Reading Comprehension & Language Level 4

Developed by teachers and reading specialists, Reading Comprehension & Language Level 4 is an exciting way to develop reading comprehension skills at a Grade 4 to 5 reading level. The program uses 15 fiction and non-fiction stories supported by colorful illustrations and verbal cues. The difficulty of the stories and questions gradually increases as students work through the program. Reading Comprehension & Language Level 4 is a challenging and exciting way to broaden reading, vocabulary, fluency and comprehension skills.

Targeted Skills

- Comprehension & Word Meanings
- Nouns and Verbs
- Punctuation
- Syllables
- Homonyms
- Antonyms
- Phonics
- Synonyms
- Contractions
- Base (Root) Words
- Compound Words
- Suffixes & Prefixes
- Plurals
- Writing Style

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students’ results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.
Great Mistakes
Story Example (15 Stories in Total):

The next time you make a mistake, try not to feel so bad about it! Sometimes mistakes can give us great ideas we’ve never thought about before, or teach us valuable lessons. Let’s have a look at some great mistakes!

Back in 1905 a young boy named Frank Epperson was on his back porch where he was mixing some drink powder with water in a glass. Something grabbed his attention and he went inside, accidentally forgetting about his drink mixture, which still had the spoon left in the glass. Over night, the temperature dropped to a record low and Frank’s drink mixture froze with the spoon’s handle sticking out. In the morning, Frank was able to pick up his frozen drink with the spoon handle. When he was grown up, Frank remembered this mistake and started selling frozen fruity treats on sticks. He originally called his treat “Ep-sicles,” but later changed the name to “Popsicle.” People loved the popsicles and Frank quickly became very rich. Sounds like that was one mistake Frank was probably happy he made.

Another similar story is about a scientist named Percy Lebaron Spencer, who accidentally discovered that microwaves could cook food. While Spencer was visiting a laboratory, he accidentally stood in front of a device called a “magnetron” which shoots out radio waves. He soon discovered that the waves had melted a candy bar that was in his pocket. This gave him a great idea. Next he tried putting some popcorn kernels into a bag in front of the magnetron. Sure enough, the kernels popped up right before his eyes. It was not long before Spencer helped to build the first microwave oven. The microwave oven was a great invention because it cooked food much faster than a normal oven does. And it all came from another great mistake!

Our final accident involves an angry chef in 1853 at a fancy restaurant in the United States. The chef became angry because a picky customer said his French fries were too thick and he didn’t want to eat them. So the chef cut some potatoes even thinner, cooked them up, and sent them out to the unhappy customer. However, the customer continued to complain that the fries were too thick. By this point the chef was becoming very angry and wanted to get even with the unsatisfied customer. So he cut the potatoes as thin as he possibly could, and when he fried them up they didn’t look like French fries at all! Instead, they were very thin and crispy – the world’s first potato chips! Of course the customer loved them and the restaurant began serving them regularly.

It should be clear by now that some great discoveries have come out of some silly mistakes. So next time you make a mistake don’t worry too much about it – you could have stumbled across something fantastic!
### Sample Activities

