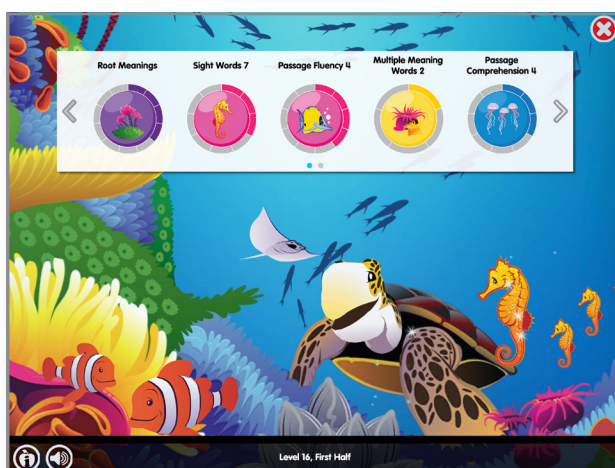








Level 16

The Great Barrier Reef



Level 16 Activity Menu

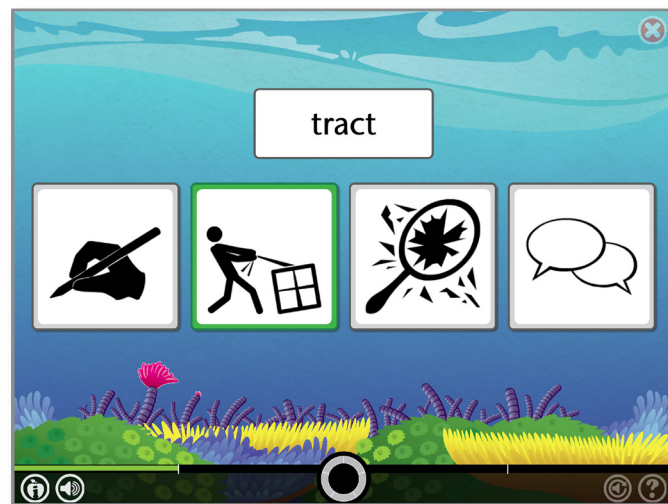
Area	Activity
 Automaticity Warm-up	Vocabulary Strategies and Academic Vocabulary (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Root Meanings Demonstrate knowledge of meanings of Latin-based roots. Units: 16
 Fluency	Sight Words 7 Demonstrate automatic recognition of regular and irregular high-frequency sight words. Units: 19
 Fluency	Passage Fluency 4 Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 690L to 780L
 Vocabulary	Multiple Meaning Words 2 Demonstrate understanding that words can have multiple meanings. Units: 10
 Comprehension	Passage Comprehension 4 Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 740L to 940L



Level 16

Root Meanings

The goal of this activity is for students to build their knowledge of the meanings of Latin-based roots. Students match roots to pictures, identify roots in dictated words, deduce the meaning of unknown words based on root meanings, and complete words within a sentence using context clues.

**Visual Sort Task (Review)**

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

Picture Matching Task

Four pictures display. A root is defined, and the student selects the matching picture.

Auditory Recognition Task

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

Matching Words to Definitions Task

Three words display. A root is defined and the student chooses the word that matches the definition.

Sentence Completion Task

Three words 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** ject, struct, port, rupt (Picture Matching)
- Unit 4** ject, struct, port, rupt (Auditory Recognition)
- Unit 5** ject, struct, port, rupt (Matching Words to Definitions)
- Unit 6** ject, struct, port, rupt (Sentence Completion)
- Unit 7** dict, scrib/script, pel, spect (Picture Matching)
- Unit 8** dict, scrib/script, pel, spect (Auditory Recognition)
- Unit 9** dict, scrib/script, pel, spect (Matching Words to Definitions)
- Unit 10** dict, scrib/script, pel, spect (Sentence Completion)
- Unit 11** Review (Picture Matching)

- ★ **Unit 12** duct/duce, vis, aud, tract (Picture Matching)
- Unit 13** duct/duce, vis, aud, tract (Auditory Recognition)
- Unit 14** duct/duce, vis, aud, tract (Matching Words to Definitions)
- Unit 15** duct/duce, vis, aud, tract (Sentence Completion)
- Unit 16** Review (Picture Matching)



Level 16

Sight Words 7

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

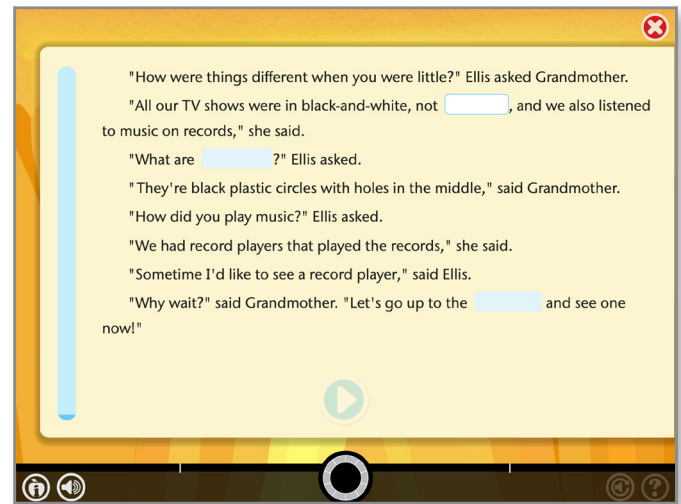
Words move on the screen. The student selects the target sight word from four choices. Foils include a close spelling of the target word plus two other sight words.

