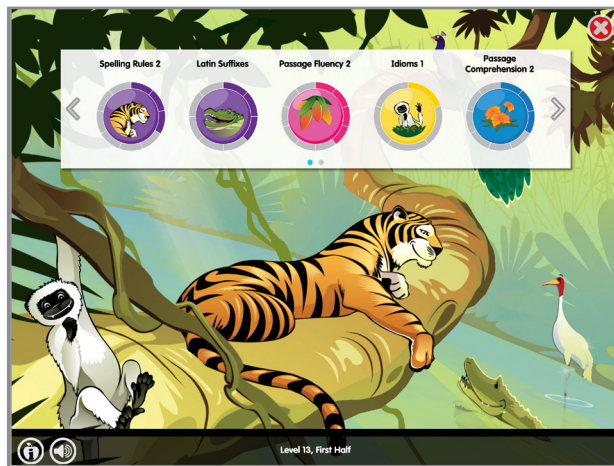








# Level 13

## The Indian Rainforest



Level 13 Activity Menu

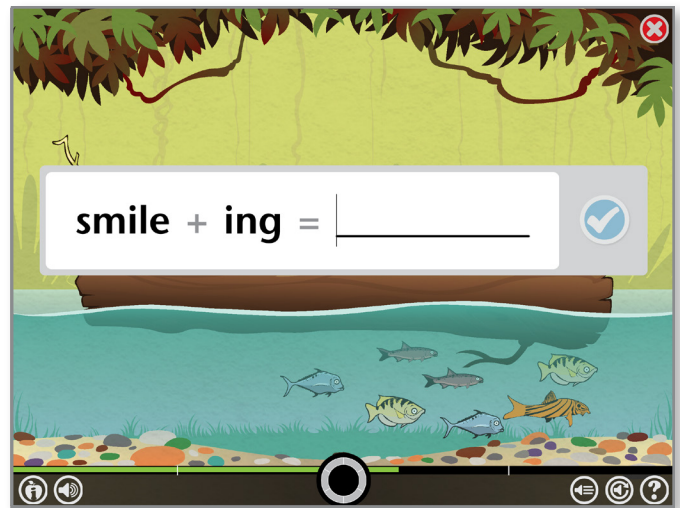
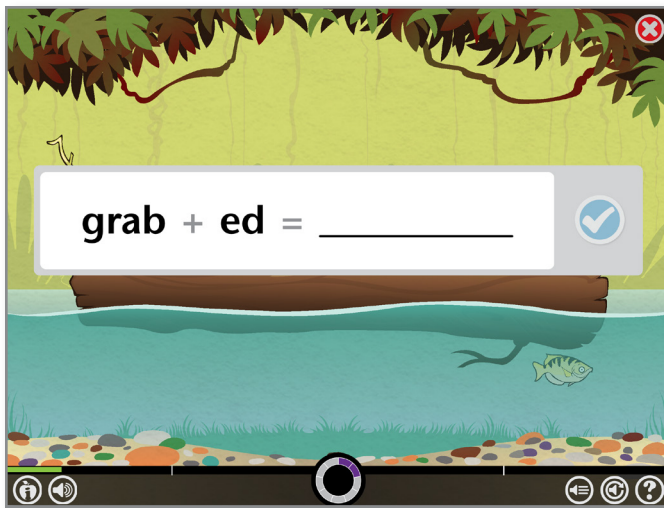
Area	Activity
 Automaticity Warm-up	<b>Irregular Plurals and Suffixes (Review)</b> Increase automaticity with previously acquired skills.
 Structural Analysis	<b>Spelling Rules 2</b> Demonstrate knowledge of common spelling rules used when adding suffixes to base words. Units: 15
 Structural Analysis	<b>Latin Suffixes</b> Demonstrate knowledge of Latin-based suffixes and increase awareness of the morphological structure of words. Units: 14
 Fluency	<b>Passage Fluency 2</b> Read on-level text accurately and fluently to support comprehension. Units: 20      Lexile® Range: 390L to 670L
 Vocabulary	<b>Idioms 1</b> Demonstrate an understanding of idioms and deduce the meaning through sentence-level context clues. Units: 10
 Comprehension	<b>Passage Comprehension 2</b> Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18      Lexile® Range: 520L to 820L



Level 13

## Spelling Rules 2

The goal of this activity is for students to build their knowledge of common spelling rules used when adding suffixes to base words. Students apply the doubling rule and drop-e rule to spell dictated words with and without visual support.



### Sentence Completion Task (Review)

The student reads a sentence with one incomplete word. The student selects from three choices to complete the sentence.

### Auditory Recognition Task (Review)

Six words display. The student selects the word that is named.

**Unit 1** ed, ing, er, est (Sentence Completion)

**Unit 2** All vowel teams (Auditory Recognition)

**Unit 3** Doubling rule (Constructing Words)

**Unit 4** Doubling rule (Constructing Words)

**Unit 5** Doubling rule (Spelling Dictated Words)

**Unit 6** Doubling rule (Constructing Words)

**Unit 7** Doubling rule (Spelling Dictated Words)

**Unit 8** Doubling rule (Constructing Words)

**Unit 9** Doubling rule (Spelling Dictated Words)

### Constructing Words Task

The student hears a word and sees the base and the suffix of the word. The student types the word and applies the spelling rule.

### Spelling Dictated Words Task

A word is dictated. The student types the word and applies the spelling rule.