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTIONS (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>What is the main conclusion that the author makes?</td>
</tr>
<tr>
<td></td>
<td>1. New inventions need lots of experiments.</td>
</tr>
<tr>
<td></td>
<td>2. Mistakes can lead to good ideas or discoveries.</td>
</tr>
<tr>
<td></td>
<td>3. You have to be careful in a laboratory.</td>
</tr>
<tr>
<td></td>
<td>4. You should always keep customers satisfied.</td>
</tr>
<tr>
<td>Characters</td>
<td>Which inventor had a bad temper?</td>
</tr>
<tr>
<td></td>
<td>Epperson, Spencer or the chef</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Complete each sentence with one word to show the effect of a particular action or event.</td>
</tr>
<tr>
<td></td>
<td><em>Because he cut the potatoes thinly, the chips were</em>** --- crisp.</td>
</tr>
<tr>
<td>Comprehension - True or False</td>
<td>Click T for true or F for false beside each statement.</td>
</tr>
<tr>
<td></td>
<td><em>The unsatisfied customer hated potato chips - T or F</em></td>
</tr>
<tr>
<td>Contractions</td>
<td>Beside each contraction, type the two words from which it was made.</td>
</tr>
<tr>
<td></td>
<td>Press the space bar once to separate the two words.</td>
</tr>
<tr>
<td></td>
<td><em>didn’t --- ___ ___</em></td>
</tr>
<tr>
<td>Possessive Plurals</td>
<td>Type the correct possessive form as you complete each exercise in ownership.</td>
</tr>
<tr>
<td></td>
<td><em>The waves belong to the boat. The ___ waves.</em></td>
</tr>
<tr>
<td>Suffixes</td>
<td>Complete each sentence by typing the underlined word in the blank and then adding the correct suffix.</td>
</tr>
<tr>
<td></td>
<td><em>Something done in a similar way was done ___</em>.</td>
</tr>
<tr>
<td>Plurals</td>
<td>Type the singular form of each of these plural forms.</td>
</tr>
<tr>
<td></td>
<td><em>discoveries - ________</em></td>
</tr>
<tr>
<td>Base Words</td>
<td>Type the base (root) word from which each of these words was made.</td>
</tr>
<tr>
<td></td>
<td><em>grabbed - ________</em></td>
</tr>
<tr>
<td>Word Meaning</td>
<td>Use each of the list words below to complete the sentences to show that you understand that meanings of those words.</td>
</tr>
<tr>
<td></td>
<td><em>(valuable, stumbled, involves, laboratory, record, similar)</em></td>
</tr>
<tr>
<td></td>
<td><em>Something that is almost the same is ________</em>.</td>
</tr>
<tr>
<td>Language and Phonics</td>
<td>Which nine words in this list have a hard “c” that sounds like the “c” in “cat”?</td>
</tr>
<tr>
<td></td>
<td><em>(record, scientist, customer, fantastic, popsicles, fancy, chef, microwaves, continued, discoveries, rich, complain, accidentally)</em></td>
</tr>
</tbody>
</table>
Vocabulary Builder Grade 4

Developed by teachers and reading specialists, Vocabulary Builder Grade 4 provides the strategies, skills, and individual word instructions your students need to develop strong language proficiency. The program teaches how to determine word meaning by analyzing word structure, sentence context and structural changes. Helpful clues and examples, along with exciting audio-visual content, ensure that students of all learning styles can use the software independently. Vocabulary Builder Grade 4 is an effective and engaging way to broaden vocabulary and language proficiency.

Targeted Skills

- Homophones (Homonyms)
- Antonyms
- Synonyms
- Homographs
- Compound Words
- Easily Confused Words
- Similes, Idioms & Proverbs
- Prefixes & Suffixes

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.
Program Outline

The program is broken down into 9 main units, which can all be accessed from the main menu. On the following pages, each of these different units are broken down. The main menu units are:

1. Homophones (Homonyms)
2. Antonyms
3. Synonyms
4. Homographs
5. Compound Words
6. Easily Confused Words
7. Figurative Language
8. Prefixes
9. Suffixes
# 1 - Homophones (Homonyms)

1.1 - bare-bear, ant-aunt, ad-add, aloud-allowed, ball-bawl
1.2 - beach-beech, break-brake, by-buy-bye, chews-choose, caught-cot
1.3 - due-do-dew, fair-fare, creak-creek, feet-feat, close-clothes
1.4 - hall-haul, hair-hare, fir-fur, fined-find, fourth-forth, groan-grown
1.5 - knew-new, heal-heel-he'll, knight-night, knot-not, hay-hey
1.6 - lone-loan, pale-pail, lead-led, mail-male, missed-mist
1.7 - right-write, peace-piece, passed-past, paws-pause, peak-peek, wrap-rap
1.8 - some-sum, rode-road-rowed, root-route, rows-rose, stare-stair
1.9 - weather-whether, way-weigh, towed-toad, waste-waist, would-wood
1.10 - their-there-they’re, steal-steel, through-threw, steak-stake, tee-tea