- | | |
|--|---|
| Unit 1 earth, whose, young, danger, during (Recognition) | ★ Unit 10 instead, though, either, ocean, certain (Recognition) |
| Unit 2 earth, whose, young, danger, during (Construction) | Unit 11 instead, though, either, ocean, certain (Construction) |
| Unit 3 earth, whose, young, danger, during (Sentences) | Unit 12 instead, though, either, ocean, certain (Sentences) |
| Unit 4 earth, whose, young, danger, during (Automaticity) | Unit 13 instead, though, either, ocean, certain (Automaticity) |
| Unit 5 except, answer, through, caught, together (Recognition) | Unit 14 although, beautiful, separate, usually, opinion (Recognition) |
| Unit 6 except, answer, through, caught, together (Construction) | Unit 15 although, beautiful, separate, usually, opinion (Construction) |
| Unit 7 except, answer, through, caught, together (Sentences) | Unit 16 although, beautiful, separate, usually, opinion (Sentences) |
| Unit 8 except, answer, through, caught, together (Automaticity) | Unit 17 although, beautiful, separate, usually, opinion (Automaticity) |
| Unit 9 Review (Automaticity) | Unit 18 Review (Automaticity) |
| | Unit 19 Review (Automaticity) |

**Level 16****Passage Fluency 4**

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: 690L to 820L

**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 In Grandmother's Day (N)

Unit 2 Clever Mules (N)

Unit 3 Silly Races (I)

Unit 4 Lin Bakes a Cake (N)

Unit 5 Whale Sharks (I)

Unit 6 How Deer Got His Horns (N)

Unit 7 Stylish Socks (N)

Unit 8 Elephant Trunks (I)

Unit 9 The Fastest Race Cars (I)

Unit 10 Gifts of Trees (N)

★ **Unit 11** Animal Enemies (N)

Unit 12 Memory Games (I)

Unit 13 All About Igloos (I)

Unit 14 The Class Play (N)

Unit 15 Laughter (I)

Unit 16 Sand Sculpting (I)

Unit 17 Bedtime Stories (N)

Unit 18 Raining Cats and Dogs (I)

Unit 19 Feeding the Birds (N)

Unit 20 The Melon Trick (N)

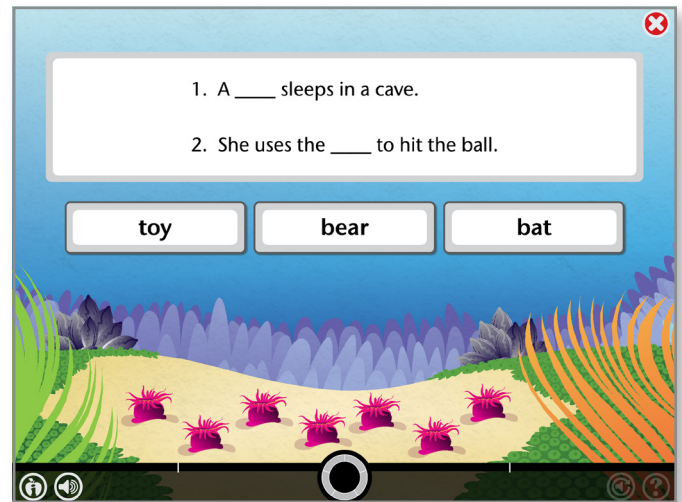
(I) - Informational Text

(N) - Narrative Text

★ start of second half

**Level 16****Multiple Meaning Words 2**

The goal of this activity is for students to build vocabulary while developing an understanding that words can have multiple-meanings. Students choose a multiple-meaning word that completes two sentences, each using different meanings of the word.

**Sentence Completion Task**

Two sentences with word blanks display above three word choices. The student selects the multiple-meaning word that completes both sentences.