★ **Unit 10** Drop e rule (Constructing Words)

**Unit 11** Drop e rule (Spelling Dictated Words)

**Unit 12** Drop e rule (Constructing Words)

**Unit 13** Drop e rule (Spelling Dictated Words)

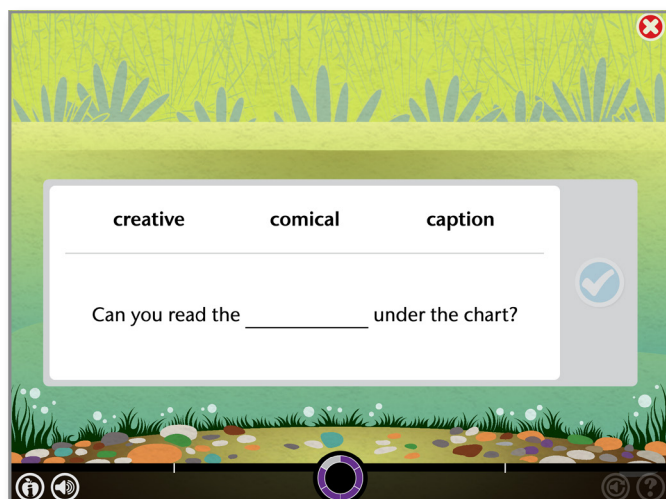
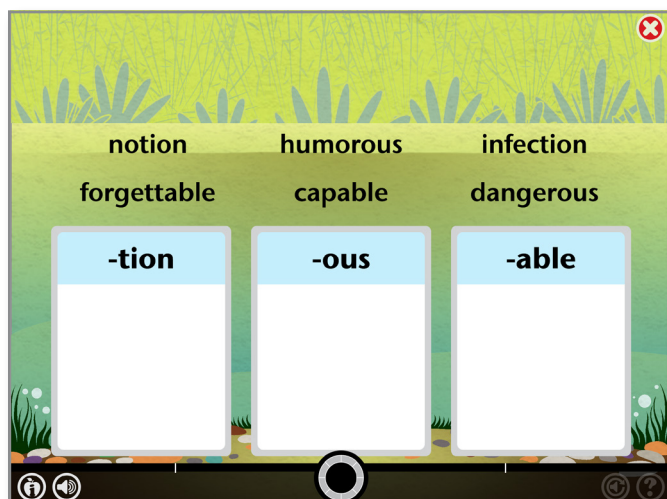
**Unit 14** Doubling and Drop e rule (Spelling Dictated Words)

**Unit 15** Doubling and Drop e rule (Spelling Dictated Words)

**Level 13**

## Latin Suffixes

The goal of this activity is for students to develop their knowledge of Latin-based suffixes and to increase their awareness of the morphological structure of words. Students sort dictated and written words containing suffixes and construct words with suffixes in sentences.



### Visual Sort Task

Six words display. The student sorts the words into three boxes based on the suffix.

### Auditory Recognition Task

Three boxes display. The student hears a word and selects the box where the suffix belongs.

### Sentence Completion Task

The student reads a sentence with a blank. The student selects from three choices to complete the sentence.

**Unit 1** able, tion, ous (Visual Sort)

**Unit 2** able, tion, ous (Auditory Recognition)

**Unit 3** ture, al, ive (Visual Sort)

**Unit 4** ture, al, ive (Auditory Recognition)

**Unit 5** Review (Sentence Completion)

**Unit 6** ty, ize, age (Visual Sort)

**Unit 7** ty, ize, age (Auditory Recognition)

**Unit 8** Review (Sentence Completion)

★ **Unit 9** ent, ance, sion (Visual Sort)

**Unit 10** ent, ance, sion (Auditory Recognition)

**Unit 11** Review (Sentence Completion)

**Unit 12** ence, ant, ible (Visual Sort)

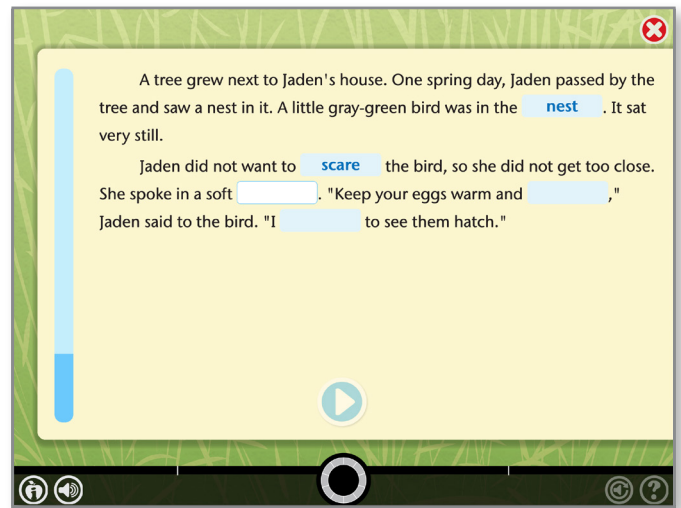
**Unit 13** ence, ant, ible (Auditory Recognition)

**Unit 14** Review (Sentence Completion)

**Level 13****Passage Fluency 2**

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

**Lexile® Range:** 390L to 670L

**Maze Task**

The student reads a passage that displays in two parts with ten total missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab >Core5 Resources Hub > Support for Instruction.

