing, smelling, splashing, standing, stomping, thinking, trusting, twirling, wishing

ed rented, added, clouded, dented, drifted, dusted, ended, floated, frosted, handed, hinted, hunted, landed, lasted, listed, rented, sanded, sifted, stunted, tested, trusted

est clearest, coolest, deepest, dullest, farthest, fastest, longest, neatest, sharpest, shortest, slowest, smartest, strongest, sweetest, swiftest

y chilly, chunky, cloudy, crusty, dreamy, dusty, flashy, frilly, grassy, hairy, handy, healthy, lucky, messy, misty, rainy, roomy, rusty, speedy, sticky, stormy, thirsty

ness blackness, darkness, deafness, fatness, fondness, gladness, goodness, illness, limpness, quickness, redness, sadness, sharpness, sweetness, weakness, wetness

less blameless, careless, cloudless, dreamless, dripless, fearless, formless, helpless, hopeless, joyless, painless, shapeless, sleepless, soundless, thankless

er broiler, camper, clearer, dreamer, duster, farmer, hunter, jumper, longer, painter, planter, printer, prouder, roaster, seller, sifter, starter, sticker, swifter, teacher, twister

ly badly, blankly, bravely, clearly, dimly, fondly, frankly, gladly, grandly, gravely, lately, likely, lonely, loudly, mainly, manly, nearly, purely, sadly, safely, shapely, stately, timely

ment basement, casement, pavement, payment, shipment, statement

ful careful, cheerful, dreadful, fearful, fretful, grateful, hateful, helpful, hopeful, lawful, needful, spoonful, thankful, useful, wishful

ish bookish, boyish, foolish, girlish, greenish, selfish, sickish

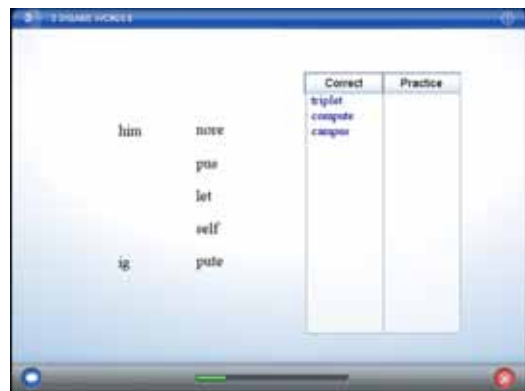
en deepen, frighten, lighten, sharpen, shrunken, silken, wooden, woolen

2 Syllable Words II

Purpose 2 Syllable Words II 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 II consists of two 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.



Units

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

Word Lists

Unit 1 ad-vise, 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, raccoon, 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, pinpoint, 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-ted, fur-nish, hiccup, 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-ted, 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

Topics (target words in parenthesis)

- 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 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

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

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, 15 involve word construction)

See page [4-21](#)

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)

See page [4-22](#)

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

See page [4-23](#)

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

See page [4-24](#)

Syllable Types

Purpose Syllable Types contains several different tasks to improve automatic recognition of two-syllable words with open and consonant-le syllables. It also reviews the syllable types presented in Levels 1, 2, and 3 (Closed, Silent e, Vowel Combination, and Vowel -r). It includes sorting detached syllables and constructing and typing two-syllable words.

Task Description Syllable Types consists of two tasks:

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



Units

Easy Words, grades 2–4

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

Harder Words, grades 4–6+

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

Syllable Types Word Lists

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

2 Sounds of c & g

Purpose 2 Sounds of c & g involves four tasks designed to reinforce reading of words containing hard and soft c and g. Tasks increase awareness and application of rules governing the pronunciation of c and g in one- and two-syllable words. Exercises require sorting words according to the sound of c or g (hard or soft), choosing the correct word from dictation, and using the keyboard to complete words. Sentences are included in every unit to reinforce the application of rules to contextual information.

Task Description 2 Sounds of c & g consists of four tasks:

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



Units and Word Lists

- 1 hard & soft: beginning c cute, cash, cost, clip, cabin, comic, cowboy, cent, cell, cellar, center, cider, city, cigar
- 2 hard: beginning c, soft: ending ce clasp, crash, cane, cart, code, coast, cuff, ice, face, price, place, nice, ace, lace
- 3 hard: beginning sc blend or two-syllable beginning c, soft: ending nce and two-syllable beginning c scab, scale, score, scare, campus, carton, current, prince, dance, glance, chance, fence, central, cinder

2 Sounds of c & g Units and Word Lists, continued

4 hard: beginning c, soft: ending ce count, curb, cling, crow, crunch, clap, cast, voice, sauce, spruce, fleece, slice, trace, twice