Unit 1 bed, bug, cap, fan, kid, lap, tip

Unit 2 leg, pen, pin, cast, block, chip, clip

Unit 3 duck, glass, rock, run, top, set, snap

Unit 4 shake, shed, stick, safe, track, trip, trunk

Unit 5 note, plug, wave, foot, left, nail, yard

★ **Unit 6** park, right, seal, space, spring, chest, bark

Unit 7 bulb, fair, horn, match, plain, play, spell

Unit 8 star, tie, calf, change, letter, turn, ship

Unit 9 sheet, point, draft, draw, state, lean, date

Unit 10 court, litter, ruler, school, second, staple, toast

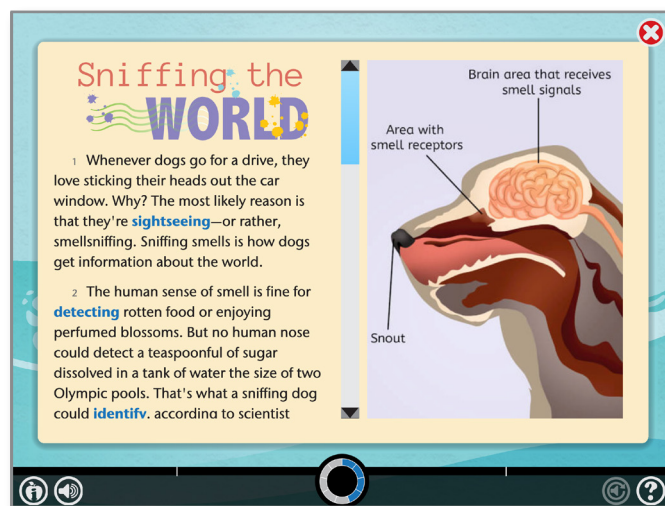


Level 16

Passage Comprehension 4

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: 740L to 940L



Independent Reading Task

The student reads a passage silently. The student answers six 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 Crowded House: A Folktale (F)
- Unit 2** Tall Tale Heroes (I)
- Unit 3** The Proud Weaver: A Retelling of the Greek Myth of Arachne (F)
- Unit 4** Two Deserts (I)
- Unit 5** Tropical Snow (I)
- Unit 6** Flash Flood Rescue (N)
- Unit 7** Attack of the Spreading Plant (I)
- Unit 8** Potatoes and Tomatoes: From Poisonous to Popular (I)
- Unit 9** A Special Kind of Bank (I)

- ★ **Unit 10** In Grandfather's Day (N)
- Unit 11** Henry Ford's Plan (I)
- Unit 12** An Ice Idea (N)
- Unit 13** A Modern Day Dragon (I)
- Unit 14** Sniffing the World (I)
- Unit 15** The Hidden Hunter (N)
- Unit 16** A Change of Heart (N)
- Unit 17** Owen and Mzee (N)
- Unit 18** You Can't Always Tell (F)

(I) - Informational Text

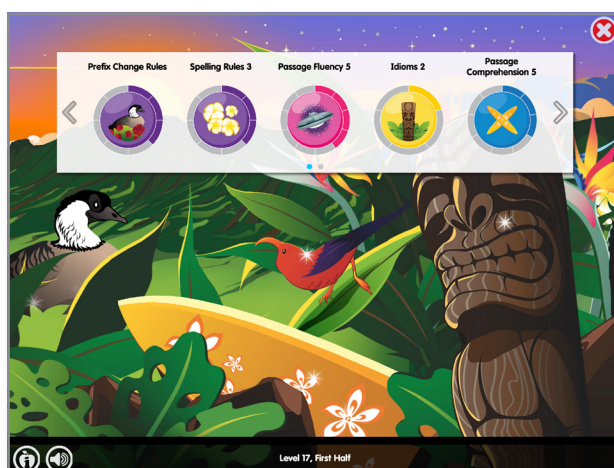
(N) - Narrative Text

(F) - Fable, Folktale, or Myth







★ start of second half

Level 17

A Hawaiian Paradise



Level 17 Activity Menu

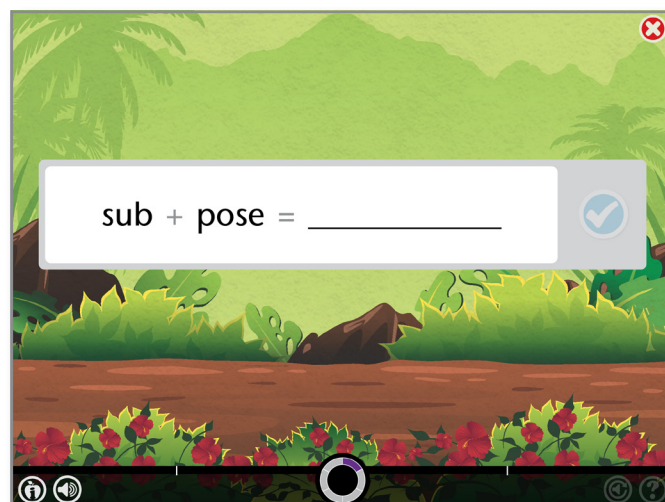
Area	Activity
 Automaticity Warm-up	Roots and Sight Words (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Prefix Change Rules Demonstrate knowledge of Latin-based prefixes that change spelling when combined with a root. Units: 14
 Structural Analysis	Spelling Rules 3 Demonstrate knowledge of common spelling generalizations and spelling rules used when adding suffixes to base words. Units: 14
 Fluency	Passage Fluency 5 Read on-level text accurately and fluently to support comprehension. Units: 20 Lexile® Range: 700L to 840L
 Vocabulary	Idioms 2 Demonstrate an understanding of idioms and deduce the meaning through sentence-level context clues. Units: 10
 Comprehension	Passage Comprehension 5 Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher-order thinking skills. Units: 18 Lexile® Range: 740L to 940L