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Match the homophones in each column.</td>
<td>Understand the meaning and spelling of pairs of homophones.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Type the correct homophone into each sentence.</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Click on the correct homophone to match the picture.</td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Match the homophone with its correct meaning.</td>
<td></td>
</tr>
<tr>
<td>Activity 5</td>
<td>Type the correct homophone into each sentence.</td>
<td></td>
</tr>
<tr>
<td>Word Game</td>
<td>Find the homophones or words that sound the same in the word search or concentration game.</td>
<td></td>
</tr>
</tbody>
</table>
2 - Antonyms

2.1 - alive-dead, arrive-leave, awake-asleep, bottom-top, break-fix, buy-sell, cool-warm, cry-laugh, dark-light, east-west, end-begin
2.2 - float-sink, found-lost, fresh-stale, give-get, hard-soft, heavy-light, high-low, him-her, right-wrong, short-long, sweet-sour, thin-thick
2.3 - huge-tiny, leave-stay, never-always, none-all, north-south, old-young, poor-rich, push-pull, quiet-noisy, true-false, win-lose, remember-forget

<table>
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<tbody>
<tr>
<td>Activity 1</td>
<td>Click on the word that is the antonym or opposite of the word that you hear.</td>
<td>Understand the meaning and spelling of common antonyms.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Click on the two words in each row that are antonyms or opposites.</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Match each word with its antonym or opposite.</td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Find an antonym for each word listed in the word search.</td>
<td></td>
</tr>
<tr>
<td>Activity 5</td>
<td>Find the antonyms or opposites in the concentration puzzle.</td>
<td></td>
</tr>
</tbody>
</table>

3 - Synonyms

3.1 - sum-total, all-entire, answer-reply, arrive-reach, ask-question, bad-evil, below-under, best-greatest, call-shout, clever-smart
3.2 - during-while, find-discover, gift-present, hard-difficult, high-tall, hurry-rush, junk-trash, kid-child, kind-helpful, laugh-giggle
3.3 - like-love, listen-hear, annoyed-angry, near-close, noise-sound, pair-couple, right-correct, seem-appear, stone-rock, scary-frightening
3.4 - strike-hit, thaw-melt, thief-robber, tidy-neat, turn-rotate, wet-soaked, world-Earth, wonderful-great

<table>
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</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Click on the synonym for the big word you see.</td>
<td>Understand the meaning and spelling of common synonyms.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Match the synonyms in the two columns.</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Click on two words in each row that are synonyms.</td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Find the synonyms in the concentration puzzle.</td>
<td></td>
</tr>
</tbody>
</table>
4 - Homographs
4.1 - ace, act, ash, bail, band
4.2 - bark, beam, bear, beat, bill, bank
4.3 - bit, blade, blast, box, ear
4.4 - file, fine, gum, hide, jam
4.5 - key, kind, lap, last, lean
4.6 - leaves, left, lie, light, line
4.7 - lean, mine, pop, ring, row
4.8 - school, seal, sock, spell, well

ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS
--- | --- | ---
Activity 1 | Click on the correct definition that matches each picture. | Understand the meaning and spelling of common homographs.
Activity 2 | Match the homograph in each sentence with the correct meaning below. | 
Activity 3 | Click on the sentence that matches the meaning of the homograph at the top of the page. | 