**Unit 1** Jaden and the Bird Nest (N)

**Unit 2** Mike's Big Move (N)

**Unit 3** A Guessing Game (N)

**Unit 4** Making Craft Projects (I)

**Unit 5** The Rules of Tennis (I)

**Unit 6** All About Glass Snakes (I)

**Unit 7** Your Teeth (I)

**Unit 8** Marta and Sam Play in the Snow (N)

**Unit 9** Keesha Gets the Flu (N)

**Unit 10** A Clumsy Friend (N)

★ **Unit 11** The Best Birthday Gift (N)

**Unit 12** New Year's Eve (N)

**Unit 13** Turtle's Travels (N)

**Unit 14** Mammals that Fly (I)

**Unit 15** A Budgie: The Perfect Pet (I)

**Unit 16** Lighthouse Facts (I)

**Unit 17** Carmen Tries to Take a Nap (N)

**Unit 18** Wild Animal Advice (I)

**Unit 19** Yoko's Lost Phone (N)

**Unit 20** Cave Paintings (I)

(I) - Informational Text

(N) - Narrative Text

★ start of second half



Level 13

## Idioms 1

The goal of this activity is for students to demonstrate an understanding of idioms and learn to deduce the meaning of these expressions through sentence-level context clues. Students choose sentences that explain the meaning of an idiom or complete sentences by choosing an idiom.

### Identifying Idiom Meanings Task

A sentence with an idiom displays. The student selects the meaning of the sentence from three choices.

### Sentence Completion Task

A partial sentence displays above three idiom choices. The student selects the idiom that best completes the sentence.

- Unit 1** cold feet, tied up, spill the beans, catch Zs, down in the dumps (Identifying Idiom Meanings)
- Unit 2** wrong side of bed, have a ball, in hot water, off the hook, under the weather (Identifying Idiom Meanings)
- Unit 3** saved by the bell, on thin ice, down to earth, chicken out, break a leg (Identifying Idiom Meanings)
- Unit 4** hit the sack, top of the world, pull your leg, pins and needles, all in same boat (Identifying Idiom Meanings)
- Unit 5** Review Units 1-4 (Sentence Completion)
- ★ **Unit 6** hold your horses, cloud nine, in a pickle, have a heart of gold, to be fishy (Identifying Idiom Meanings)
- Unit 7** stay on your toes, caught red-handed, stick out like a sore thumb, sleep on it, all ears (Identifying Idiom Meanings)
- Unit 8** hit the nail on the head, get a kick out of it, last straw, start from scratch (Identifying Idiom Meanings)
- Unit 9** run out of steam, let the cat out of the bag, hit the spot, hang on, twist someone's arm (Identifying Idiom Meanings)
- Unit 10** Review Units 5-9 (Sentence Completion)



Level 13

## Passage Comprehension 2

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

**Lexile® Range:** 520L to 820L

**The Donkey and The Salt:**  
*A Fable*

Long ago, a **merchant bought** big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.

They came to a stream and began to **wade** across it. The heavy **burden** caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had **dissolved** in the water.

## Independent Reading Task

The student reads a passage silently. The student answers four questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If a student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

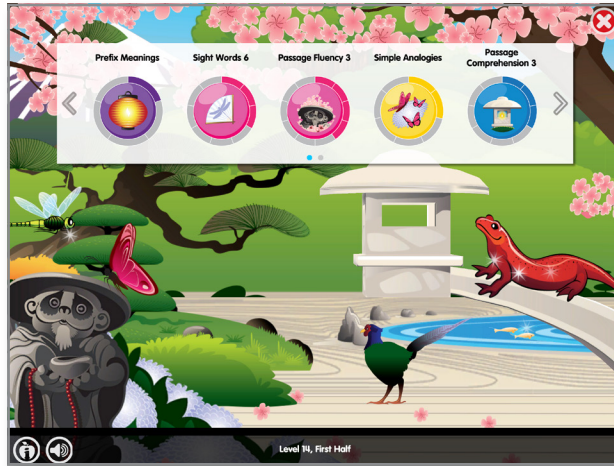
For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

- Unit 1** The Great Idea (N)
- Unit 2** The Fishing Trip (N)
- Unit 3** A Sweet Invention (I)
- Unit 4** The Unbelievable Bamboo (I)
- Unit 5** Let's Take a Vote (N)
- Unit 6** Earth's Neighbor (I)
- Unit 7** A Snail Story (F)
- Unit 8** The Ant and the Dove (F)
- Unit 9** The Donkey and the Salt (F)
- ★ **Unit 10** What Happened to the Giant Kangaroo? (I)
- Unit 11** The Clownfish's Poisonous Home (I)
- Unit 12** The Tricky Death Cap (I)
- Unit 13** Play a Party Game (I)
- Unit 14** Telling the Truth (N)
- Unit 15** Fair Bike Rules (O)
- Unit 16** The War Hero with Feathers (I)
- Unit 17** A Record Jump (I)
- Unit 18** A New Record! (D)







(I) - Informational Text  
 (N) - Narrative Text  
 (F) - Fable, Folktale, or Myth  
 (O) - Opinion  
 (D) - Drama  
 ★ start of second half