Level 17

Prefix Change Rules

The goal of this activity is to build a student's knowledge of Latin-based prefixes that change spelling when combined with a root. Students apply the prefix change rule to spell dictated words with and without visual support.

**Visual Sort Task (Review)**

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

Combining Task

A prefix and stem display. The combined word is dictated, and the student types the word on a line.

Spelling Task

A word is dictated, and the student types the word on a line.

Unit 1 ex, de, re (Visual Sort)

Unit 2 dis, mis, pre (Visual Sort)

Unit 3 ad, ob, sub (Combining)

Unit 4 ad, ob, sub (Spelling)

Unit 5 in, con (Combining)

Unit 6 in, con (Spelling)

Unit 7 in, con, ad, sub, ob (Combining)

Unit 8 in, con, ad, sub, ob (Spelling)

★ **Unit 9** dis, ex when they change (Combining)

Unit 10 dis, ex when they change (Spelling)

Unit 11 dis, ex when they drop (Combining)

Unit 12 dis, ex when they drop (Spelling)

Unit 13 Review all (Combining)

Unit 14 Review all (Spelling)

ad words: account, affect, accuse, allowing, annex

ob words: offer, oppose, oppress, occur, offended, offense

sub words: suffer, suffix, supply, suppose, supporting, support

in words: immune, immortal, irrigate, immense

con words: commute, collect, collide, command, collapse, commit, corrupt

dis words: different, differ, difficult, differing, difference, diffuse, divide, diverge, direct, divine, dilute

ex (when they change) words: effort, effect, effortless, effected, effortful, effects

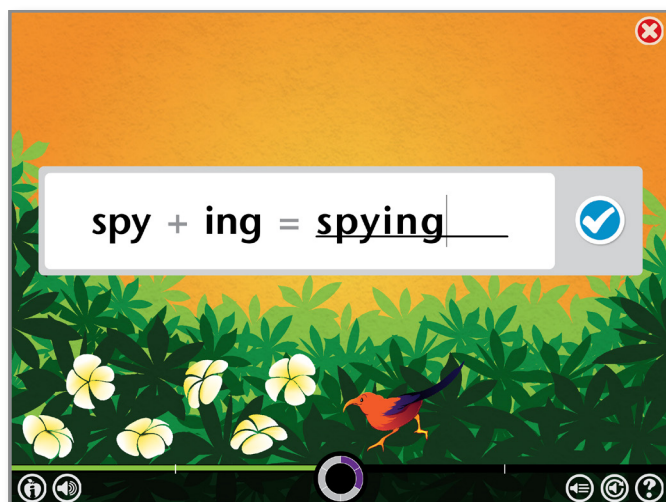
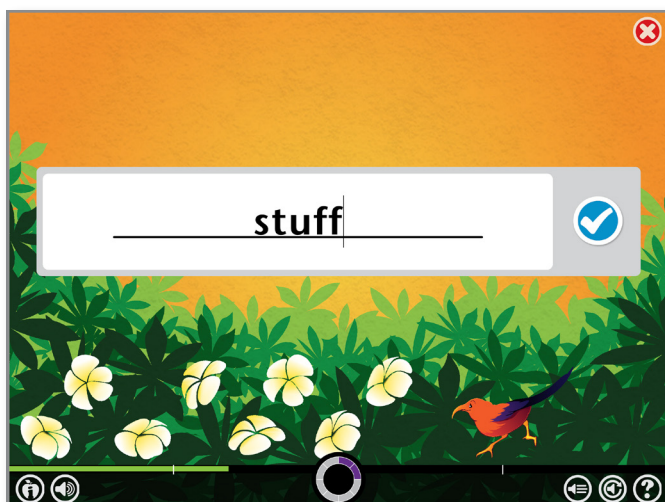
ex (when they drop) words: eject, elect, emit, erase, erode, event, evoke



Level 17

Spelling Rules 3

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 previously presented generalizations and spelling rules to spell words. The Change y to i rule is introduced and students apply the rule to spell dictated words with and without visual support.