5 - Compound Words
5.1 - another, applesauce, bedspread, bookshelf, clothespin, lifeboat, cattail, clipboard, overlook, understand
5.2 - landslide, leftover, skateboard, lipstick, nighttime, notebook, snowplow, moonwalk, undercover, washcloth
5.3 - sandpaper, scarecrow, screwdriver, shipwreck, moonlight, shotgun, windmill, snowflake, underground, Walkman
5.4 - daydream, daytime, doorknob, drawbridge, wildcat, earring, earthquake, watermelon, fireplace, flagpole
5.5 - nutcracker, oatmeal, outfit, touchdown, headache, toothbrush, paperback, pigtail, waterfall, ferryboat
5.6 - woodland, splashdown, spotlight, suitcase, sunrise, sweatshirt, sweetheart, Thanksgiving, thumbtack, thunderstorm
5.7 - flashlight, gentlemen, handcuff, handlebar, weekend, underwear, headlight, honeymoon, keyboard, landlord
5.8 - towtruck, pinpoint, playmate, ponytail, postcard, pushover, rattlesnake, toothpick, rowboat, runway

ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS
--- | --- | ---
Activity 1 | Type the two words that make up each compound word that you see. | Understand the meaning and spelling of common compound words.
Activity 2 | Find the compound words in the concentration puzzle. | 
Activity 3 | Match words in the two columns to make compound words. |
6 - Easily Confused Words

<table>
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<tbody>
<tr>
<td>Activity 1</td>
<td>Pick the word that belongs in each sentence.</td>
<td>Understand the meaning and spelling of common words that get mixed up.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Choose if the correct word is used for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>

6.1 - Accept-Except  
6.2 - Aloud-Allowed  
6.3 - Among-Between  
6.4 - Beside-Besides  
6.5 - Loose-Lose  
6.6 - Passed-Past  
6.7 - Than-Then  
6.8 - There-Their-They’re  
6.9 - Those-Them  
6.10 - Through-Throw  
6.11 - Clothes-Cloths, Already-All, Ready, Among-Between, Accept-Except, Finely-Finally, Diary-Dairy, Lay-Lie, Desert-Dessert, Than-Then, Loose-Lose, Pitcher-Picture, Quite-Quiet, We’re-Were-Wear, Their-They’re-There, Beside-Besides, Them-Those, Through-Threw

7.1 - Figurative Language - Idioms

7.1.1 - I'm all thumbs, Use your head, She is a real chicken, It's easy as pie, Keep your shirt on, I have a green thumb
7.1.2 - Something on the brain, Up with the roosters, Got up on the wrong side of the bed, His stomach is a bottomless pit, Let's stick together, Do you get the picture, Keep it under your hat, Her eyes popped out
7.1.3 - I'm all ears, Lend me a hand, It's a stick up, Hit the hay, My lips are sealed, Keep a straight face, Rise and shine, I'm lightheaded, Let's call it a day
7.1.4 - A road hog, It's a stick up, Broke, Come clean, Don't see eye to eye, Forever and a day, Finish ahead of time, Caught a cold, Keeps his nose in a book
7.1.5 - It's a lost cause, Goes nuts over, Straighten up your room, Won by a hair, Let's call it quits, She eats like a bird, Loses his temper, A road hog, She's as fit as a fiddle, Makes me crack up

<table>
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</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Choose the correct meaning for the idiom in the sentence above.</td>
<td>Understand the meaning and spelling of common idioms.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Match the idiom on the left with its meaning on the right.</td>
<td></td>
</tr>
</tbody>
</table>
7.2 - Figurative Language - Simile

7.2.1 - He acts as nutty as a fruitcake, He is as sly as a fox, In bed I am as snug as a bug in a rug, When I made my bed it was as neat as a pin, The path is as straight as an arrow, When the lights go out I am as blind as a bat, The answer is as plain as day, She is as busy as a beaver

7.2.2 - I hear you as clear as a bell, My mom is as brave as a lion, The basketball player is as tall as a giraffe, The kitten is as cuddly as a baby, The pond is as dry as dust, My feet are as cold as ice, My grandfather is as wise as an owl, The answer is as close as the nose on your face