# Level 14

## A Japanese Garden



Level 14 Activity Menu

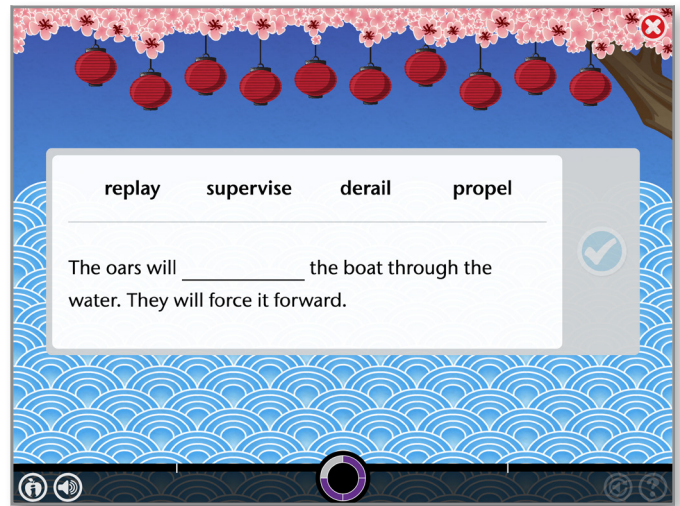
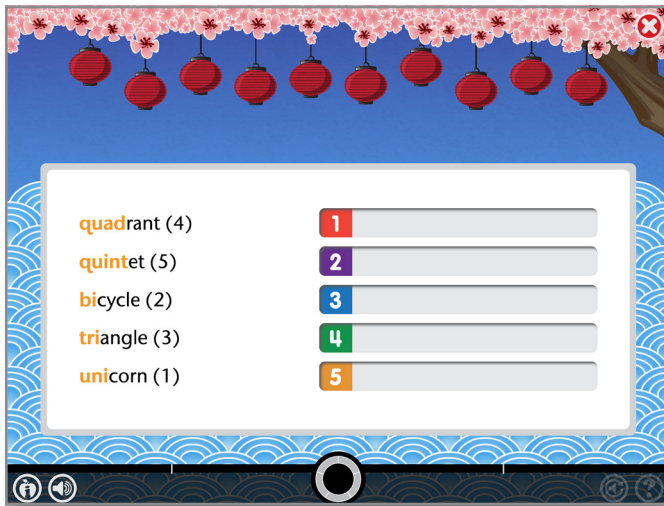
Area	Activity
 Automaticity Warm-up	<b>Suffixes and Spelling Rules (Review)</b> Increase automaticity with previously acquired skills.
 Structural Analysis	<b>Prefix Meanings</b> Demonstrate knowledge of meanings of common prefixes. Units: 9
 Fluency	<b>Sight Words 6</b> Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
 Fluency	<b>Passage Fluency 3</b> Read on-level text accurately and fluently to support comprehension. Units: 20      Lexile® Range: 600L to 740L
 Vocabulary	<b>Simple Analogies</b> Demonstrate understanding of word relationships in simple analogies by identifying types of associations between words. Units: 14
 Comprehension	<b>Passage Comprehension 3</b> Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18      Lexile® Range: 520L to 820L



Level 14

# Prefix Meanings

The goal of this activity is for students to develop their knowledge of the meanings of common prefixes. Students sort prefixes based on meaning and complete words within a sentence using context clues.



## Visual Sort Task

Five number prefixes display next to boxes of numbers. The student drags a prefix to the correct box and hears the prefix meaning.

## Auditory Recognition Task

Four prefix boxes display. The student hears a word and selects the box where the word belongs based on the prefix.

## Sentence Completion Task

Four words with prefixes display above a sentence with a blank. The student drags the correct word into the blank to complete the sentence.

**Unit 1** Numeral prefixes (Visual Sort)

**Unit 2** Numeral prefixes (Visual Sort)

**Unit 3** semi, milli, multi, centi (Auditory Recognition)

**Unit 4** un, non, in, dis (Auditory Recognition)

**Unit 5** Review (Sentence Completion)

★ **Unit 6** con, pre, sub, re (Auditory Recognition)

**Unit 7** mis, dis, ex/e, in (Auditory Recognition)

**Unit 8** trans, pro, super, de (Auditory Recognition)

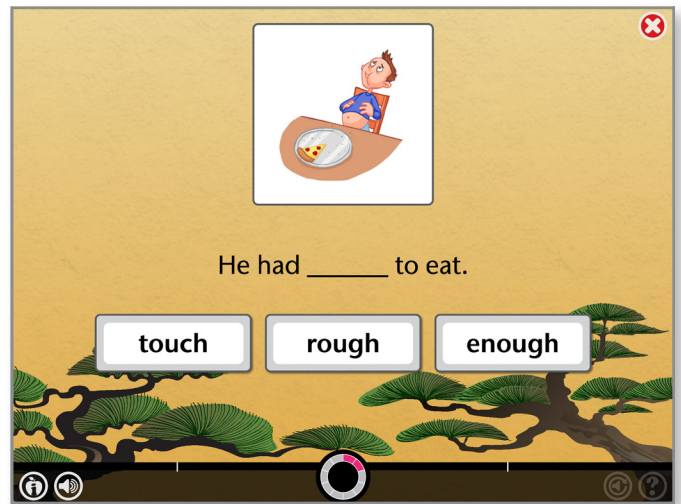
**Unit 9** Review (Sentence Completion)



**Level 14**

## Sight Words 6

The goal of this activity is for students to automatically recognize regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases with sight words, and quickly identify dictated sight words.