Visual Sort Task (Review)

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

- Unit 1** ing, ed, ness (Visual Sort)
- Unit 2** est, es, less (Visual Sort)
- Unit 3** ff, ll, ss, zz (Spelling Dictated Words)
- Unit 4** ck, tch, dge (Spelling Dictated Words)
- Unit 5** Review (Spelling Dictated Words)
- Unit 6** Doubling Rule (Spelling Dictated Words)
- Unit 7** Drop-e Rule (Spelling Dictated Words)
- Unit 8** Review (Spelling Dictated Words)

Spelling Dictated Words Task

A word is dictated, and the student types the word on the line.

Combining Base and Suffix Task

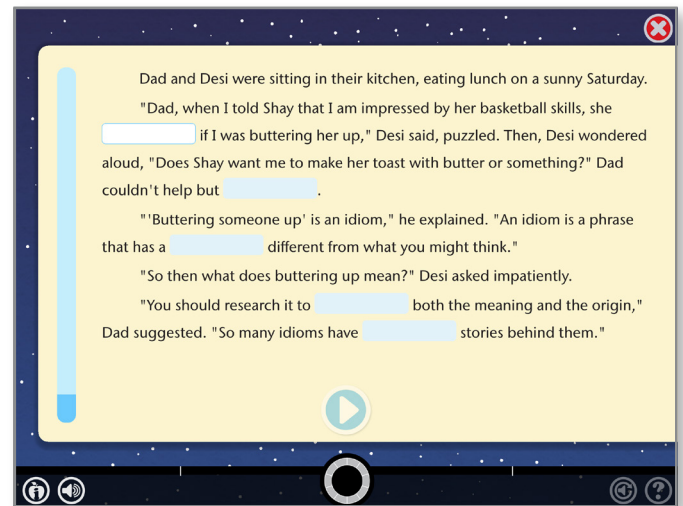
A base and suffix display. The combined word is dictated, and the student types the word on the line.

- ★ **Unit 9** Change y to i (Combining Base and Suffix)
- Unit 10** Change y to i (Spelling Dictated Words)
- Unit 11** Change y to i (Combining Base and Suffix)
- Unit 12** Change y to i (Spelling Dictated Words)
- Unit 13** Review (Spelling Dictated Words)
- Unit 14** Review (Spelling Dictated Words)

**Level 17****Passage Fluency 5**

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: 700L to 840L

**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 Buttering Up (N)

Unit 2 Pesky Crows (I)

Unit 3 Writing in Code (I)

Unit 4 The New Babysitter (N)

Unit 5 Cactus Facts (I)

Unit 6 The Rabbit and the Lion (N)

Unit 7 Learn a Crayon Trick (N)

Unit 8 Devon's New Glasses (N)

Unit 9 Maria's Birthday Party (N)

Unit 10 Animal Groups (I)

★ **Unit 11** Bears of the Arctic (I)

Unit 12 Sinbad the Sailor (N)

Unit 13 Hector and the Raccoon (N)

Unit 14 Cora's Camping Trip (N)

Unit 15 The History of Clocks (I)

Unit 16 Goldfish from China (I)

Unit 17 Pecos Bill (N)

Unit 18 Honesty Rewarded (N)

Unit 19 The First Hot Air Balloon (I)

Unit 20 Voyage to Mars (I)

(I) - Informational Text

(N) - Narrative Text

★ start of second half



Level 17

Idioms 2

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.

Even though it seemed like a simple project, I opened a can of worms when I decided to clean the attic.

In the end, the attic looked great.

It was a huge project to clean the attic.

I found a can of worms in the attic.

Even though she is shy, Maggie went out on a limb by trying out for the school play. I bet she had...

her head in the clouds.

butterflies in her stomach.

all thumbs.

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** to come out of the blue, to miss the boat, to go out on a limb, to be up in the air, to be all thumbs, to be all fingers and thumbs (Identifying Idiom Meanings)
- Unit 2** to be the cream of the crop, to go in one ear and out the other, to play it by ear, to open a can of worms, to cost an arm and a leg (Identifying Idiom Meanings)
- Unit 3** to face the music, to be nuts about something, to be the tip of the iceberg, to bend over backwards, to be on the fence (Identifying Idiom Meanings)
- Unit 4** to have your head in the clouds, to have butterflies in your stomach, to bite off more than one can chew, to wing it, to bark up the wrong tree (Identifying Idiom Meanings)
- Unit 5** Review Units 1-4 (Sentence Completion)
- ★ **Unit 6** to see eye to eye, to be a bull in a china shop, to get the ball rolling, to hear it through the grapevine, to happen once in a blue moon (Identifying Idiom Meanings)
- Unit 7** to take the cake, to be like a fish out of water, to have a chip on your shoulder, to learn the ropes, to throw in the towel (Identifying Idiom Meanings)
- Unit 8** to drive someone up the wall, time flies, to turn over a new leaf, to be a wet blanket, to be on the same wavelength (Identifying Idiom Meanings)
- Unit 9** to have your ducks in a row, to hold your tongue, the icing on the cake, to start off on the wrong foot, to move mountains (Identifying Idiom Meanings)
- Unit 10** Review Units 6-9 (Sentence Completion)