7.2.3 - She’s as lovely as a rose, The river is as smooth as glass, Her skin is as soft as silk, She is as sweet as honey, He is as strong as an ox, My hands are as rough as sandpaper, It is as loud as thunder, Your dress is as white as new fallen snow

<table>
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<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Match the simile with its meaning.</td>
<td>Understand the meaning and spelling of common similies.</td>
</tr>
</tbody>
</table>

8 - Prefixes

re, un, pre, dis, mis

<table>
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<th>ACTIVITY NAME</th>
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<tbody>
<tr>
<td>Add the Prefix 1</td>
<td>Combine the given word with its prefix to form a new word.</td>
<td>Understand how to use a prefix to form a new word.</td>
</tr>
<tr>
<td>Add the Prefix 2</td>
<td>Match the Meanings</td>
<td>Match the words with their correct meanings.</td>
</tr>
<tr>
<td>Match the Prefix</td>
<td>Click on the correct prefix to make the word you see into a new word.</td>
<td></td>
</tr>
</tbody>
</table>
9 - Suffixes
9.1 - careful, careless, childish, dusty, forgetful, friendly, frosty, gentleness, handful
9.2 - harmless, hateful, homeless, hopeful, kindness, lonely, movement, nameless, neatly, neatness
9.3 - nicely, payment, peaceful, sadness, slightly, softly, spotless, squeaky, surely, enjoyment
9.4 - thankful, thoughtless, useful, weakness, wonderful, washable, comfortable, taxable, enjoyable

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<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add the Suffix 1</td>
<td>Combine the given word with its suffix to form a new word.</td>
<td>Understand how to use a suffix to form a new word.</td>
</tr>
<tr>
<td>Add the Suffix 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match the Suffix</td>
<td>Click on the correct suffix to make the word you see into a new word.</td>
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</tr>
</tbody>
</table>
Spell Master Grade 4

Developed by teachers and reading specialists, Spell Master Grade 4 teaches over 500 essential grade 4 spelling words. Spelling is taught using long vowel patterns, digraph and diphthong patterns consonant combinations, "r" with vowel patterns and spelling stumpers. Additionally, the List Editor allows teachers to individualize their spelling program by entering their own word lists. Each activity is complemented by exciting audio-visual content that is certain to capture young minds, ensuring that Spell Master Grade 4 will be of great help in developing students' spelling skills.

Targeted Skills

- Reading and Spelling
- Understanding Spelling Patterns
- Learning Spelling Rules
- Vocabulary - Comprehension and Context
- Developing Visual Memory

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.
## Activity Key - For All Lists of Words

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hear and Match</strong></td>
<td>Click on the word you hear then say it.</td>
</tr>
<tr>
<td><strong>Alpha Order</strong></td>
<td>Type the words from the list in the correct alphabetical order.</td>
</tr>
<tr>
<td><strong>Word Shapes I</strong></td>
<td>Choose the word that fits into each word shape.</td>
</tr>
<tr>
<td><strong>Word Shapes II</strong></td>
<td>Type the words that fit into their word shape.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Find the word that belongs in the given sentence and click on it.</td>
</tr>
<tr>
<td><strong>Word Search</strong></td>
<td>Find the hidden word and click on each letter of the word.</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td>Find the matching words to see a hidden picture.</td>
</tr>
<tr>
<td><strong>Word Wizard</strong></td>
<td>Click on the letters to uncover the hidden list word.</td>
</tr>
<tr>
<td><strong>Word Scramble I</strong></td>
<td>Match the scrambled words with the correct words.</td>
</tr>
<tr>
<td><strong>Word Scramble II</strong></td>
<td>Type or click on the letters in the correct order to unscramble the word you hear.</td>
</tr>
<tr>
<td><strong>What's Missing</strong> (2 activities)</td>
<td>Type the word you hear and fill in the missing letters.</td>
</tr>
<tr>
<td><strong>Stomp the Stumpers</strong></td>
<td>Choose the correct spelling of the word you hear.</td>
</tr>
<tr>
<td><strong>Spelling Bee - Flashcard Spelling</strong></td>
<td>Type the letters of each word that flashes on the screen.</td>
</tr>
<tr>
<td><strong>Spelling Bee - Spelling Dictation</strong></td>
<td>Type the letters of the word that you hear.</td>
</tr>
</tbody>
</table>
## Word Lists