5 hard: beginning c, soft: beginning and ending c cube, cart, clock, carbon, carpet, cutter, coffin, race, grace, lice, space, scene, embrace, center

6 hard & soft: medial c expect, exclude, raccoon, escape, hiccups, collect, cupcake, percent, pencil, ulcer, except, dancer, princess, excite

7 mixed c curl, crack, canal, candy, coffee, contact, cactus, lance, spice, scent, mercy, excess, fan

8 hard & soft: beginning g game, goat, grab, gush, garden, goblin, gallon, gent, germ, gym, gerbil, gently, gender, German

9 hard: beginning g, soft: ending age glass, gain, goal, grand, gutter, gossip, gotten, rage, page, wage, huge, enrage, stage, large

10 hard: beginning g, soft: ending nge and two-syllable beginning g gust, gong, grass, glide, grime, gallop, gasket, cringe, lounge, hinge, plunge, gypsy, gem, gymnast

11 hard & soft: medial g magnet, disgust, fragrant, forgot, stagnant, engulf, forgave, margin, logic, rigid, legend, magic, charges, pages

12 mixed g regain, regard, gambler, goblet, garment, goddess, gather, charge, urge, strange, indulge, danger, tragic, fragility, stencil

3 Syllable Words

Purpose 3 Syllable Words reinforces reading of three-syllable words containing the syllable types presented in Levels 1–4 (Closed, Open, Silent e, Vowel Combination, and Vowel -r).

Task Description 3 Syllable Words consists of three tasks:

1. The student rearranges detached 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.

Units

1 contribute, estimate, illustrate, organize, requirement, establish, accomplish, Atlantic, united, develop

2 important, equipment, instrument, communist, electric, musical, department, director, understood, peppermint

3 dependent, professor, regular, magnetic, underneath, continent, astonish, investment, interrupt, violent

4 deposit, domestic, republic, electron, violet, pretended, fantastic, interpret, forgotten, acrobat

5 substitute, isolate, underline, entertain, external, appendix, commitment, Wisconsin, spectator, monument

6 diplomat, document, alcohol, romantic, muscular, violin, volcano, consistent, absolute, eraser

7 bitterness, forbidden, attainment, microscope, decorate, monorail, momentum, antelope, incomplete,

manual

8 uncommon, discontent, chimpanzee, occupant, remainder, reluctant, propeller, tenderness, interfere, misleading

9 disconnect, suffocate, undertake, memorize, protected, politeness, rotating, feverish, inhabit, comprehend

10 amputate, duplicate, boomerang, casserole, contentment, hibernate, cucumber, disrespect, banister, turpentine

11 pollinate, intercom, badminton, bassinet, unbroken, torpedo, transistor, imperfect, daydreaming, Amsterdam

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.

Units

Topics (target words in parenthesis)

- 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

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

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)

See page [4-26](#)

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)

See page [4-27](#)

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)

See page [4-29](#)

Prefix & 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)

See page [4-32](#)

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

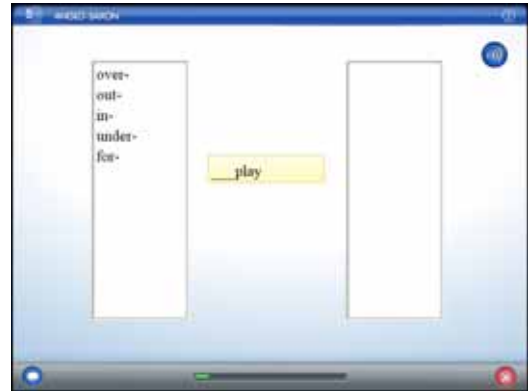
See page [4-33](#)

Anglo Saxon

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

Task Description Anglo Saxon consists of four tasks:

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



Units

1 Identify and spell prefixes to dictation (for, in, out, over, under)

overhead, overwhelm, overtake, underneath, understand, undertake, instead, inside, outside, outlaw, outplay, forget, forbid, forgot, forgive

2 Identify and spell prefixes to dictation (a, be, fore, mis, un)

around, ahead, aground, before, because, become, begin, foreman, foretell, foreseen, misspell, mistake, mishear, unknown, unhappy, untried

3 Sort words containing -ed to dictation (/ed/, /d/, /t/)

/t/ dumped, trashed, ranked, swished, stashed, honked, wished, dressed, dunked, stamped, crunched, thumped, camped, splashed, thanked, cracked, chirped, cashed, tacked, sacked, licked, limped, switched, cashed, touched, reached
/d/ filmed, smelled, killed, spelled, thrilled, banged, longed, drilled, filled, charmed, ordered, stowed, failed, screamed, shelled, wailed, veiled, majored, vetoed, bowed, shadowed, labored, colored, feared, sailed, mailed, reared, leaned
/ed/ dented, scolded, shielded, feasted, clouded, floated, baited, granted, blended, tended, rented, folded, twisted, handed, hunted, listed, dusted, blasted, grunted, blinded