Level 17

Passage Comprehension 5

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: 740L to 940L



Independent Reading Task

The student reads a passage silently. The student answers six 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 Animal Fact, Animal Fiction (I)

Unit 2 Expressions from the Ancients (I)

Unit 3 Poincils (N)

Unit 4 Keystone Species (I)

Unit 5 Saving the Rainforests of the Ocean (I)

Unit 6 Rachel Carson (I)

Unit 7 Lost on the Trail (N)

Unit 8 What Lester Heard (N)

Unit 9 Taste Tests (I)

★ **Unit 10** The Great Blondin (I)

Unit 11 The Boy with the Ball (N)

Unit 12 Talent Show Tryouts: A Skit in One Act (D)

Unit 13 Rainbows (I)

Unit 14 Cellphone Signals (N)

Unit 15 "City Lights" (P)

Unit 16 The Tarahumara People: Life on the Run (I)

Unit 17 The Legend of the African Crowned Crane (F)

Unit 18 Cave Dwellings (I)

(I) - Informational Text

(N) - Narrative Text

(D) - Drama

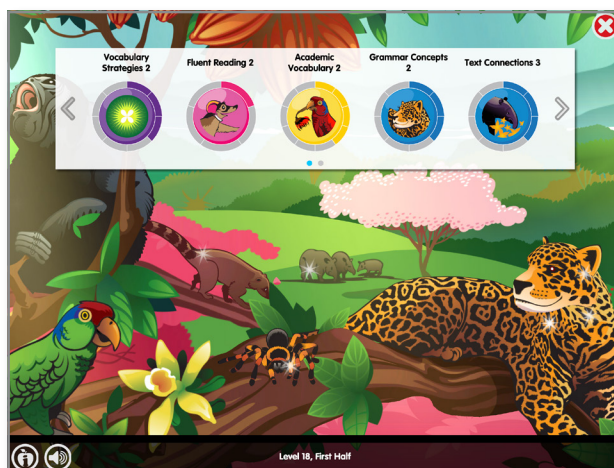
(P) - Poetry

(F) - Fable, Folktale, or Myth







★ start of second half

Level 18

A Mexican Valley

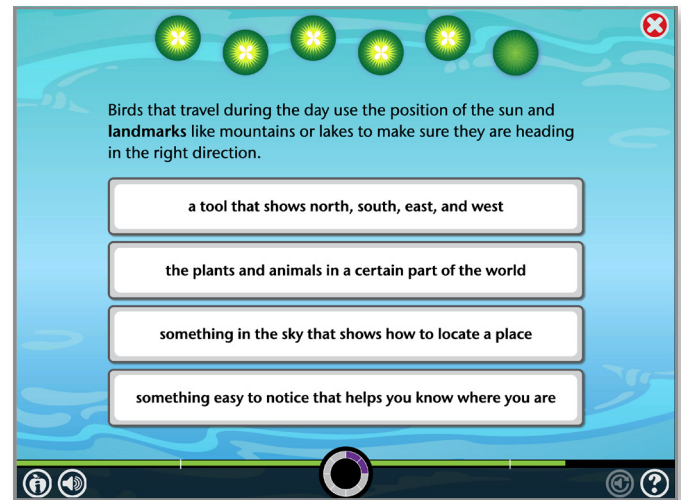


Level 18 Activity Menu

Area	Activity
 Automaticity Warm-up	Prefix Change Rules and Spelling Rules (Review) Increase automaticity with previously acquired skills.
 Structural Analysis	Vocabulary Strategies 2 Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 16
 Fluency	Fluent Reading 2 Demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems. Units: 10
 Vocabulary	Academic Vocabulary 2 Determine the meaning of unknown words in context by breaking words into meaningful parts and using clues in surrounding text. Units: 20
 Comprehension	Grammar Concepts 2 Build reading comprehension skills through an exploration of grammar at the sentence level. Units: 16
 Comprehension	Text Connections 3 Apply reading and listening comprehension skills to varied types of texts, organized around engaging, content-area themes. Units: 16 Lexile® Range: 740L to 940L

**Level 18****Vocabulary Strategies 2**

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.