### Recognition Task

The student highlights the named sight word in a word scramble.

### Construction Task

The student hears the word and then spells it.

### Sentences Task

A picture and a sentence display. The student hears the sentence and then selects the sight word that completes it from three choices.

### Automaticity Task

Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

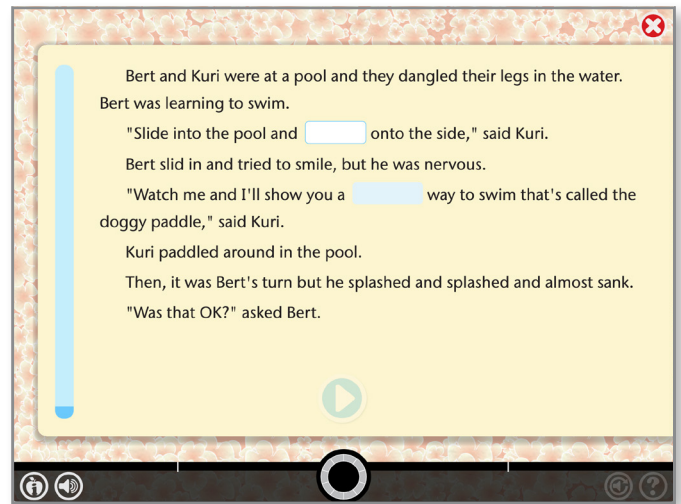
- Unit 1** gone, half, sure, busy, none (Recognition)
- Unit 2** gone, half, sure, busy, none (Construction)
- Unit 3** gone, half, sure, busy, none (Sentences)
- Unit 4** gone, half, sure, busy, none (Automaticity)
- Unit 5** should, above, carry, choose, ninth (Recognition)
- Unit 6** should, above, carry, choose, ninth (Construction)
- Unit 7** should, above, carry, choose, ninth (Sentences)
- Unit 8** should, above, carry, choose, ninth (Automaticity)
- Unit 9** Review (Automaticity)

- ★ **Unit 10** enough, touch, thought, rough, build (Recognition)
- Unit 11** enough, touch, thought, rough, build (Construction)
- Unit 12** enough, touch, thought, rough, build (Sentences)
- Unit 13** enough, touch, thought, rough, build (Automaticity)
- Unit 14** tough, against, brought, sugar, almost (Recognition)
- Unit 15** tough, against, brought, sugar, almost (Construction)
- Unit 16** tough, against, brought, sugar, almost (Sentences)
- Unit 17** tough, against, brought, sugar, almost (Automaticity)
- Unit 18** Review (Automaticity)
- Unit 19** Review (Automaticity)

**Level 14****Passage Fluency 3**

The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read passages and fill in missing words in cloze passages during a timed task.

**Lexile® Range:** 600L to 740L

**Maze Task**

The student reads a passage that displays in two parts with ten missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.

For the complete text of fluency passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

**Unit 1** Learning to Swim (N)

**Unit 2** Facts about Shade Trees (I)

**Unit 3** Gestures Around the World (I)

**Unit 4** Building Sand Castles (N)

**Unit 5** Amber's Party (N)

**Unit 6** Fox Loses His Tail (N)

**Unit 7** Lightning Safety (I)

**Unit 8** Building Bridges (I)

**Unit 9** The Planet Earth (I)

**Unit 10** The Nature Park (N)

★ **Unit 11** Hermit Crabs (I)

**Unit 12** Animal Helpers (I)

**Unit 13** Pablo's Problem (N)

**Unit 14** Ellen at the Park (N)

**Unit 15** Insect Cities (I)

**Unit 16** The School Fair (I)

**Unit 17** The Housewarming Party (N)

**Unit 18** The Sport of Log Rolling (I)

**Unit 19** Lucky Ladybugs (I)

**Unit 20** Missing Homework (N)

(I) - Informational Text

(N) - Narrative Text

★ start of second half

**Level 14**

## Simple Analogies

The goal of this activity is for students to build their understanding of word relationships in simple analogies by identifying specific associations between words. In this activity, students select related words, identify the type of relationship between words, and complete full analogies.



### Identifying Related Words Task

A word displays above three word choices, and the student selects the word most closely related.

### Recognizing Relationships Task

Three pairs of words display. The student selects the pair that shows the type of relationship (e.g., antonyms) that is named.

### Analogy Completion Task

The student completes an analogy by selecting the correct word from three choices.

**Unit 1** Antonyms (Identifying Related Words)

**Unit 2** Antonyms (Recognizing Relationships)

**Unit 3** Object to Feature (Identifying Related Words)

**Unit 4** Object to Feature (Recognizing Relationships)

**Unit 5** Part to Whole (Identifying Related Words)

**Unit 6** Part to Whole (Recognizing Relationships)

**Unit 7** Mixed relationships (Analogy Completion)

★ **Unit 8** Action to Object (Identifying Related Words)

**Unit 9** Action to Object (Recognizing Relationships)

**Unit 10** Object to Place (Identifying Related Words)

**Unit 11** Object to Place (Recognizing Relationships)

**Unit 12** Synonyms (Identifying Related Words)

**Unit 13** Synonyms (Recognizing Relationships)

**Unit 14** Mixed relationships (Analogy Completion)

**Level 14**

### Passage Comprehension 3

The goal of this activity is for students to read and comprehend a diverse selection of texts organized around engaging, content-area themes. Students demonstrate comprehension by answering multiple-choice questions that require higher-order thinking skills, such as using evidence, making inferences, connecting ideas, and analyzing authors' perspectives.