4 Identify and spell suffixes to dictation—unchanged base word (en, er, est, ness, less)

wooden, sharpen, lighten, harden, maiden, shorten, dampen, golden, eaten, beaten, fallen, teacher, smaller, smarter, steamer, cleaner, higher, darker, colder, taller, brighter, golfer, banker, printer, brightest, warmest, longest, lightest, dampest, darkest, shortest, kindest, fastest, slowest, nearest, fastness, darkness, sharpness, plumpness, kindness, goodness, sickness, illness, stillness, shyness, soreness, weakness, careless, shameless, helpless, useless, thankless, lifeless, selfless, hopeless, tactless, endless, restless, worthless, speechless, homeless, fearless, blameless, childless, pointless, harmless

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)

rusty, windy, lucky, sleepy, rainy, curly, cloudy, stormy, snowy, tricky, messy, dirty, handy, lumpy, filthy, bloody, healthy, wealthy, soapy, helpful, careful, useful, shameful, skillful, willful, fretful, mindful, sinful, wasteful, painful, faithful, fearful, truthful, graceful, cheerful, playful, badly, hardly, nearly, slowly, friendly, nicely, mostly, gladly, lovely, lately, widely, lonely, swiftly, knighthood, likelihood, neighborhood, following, blocking, bumping, frosting, smelling, camping, marching, parking, chomping, branching, crunching, playing, munching, homeward, backward, forward, upward, inward, afterward, lonesome, wholesome, bothersome, handsome

Anglo Saxon Units, continued

7 Identify and spell suffixes to dictation—words with double letters or omitted e
stopping, biggest, shipper, hitting, hopping, gripping, snipping, mopping, robbed, stripped, tapping, spitting, bidding, planned, sloppy, batted, bitten, pinned, hoped, griping, scraper, riper, sloping, diner, taped, hiding, striped, mating, riding, cuter, safer, tubing, cutest

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
understanding, forgetful, unturned, forbidden, forgiven, misspelling, outplayed, beginning, forecaster, overwhelming, unhelpful, unfaithful, oversharpen, overturned, underworked, forgotten, misleading, deafening, crookedness

Latin

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

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

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

Task Description for Units 7–10

1. A word displays 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

- 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 Word Lists

- 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
- 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
- 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
- 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
- 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
- 6** abstain, abstract, absurd, transgress, translate, transmit, transplant, transport, seduce, select, serene, severe, perceive, percent, perfect, perform, perfume, interact, intercept, interchange, interfere, interject, interrupt
- 7** appear, appeal, applaud, apply, appoint, arrange, arrive, attempt, attract, oppose, oppress, offend, offer, occult, succeed, success, suggest, supplant, suppress
- 8** attract, afford, assist, allow, attend, annoy, accent, accept, account, offense, offer, occult, occur, offend, suppress, supply, support, suppose, suggest
- 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
- 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
- 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

Latin Word Lists, continued

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

13 figure, conjure, secure, gratitude, solitude, attitude, reptile, futile, hostile, winterize, victimize, organize, modernize, history, armory, savory, memory, sensory

14 failure, endure, altitude, longitude, latitude, amplitude, juvenile, fragile, textile, memorize, fertilize, civilize, factory, Gregory, ivory, victory, hickory, rectory

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

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

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

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

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

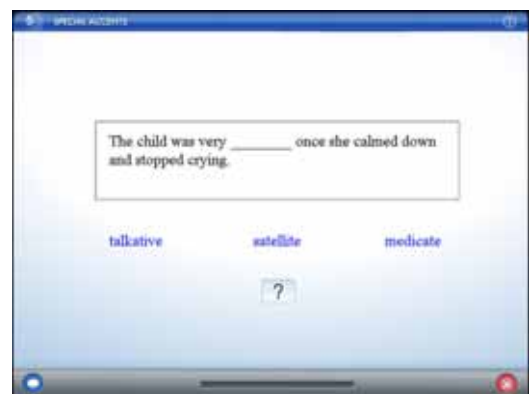
Special Accents

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

Task Description Special Accents consists of five to six tasks (units vary somewhat due to conceptual differences).

Tasks for 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.

Tasks for Unit 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.

Tasks for 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.

Tasks for 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.

Tasks for 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.