### 1 - Long Vowel Patterns

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a_e</td>
<td>bare, blame, care, game, gate, plane, shade, stare, state, trade</td>
</tr>
<tr>
<td>ay</td>
<td>always, birthday, Friday, maybe, play, spray, stay, Sunday, tray, yesterday</td>
</tr>
<tr>
<td>ai</td>
<td>afraid, fair, hair, mail, main, paint, pair, sail, tail, upstairs</td>
</tr>
<tr>
<td>ee</td>
<td>agree, been, feel, free, meet, seen, sleepy, street, week, wheel</td>
</tr>
<tr>
<td>ea</td>
<td>beaver, clean, dream, jeans, leaf, leave, really, seat, stream, team</td>
</tr>
<tr>
<td>o_e</td>
<td>alone, before, bone, broke, close, hole, joke, rose, store, wore</td>
</tr>
<tr>
<td>y</td>
<td>every, family, glory, hurry, jelly, penny, puppy, sorry, story, twenty</td>
</tr>
</tbody>
</table>

### 2 - Consonant Blend Patterns

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>bl</td>
<td>able, blanket, blind, blink, block, nibble, scramble, scribble, table</td>
</tr>
<tr>
<td>cl</td>
<td>claw, clay, clear, clever, click, cliff, climb, clothes, cloud, clue</td>
</tr>
<tr>
<td>fl</td>
<td>flame, flash, flavor, flight, flock, flood, floor, flute, fly, snowflake</td>
</tr>
<tr>
<td>sl</td>
<td>slam, sled, sleeve, slice, slides, light, slim, slimy, slip, slippers</td>
</tr>
<tr>
<td>dr</td>
<td>children, dragon, draw, dried, drift, drink, drive, drop, drying, hundred</td>
</tr>
<tr>
<td>fr</td>
<td>frame, freckles, fresh, friend, frighten, frog, from, front, frost, frozen</td>
</tr>
<tr>
<td>gr</td>
<td>grade, grand, grandfather, great, grew, grey, grinning, grouchy, growl, program</td>
</tr>
<tr>
<td>tr</td>
<td>strange, string, strong, trace, travel, tremendous, trip, trust, truth</td>
</tr>
</tbody>
</table>

### 3 - Vowel Controlled R Patterns

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar</td>
<td>card, dark, garden, hard, large, march, party, start, yard</td>
</tr>
<tr>
<td>or</td>
<td>airport, before, born, forest, horse, morning, north, sport, torn, wore</td>
</tr>
<tr>
<td>ir</td>
<td>bird, birthday, first, giraffe, girl, shirt, sir, skirt, third, thirty</td>
</tr>
<tr>
<td>er</td>
<td>another, corner, grandmother, greater, later, river, summer, under, water, winter</td>
</tr>
<tr>
<td>ur</td>
<td>hurt, nurse, purple, purse, return, Saturday, sure, Thursday, turn, turtle</td>
</tr>
</tbody>
</table>
### 4 - Vowel Digraph Patterns

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo</td>
<td>afternoon, balloon, choose, cool, football, goose, poor, school, spoon, wooden</td>
</tr>
<tr>
<td>ea</td>
<td>bear, bread, breakfast, dead, head, heavy, tear, thread, wear, weather</td>
</tr>
</tbody>
</table>