**Lexile® Range:** 520L to 820L

**Nikki's New Shoes**

Nikki had brand-new sneakers. They were bright white, and she loved looking at them. "I'm going to be so careful with these sneakers," Nikki said to Momma. "I won't get a **speck** of dirt on them."

"You can try," Momma said. "But you'll have to be very careful."

Outside, Nikki watched where she stepped on the sidewalk. Her head

### Independent Reading Task

The student reads a passage silently. The student answers four questions (one at a time) about the passage, with four choices for each question. The text is available for the student to reference.

If the student makes an error, the student receives explicit instruction on the type of question or higher-order thinking skill. The student can then reread the passage and answer all of the questions again.

For the text of comprehension passages, refer to the myLexia Resources tab > Core5 Resources Hub > Support for Instruction.

- Unit 1** Louis Braille (I)
- Unit 2** The Invasion (N)
- Unit 3** Then and Now: Interview with My Grandmother, Sally Luff (I)
- Unit 4** Watching Clouds (I)
- Unit 5** Glaciers: Rivers of Ice (I)
- Unit 6** Watery Forest (I)
- Unit 7** High, Higher, Highest (N)
- Unit 8** Nikki's New Shoes (N)
- Unit 9** Cricket's Songs (F)
- ★ **Unit 10** The Underground Army of Emperor Qin (I)
- Unit 11** The Legend of the Chinese Empress (F)
- Unit 12** An Ancient Invention (I)
- Unit 13** Seeds on the Move (I)
- Unit 14** Strange, Squishy...and Smart! (I)
- Unit 15** Light Moths, Dark Moths (I)
- Unit 16** Pergrin and the Mermaid (F)
- Unit 17** A Blue-Ribbon Friend (N)
- Unit 18** Dear Advisers (O)







(I) - Informational Text  
 (N) - Narrative Text  
 (F) - Fable, Folktale, or Myth  
 (O) - Opinion  
 ★ start of second half

# Level 15

## A Journey Through China



Level 15 Activity Menu

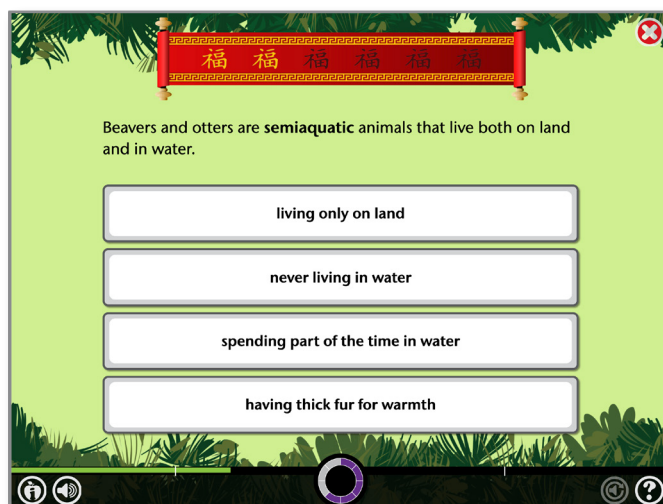
Area	Activity
 Automaticity Warm-up	<b>Prefixes and Sight Words (Review)</b> Increase automaticity with previously acquired skills.
 Structural Analysis	<b>Vocabulary Strategies 1</b> Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 16
 Fluency	<b>Fluent Reading 1</b> Demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems. Units: 10
 Vocabulary	<b>Academic Vocabulary 1</b> Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 20
 Comprehension	<b>Grammar Concepts 1</b> Build reading comprehension skills through an exploration of grammar at the sentence level. Units: 16
 Comprehension	<b>Text Connections 2</b> Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16      Lexile® Range: 520L to 820L



**Level 15**

## Vocabulary Strategies 1

The goal of this activity is for students to develop strategies for determining or clarifying the meaning of unknown words in context. Students will learn meaningful word parts (e.g., affixes), how to use these parts to transform words into new forms, and how to use meaningful word parts in combination with context clues to infer word meanings in texts.



### Word Construction Task

A sentence or question displays. The student drags two word parts to construct the word that answers the question or completes the sentence.

### Identifying Meaning Task

A sentence with a morphologically complex word displays (e.g. base word with prefix or suffix). The student selects the definition that matches that word's meaning from four choices.

### Passage Comprehension Task

A passage displays. The student answers six questions about the passage and the meaning of words used in context.

### Sentence Completion Task

Three words from the same word family and three sentences each with one blank display. The student drags each word to the correct sentence.

- Unit 1** Compound Words (Word Construction)
- Unit 2** Compound Words (Identifying Meaning)
- Unit 3** Compound Words (Identifying Meaning)
- Unit 4** semi-, mis-, non- (Word Construction)
- Unit 5** semi-, mis-, non- (Identifying Meaning)
- Unit 6** semi-, mis-, non- (Identifying Meaning)
- Unit 7** Surprise On The Beach (Passage Comprehension)
- Unit 8** Frogs Around The World (Passage Comprehension)

- ★ **Unit 9** pre-, re-, un- (Word Construction)
- Unit 10** pre-, re-, un- (Identifying Meaning)
- Unit 11** pre-, re-, un- (Identifying Meaning)
- Unit 12** -er, -able, -ly (Word Construction)
- Unit 13** -er, -able, -ly (Sentence Completion)
- Unit 14** -er, -able, -ly (Identifying Meaning)
- Unit 15** Surfing in South America (Passage Comprehension)
- Unit 16** Cave Diving (Passage Comprehension)



**Level 15**

## **Fluent Reading 1**

The goal of this activity is for students to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.