Special Accents Units

- 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, experience, phobia, criterion, custodian, suburbia, Bolivia, anterior, posterior, imperial, ulterior, hysteria, stadium, alleviate, mysterious, editorial, humiliate, delirium, superior, material, radiant, luxurious, solarium, Arabia, opium, Canadian, Utopia, encyclopedia, Liberia, insomnia, zodiac, Scandinavia, auditorium, sanitarium, comedian, obvious, librarian, precarious, Colombia, alien, continuous, genuine, conspicuous, tempestuous, monument, document, strenuous, ambiguous, manual, vacuum, evaluate, continual, incongruous, discontinuous, promiscuous, annual

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

Unit 5 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

Prefix and Root Meanings

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

Task Description Prefix & Root Meanings generally consists of three tasks (units vary somewhat due to conceptual differences).

Tasks for 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.



Tasks for 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.

Tasks for 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.

Tasks for Units 5–9

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

Task for Unit 10

1. Five boxes display 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.

Prefix & Root Meanings Word Lists

Unit 1 unicycle, uniform, bicycle, tricycle, triplets, quadruplets, quintet, quintuplets, sextet, sextuplets, septuplets, octopus, octagon, November, decade, decathlon, centipede, century, centennial, millipede, millennium, multilingual, multiphase, multimillionaire, semicircle, semiliquid, semiconscious

Unit 2 unhappy, unreadable, unattached, unbalanced, unchanged, unclear, unhealthy, nonmetal, nonparticipating, nonconformist, nonexistent, nonsense, nonproductive, nonrefundable, inhuman, inconsistent, independent, inexcusable, infirm, insane, insensitive, discontent, disobey, discontinue, distrust, disregard

Unit 3 insert, intrude, inspect, import, internal, exit, external, export, eject, extract, submarine, subway, substandard, subnormal, transport, transmit, transfer, transfuse, propose, proceed, project, protrude, produce

Unit 4 conduct, committee, contract, community, connect, distant, divide, disrupt, dismantle, predict, prevent, prepay, pretest, preview, interrupt, intercept, interfere, international, interview, intermission, repeat, recede, retake, respond, retell

Unit 5 retract, distract, extract, contract, produce, induct, conduct, reduce, object, project, inject, eject, reject, construct, instruct, destruction, reflex, deflect, inflection

Unit 6 report, export, import, transport, inform, reform, conform, deform, invert, revert, convert, pretend, contend, extend, insist, resist, consist

Unit 7 vision, visual, visit, visor, auditory, audience, auditorium, vocal, vocalize, vocation, tactile, contact, intact, predict, contradict, diction

Unit 8 inspect, respect, spectator, repel, expel, impel, scribble, inscribe, describe, interrupt, disrupt, erupt, intercept, concept, except

Unit 9 recede, precede, intercede, propose, transpose, compose, transmit, emit, submit, inspire, conspire, respirator, transfer, infer, refer

Unit 10 Review of words from all units

Greek

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

Task Description Greek consists of four tasks (units vary somewhat due to conceptual differences):

Tasks for 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.



Tasks for 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

- 1 Meanings of combining forms (bio, phon, geo, theo, psych, tech)
biology, phonology, geology, theology, psychology, technology
- 2 Meanings of combining forms (derma, arch, chron, phys, astro, path)
dermatology, archeology, chronology, physiology, astrology, pathology
- 3 Meanings of combining forms (meter, scope, graph, tele, gram)
thermometer, microscope, phonograph, telephone, audiogram
- 4 Manipulating combining forms from units 1–3
telephone, telegraph, phonograph, chronometer, telegram, biography, telescope, geography, psychometric, chronograph, psychopath
- 5 Meanings of combining forms (crat, dem, naut, therm, hydro, polis)
autocrat, demographic, nautical, thermometer, hydroplane, metropolis
- 6 Meanings of combining forms (biblio, auto, phobia, photo, mania)
bibliography, automatic, claustrophobia, photosynthesis, maniac
- 7 Meanings of combining forms (hypo, hyper, macro, micro, mega, pyro)
hypodermic, hyperactive, macrocosm, microcosm, megacomplex, pyrotechnics
- 8 Manipulating combining forms from units 5–7
bibliography, democracy, astronaut, thermometer, autograph, thermograph, hypothermic, microscope, hypodermic, hydrophobia, photograph, megaphone, autocrat, theocratic, demographic, pyromania, geothermal, hydroscope, hyperthermia
- 9 Meanings of combining forms (syn/sym, anti, a/an, pod, neo)
synonym, anti-aircraft, anarchy, podiatrist, neophyte
- 10 Meanings of combining forms (poly, mono, duo, gon, hemi, deca)
polygon, monocle, duet, hexagon, hemisphere, decade
- 11 Manipulating combining forms from units 9 & 10
sympathy, symmetry, synchronize, symphony, polygon, monopoly, decagon, monomania, polypod, polyphone, anhydrous