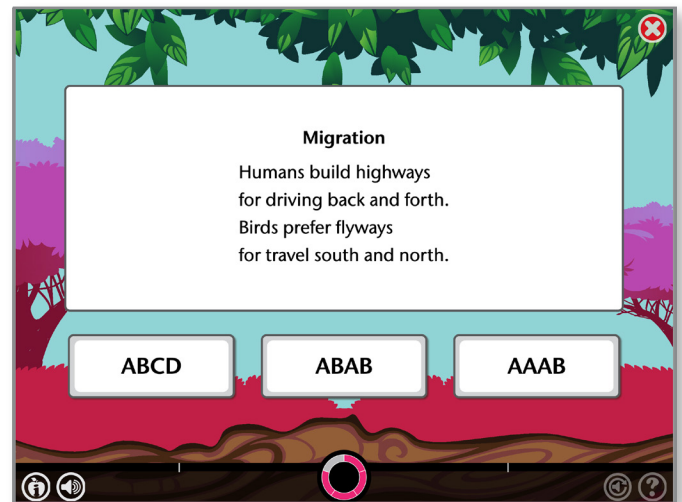
- Unit 1** Compound Words (Word Construction)
- Unit 2** Compound Words (Identifying Meaning)
- Unit 3** Compound Words (Identifying Meaning)
- Unit 4** dis-, sub-, inter- (Word Construction)
- Unit 5** dis-, sub-, inter- (Identifying Meaning)
- Unit 6** dis-, sub-, inter- (Identifying Meaning)
- Unit 7** Hidden Nest (Passage Comprehension)
- Unit 8** Abu the Fox and His Friend Raven: An Arabian Tale (Passage Comprehension)

- ★ **Unit 9** -ive, -ness, -ous (Word Construction)
- Unit 10** -ive, -ness, -ous (Sentence Completion)
- Unit 11** -ive, -ness, -ous (Identifying Meaning)
- Unit 12** -tion, -al, -ize (Word Construction)
- Unit 13** -tion, -al, -ize (Sentence Completion)
- Unit 14** -tion, -al, -ize (Identifying Meaning)
- Unit 15** Living With Volcanoes (Passage Comprehension)
- Unit 16** Songs of Survival (Passage Comprehension)

**Level 18**

Fluent Reading 2

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 selects 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, Nonsense Sentences
(Identifying Punctuation)

Unit 2 Auditory Stress (Identifying Emphasis)

Unit 3 Auditory Stress (Identifying Emphasis)

Unit 4 Phrasing (Sentence Division)

Unit 5 Poetry (Identifying Rhyme Scheme)

★ **Unit 6** Intonation, Nonsense Sentences
(Identifying Punctuation)

Unit 7 Auditory Stress (Identifying Emphasis)

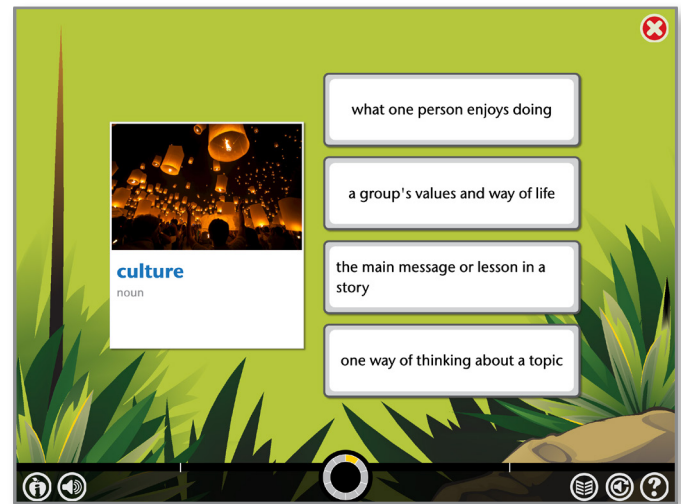
Unit 8 Auditory Stress (Identifying Emphasis)

Unit 9 Phrasing (Sentence Division)

Unit 10 Poetry (Identifying Rhyme Scheme)

**Level 18****Academic Vocabulary 2**

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 Tales of the Folk (Passage Comprehension)

Unit 2 culture, generation, in addition, theme, traditional (Identifying Word Meaning)

Unit 3 culture, generation, in addition, theme, traditional (Sentence Completion)

Unit 4 culture, generation, in addition, theme, traditional (Word Sort)

Unit 5 culture, generation, in addition, theme, traditional (Passage Completion)

Unit 6 Dangerous Flights (Passage Comprehension)

Unit 7 estimate, habitat, migration, structure, therefore (Identifying Word Meaning)

Unit 8 estimate, habitat, migration, structure, therefore (Sentence Completion)

Unit 9 estimate, habitat, migration, structure, therefore (Word Sort)

Unit 10 estimate, habitat, migration, structure, therefore (Passage Completion)

★ **Unit 11** Music Then and Now (Passage Comprehension)

Unit 12 contribution, express, influence, original, previous (Identifying Word Meaning)

Unit 13 contribution, express, influence, original, previous (Sentence Completion)

Unit 14 contribution, express, influence, original, previous (Word Sort)

Unit 15 contribution, express, influence, original, previous (Passage Completion)

Unit 16 When Rivers Flood (Passage Comprehension)

Unit 17 destructive, economic, effect, location, reduce (Identifying Word Meaning)