### **Identifying Punctuation Task**

The student hears a sentence and types the correct punctuation to end the sentence.

### **Identifying Emphasis Task**

The student hears a sentence and selects the word that is emphasized in the audio.

### **Sentence Division Task**

The student hears a sentence and selects the spot where there was a pause in the sentence audio.

### **Identifying Rhyme Scheme Task**

A poem displays and the student selects the rhyme scheme that matches the poem.

**Unit 1** Intonation (Identifying Punctuation)

**Unit 2** Intonation (Identifying Punctuation)

**Unit 3** Auditory Stress (Identifying Emphasis)

**Unit 4** Phrasing (Sentence Division)

**Unit 5** Poetry (Identifying Rhyme Scheme)

★ **Unit 6** Intonation (Identifying Punctuation)

**Unit 7** Intonation (Identifying Punctuation)

**Unit 8** Auditory Stress (Identifying Emphasis)

**Unit 9** Phrasing (Sentence Division)

**Unit 10** Poetry (Identifying Rhyme Scheme)

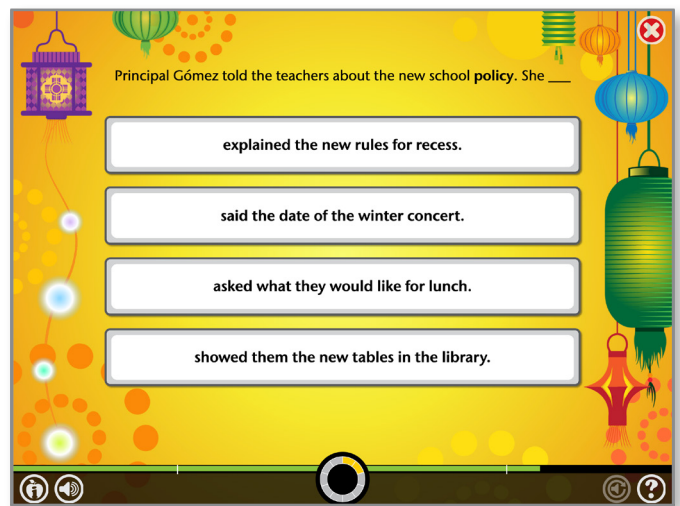
★ start of second half



Level 15

# Academic Vocabulary 1

The goal of this activity is for students to build deep knowledge of academic-word meanings, relationships, and uses. Students demonstrate understanding of academic words in texts, create definition cards, and determine appropriate word usage in multiple contexts.



## Passage Comprehension Task

A passage with bolded academic vocabulary words is displayed. First, the student selects the words in the passage to read the definitions and then answers five questions about the passage.

## Identifying Word Meaning Task

A card with a word is displayed. The student selects the correct definition from four choices to complete the card.

## Sentence Completion Task

The beginning of a sentence is displayed. The student must select the ending that completes sentence.

## Word Sort Task

Three boxes display. The student sorts six words into the boxes based on their synonyms.

## Passage Completion Task

The student reads a passage with a total of three missing vocabulary words. For each blank, the student selects a word from a list of three that completes the passage.

- Unit 1** Not Just Any Race (Passage Comprehension)
- Unit 2** achieve, attempt, challenging, compete, however (Identifying Word Meaning)
- Unit 3** achieve, attempt, challenging, compete, however (Sentence Completion)
- Unit 4** achieve, attempt, challenging, compete, however (Word Sort)
- Unit 5** achieve, attempt, challenging, compete, however (Passage Completion)
- Unit 6** Time For Play (Passage Comprehension)
- Unit 7** benefit, conclude, during, improve, physical (Identifying Word Meaning)
- Unit 8** benefit, conclude, during, improve, physical (Sentence Completion)
- Unit 9** benefit, conclude, during, improve, physical (Word Sort)
- Unit 10** benefit, conclude, during, improve, physical (Passage Completion)

- ★ **Unit 11** Voters Decide (Passage Comprehension)
- Unit 12** although, candidate, office, policy, represent (Identifying Word Meaning)
- Unit 13** although, candidate, office, policy, represent (Sentence Completion)
- Unit 14** although, candidate, office, policy, represent (Word Sort)
- Unit 15** although, candidate, office, policy, represent (Passage Completion)
- Unit 16** Gone Forever (Passage Comprehension)
- Unit 17** commonly, environment, extinction, impact, species (Identifying Word Meaning)
- Unit 18** commonly, environment, extinction, impact, species (Sentence Completion)
- Unit 19** commonly, environment, extinction, impact, species (Word Sort)
- Unit 20** commonly, environment, extinction, impact, species (Passage Completion)