### 5 - Diphthong Patterns

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ou</td>
<td>around, found, ground, hour, mouse, scout, shout, sound, south, without</td>
</tr>
<tr>
<td>ow</td>
<td>clown, crowd, crown, downstairs, flowers, frown, howl, plow, somehow, town</td>
</tr>
<tr>
<td>ow</td>
<td>blow, follow, own, rainbow, shadow, show, slow, snow, throw, tomorrow</td>
</tr>
</tbody>
</table>

### 6 - Consonant Combinations

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>le</td>
<td>castle, circle, gentle, hole, people, rule, sale, smile, uncle, while</td>
</tr>
<tr>
<td>ss</td>
<td>across, class, dresser, glass, grass, guess, kiss, mess, pass, recess</td>
</tr>
<tr>
<td>tt</td>
<td>better, butter, getting, kettle, kitten, letter, letting, pretty, sitting, splatter</td>
</tr>
<tr>
<td>ck</td>
<td>block, chicken, jacket, neck, o’clock, pocket, quick, snack, stick, trick</td>
</tr>
<tr>
<td>ch</td>
<td>batch, catch, ditch, itch, match, patch, pitch, stretch, switch, watch</td>
</tr>
<tr>
<td>igh</td>
<td>bright, eight, fight, freight, height, light, might, right, sight, tonight</td>
</tr>
<tr>
<td>wr/kn</td>
<td>wrap, wreck, wrist, write, wrong, knees, knew, knife, knight, knock</td>
</tr>
</tbody>
</table>
### 7 - Doubles

<table>
<thead>
<tr>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear, grasshopper, happen, running, slipping, stepped, stepping, supper, tripped, unhappy</td>
</tr>
</tbody>
</table>

### 8 - Contractions

<table>
<thead>
<tr>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t, didn’t, doesn’t, don’t, hasn’t, haven’t, he’s, I’m, it’s, that’s</td>
</tr>
</tbody>
</table>

### 9 - Spelling Toughies

<table>
<thead>
<tr>
<th>LIST #</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>almost, aunt, beautiful, because, bought, caught, center, could, disk, does</td>
</tr>
<tr>
<td>2</td>
<td>door, felt, half, its, often, once, only, past, quit, said, than</td>
</tr>
<tr>
<td>3</td>
<td>their, there, they, through, until, visit, went, were, where, would, write</td>
</tr>
</tbody>
</table>
Grammar

Developed by grammar and reading specialists, Grammar is a comprehensive program that teaches students in grades 3 through 5 the basic rules of everyday grammar and punctuation. Through 230 activities and 1000 sentences, grammar skills are taught sequentially and with frequent review. These engaging activities are complemented by exciting audio-visual clues and rewards, ensuring that Grammar will capture young minds and lead to linguistic progress.

Targeted Skills

- Nouns
- Plurals
- Sentences
- Articles
- Adjectives
- Pronouns
- Verbs
- Adverbs
- Capitalization
- Punctuation

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.
Program Outline

The program is broken down into 10 main units, which can all be accessed from the main menu. On the following pages, each of these different units are broken down. The main menu units are:

1. Nouns
2. Plurals
3. Sentences
4. Articles
4. Adjectives
5. Pronouns
7. Verbs
6. Adverbs
9. Capitalization
10. Punctuation
1.1 - Common Nouns

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Match</td>
<td>Match the common noun with the picture.</td>
<td>Understand definition of common nouns.</td>
</tr>
<tr>
<td>Gumball</td>
<td>Color all the common nouns.</td>
<td>Identify common nouns.</td>
</tr>
<tr>
<td>Common Noun Categories (2 activities)</td>
<td>Is the noun you see a person, place, thing, or measure of time.</td>
<td></td>
</tr>
<tr>
<td>Find the Common Nouns</td>
<td>Click on all the nouns in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Noun Search</td>
<td>Find all the common nouns.</td>
<td></td>
</tr>
</tbody>
</table>