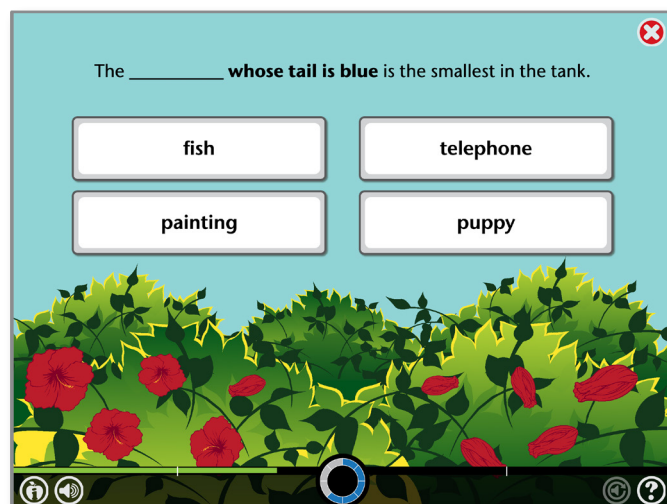
Unit 18 destructive, economic, effect, location, reduce (Sentence Completion)

Unit 19 destructive, economic, effect, location, reduce (Word Sort)

Unit 20 destructive, economic, effect, location, reduce (Passage Completion)

**Level 18****Grammar Concepts 2**

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

A student sees two words and a sentence with a blank. The student types the word that correctly completes the sentence.

Editing Sentences Task

One or two sentences display. The student selects a phrase or sentence from a list of four that identifies a mistake or provides a solution.

Sentence Construction Task

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

Unit 1 Review (Identifying Sentence Parts)

Unit 2 Review (Sentence Construction)

Unit 3 Review (Sentence Completion)

Unit 4 Possessive Nouns (Identifying Sentence Parts)

Unit 5 Simple Subject/Simple Predicate (Identifying Sentence Parts)

Unit 6 Conjunctions: and, but, so, or (Identifying Sentence Parts)

Unit 7 Conjunctions: and, but, so, or (Identifying Sentence Parts)

Unit 8 Compound Sentences (Identifying Sentence Parts)

★ **Unit 9** Compound Sentences (Editing Sentences)

Unit 10 Compound Sentences (Editing Sentences)

Unit 11 Review (Sentence Construction)

Unit 12 Fragments and Run-ons (Editing Sentences)

Unit 13 Fragments and Run-ons (Editing Sentences)

Unit 14 Relative Pronouns (Identifying Sentence Parts)

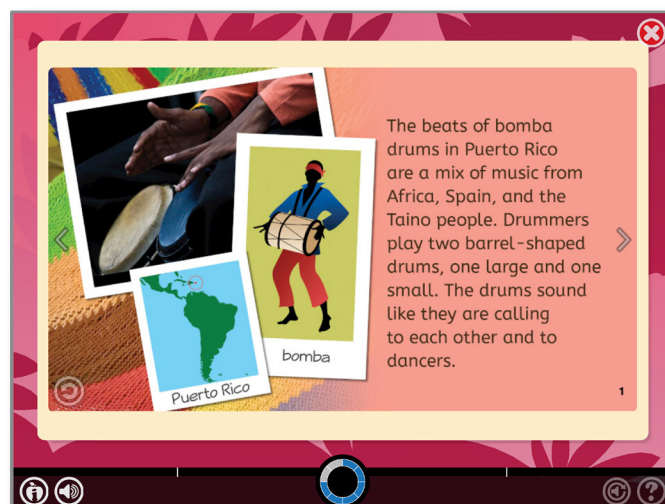
Unit 15 Relative Adverbs (Sentence Completion)

Unit 16 Review (Sentence Construction)

**Level 18****Text Connections 3**

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: 740L to 940L

**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 Flamingos in the Snow (Independent Reading)

Unit 2 How Do Flamingos Migrate? (Interactive Visual Text)

Unit 3 Interview with an Expert on Flamingo Migration (Shared Reading)

Unit 4 A Message from Ringo (Text Construction)

Unit 5 Anansi and the Cook Pots, a tale from Western Africa (Independent Reading)

Unit 6 The Monkey and the Pea, a tale from India (Independent Reading)

Unit 7 Map of Greedy Characters in Traditional Tales (Interactive Visual Text)

Unit 8 A Message from Anansi (Text Construction)

★ **Unit 9** The Blizzard of 1888 (Independent Reading)

Unit 10 The Storm of the Century (Interactive Visual Text)

Unit 11 William Steinway's Diary (Shared Reading)

Unit 12 A Message from Otto (Text Construction)

Unit 13 *Under the Mambo Moon*: Mrs. Garcia (Independent Reading)

Unit 14 *Under the Mambo Moon*: Dr. Solís (Independent Reading)

Unit 15 Music from Latin America (Shared Reading)

Unit 16 A Message from Marisol (Text Construction)