★ start of second half

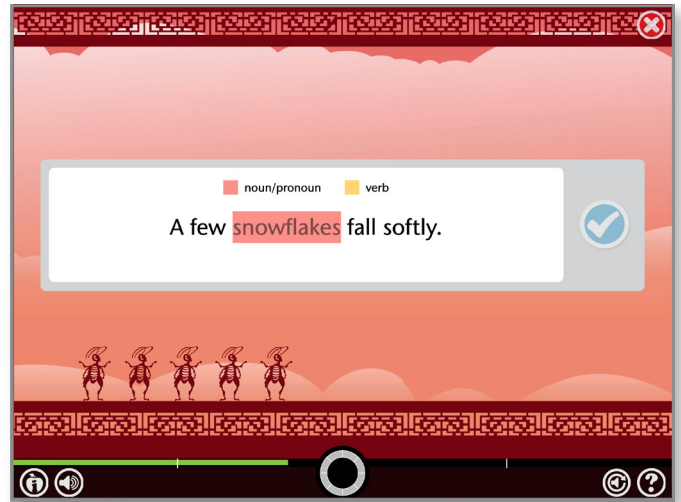




Level 15

### Grammar Concepts 1

The goal of this activity is for students to build reading comprehension skills through an exploration of grammar at the sentence level. Students learn the parts of speech and their functions, and apply their knowledge across simple, compound, and complex sentences. Students also practice combining and expanding sentences.



### Identifying Sentence Parts Task

The student sees a sentence and is asked a question about the function of a word. The student highlights, types, or selects the word that matches the function.

### Sentence Completion Task

A sentence with a blank displays with two to four word or phrase choices. The student selects or types the word or phrase that best completes the sentence.

### Sentence Construction Task

A simple sentence displays. The student drags sentence phrases to build a more complex sentence.

- Unit 1** Noun/Verb (Identifying Sentence Parts)
- Unit 2** Singular Pronouns (Sentence Completion)
- Unit 3** Plural Pronouns (Sentence Completion)
- Unit 4** Past and Present Tense Verbs (Sentence Completion)
- Unit 5** Future Tense Verbs (Sentence Completion)
- Unit 6** Prepositional Phrases (Sentence Completion)
- Unit 7** Adverbs (Sentence Completion)
- Unit 8** Adjectives (Sentence Completion)
- ★ **Unit 9** Review (Sentence Construction)
- Unit 10** Subject/Predicate (Identifying Sentence Parts)
- Unit 11** Simple Subject/Simple Predicate (Identifying Sentence Parts)
- Unit 12** Simple Subject/Simple Predicate (Identifying Sentence Parts)
- Unit 13** Conjunctions: and, but, so, or (Identifying Sentence Parts)
- Unit 14** Conjunctions: and, but, so, or (Identifying Sentence Parts)
- Unit 15** Compound Sentences (Identifying Sentence Parts)
- Unit 16** Review (Sentence Construction)

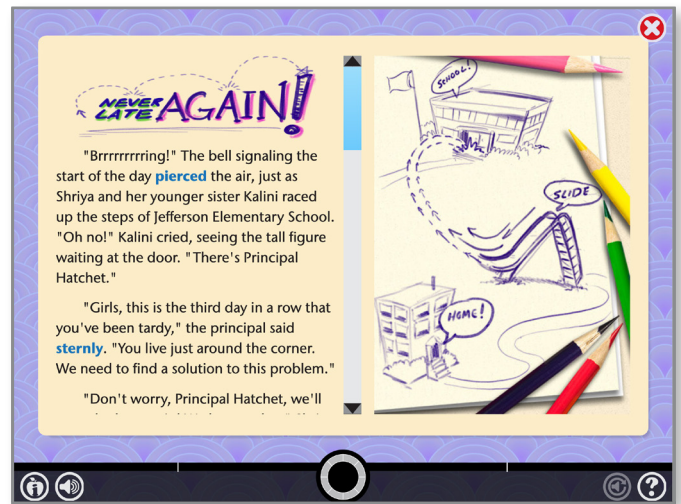


Level 15

## Text Connections 2

The goal of this activity is for students to apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Students use critical thinking strategies to answer questions related to each passage. Following each text set, students complete an interactive, text-construction task to apply what they've learned.

**Lexile® Range:** 520L to 820L



### Independent Reading Task

The student independently reads a passage.

### Shared Reading Task

The student listens to and reads along with a passage that is displayed as a slideshow.

### Interactive Visual Text Task

The student selects and reads visual text (diagram, map, timeline) independently.

### Text Construction Task

The student constructs the text by choosing among different story path options.

- Unit 1** Iguanas, Then and Now (Independent Reading)
- Unit 2** Diagram of a Prehistoric Ancestor (Interactive Visual Text)
- Unit 3** Interview with a Treasure Hunter (Shared Reading)
- Unit 4** A Message from Iggy (Text Construction)
- Unit 5** Mei's First Day (Independent Reading)
- Unit 6** Mei's Way with Words (Independent Reading)
- Unit 7** Diagram of a Nervous Audition (Interactive Visual Text)
- Unit 8** A Message from Mei (Text Construction)

- ★ **Unit 9** Never Late Again! (Independent Reading)
- Unit 10** Diagram of Forces at Work While You Play (Interactive Visual Text)
- Unit 11** Experimenting with Forces (Shared Reading)
- Unit 12** A Message from Dr. Dynamo (Text Construction)
- Unit 13** Picturing the Past (Independent Reading)
- Unit 14** Map of the US Great Migration (Interactive Visual Text)
- Unit 15** *The Great Migration: Journey to the North*, excerpts from a poem by Eloise Greenfield (Shared Reading)
- Unit 16** A Message from Jordan (Text Construction)