1.2 - Proper Nouns

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Match</td>
<td>Match the proper noun with the picture.</td>
<td>Understand definition of proper nouns.</td>
</tr>
<tr>
<td>Gumball</td>
<td>Color all the proper nouns.</td>
<td>Identify proper nouns.</td>
</tr>
<tr>
<td>Noun Categories (2 activities)</td>
<td>Is the noun you see common or proper?</td>
<td></td>
</tr>
<tr>
<td>Match the Nouns</td>
<td>Match each common noun with the proper noun.</td>
<td></td>
</tr>
<tr>
<td>Find the Proper Nouns</td>
<td>Click on the proper nouns.</td>
<td></td>
</tr>
<tr>
<td>Common or Proper?</td>
<td>Is the underlined word a common or proper noun?</td>
<td></td>
</tr>
<tr>
<td>Capitalize the Proper Nouns</td>
<td>Capitalize each proper noun by clicking on it.</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>Match each common noun with a proper noun.</td>
<td></td>
</tr>
</tbody>
</table>
1.3 - Abstract Nouns

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gumball</td>
<td>Color all the abstract nouns.</td>
<td>Understand definition of abstract nouns.</td>
</tr>
<tr>
<td>Noun Search</td>
<td>Find all the abstract nouns.</td>
<td>Identify abstract nouns.</td>
</tr>
<tr>
<td>Find the Abstract Noun</td>
<td>Click on the abstract noun.</td>
<td></td>
</tr>
</tbody>
</table>

2 - Plurals
(8 units - one for each different plural rule)

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural Match</td>
<td>Match the noun with its plural.</td>
<td>Determine the plural spelling of each singular noun.</td>
</tr>
<tr>
<td>Gumball</td>
<td>Color all the plurals.</td>
<td></td>
</tr>
<tr>
<td>Find the Plural</td>
<td>Click the correct plural.</td>
<td></td>
</tr>
<tr>
<td>Type the Plural</td>
<td>Type the correct plural.</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>Match the nouns and their plurals.</td>
<td></td>
</tr>
</tbody>
</table>

3.1 - Sentences - Subject

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the Simple Subject</td>
<td>Click on the simple subject in each sentence.</td>
<td>Identify simple, compound and complete subjects.</td>
</tr>
<tr>
<td>Complete the Sentences</td>
<td>Choose a simple subject to complete each sentence.</td>
<td></td>
</tr>
<tr>
<td>Find the Compound Subject</td>
<td>Click on the compound subject in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Is it Compound or Simple?</td>
<td>Does each sentence have a compound or simple subject?</td>
<td></td>
</tr>
<tr>
<td>Choose the Subject</td>
<td>Choose the complete subject.</td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 - Sentences - Predicate (Verb)

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the Simple Predicate</td>
<td>Click on the predicate in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Complete each Sentence</td>
<td>Choose a simple predicate to complete each sentence.</td>
<td></td>
</tr>
<tr>
<td>Find the Compound Predicate</td>
<td>Click on the compound predicate in each sentence.</td>
<td>Identify simple, compound and complete predicates.</td>
</tr>
<tr>
<td>Is it Compound or Simple?</td>
<td>Does each sentence have a compound or simple predicate?</td>
<td></td>
</tr>
<tr>
<td>Choose the Predicate</td>
<td>Choose the complete predicate for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>

### 3.3 - Sentences - Subject and Predicate Review

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the Subject and Predicate</td>
<td>Click on the simple subject, then on the simple predicate.</td>
<td></td>
</tr>
<tr>
<td>Subject or Predicate</td>
<td>Is the underlined word the subject or the predicate.</td>
<td>Differentiate between subjects and predicates.</td>
</tr>
<tr>
<td>Divide Each Sentence</td>
<td>Click between the complete subject and the complete predicate.</td>
<td></td>
</tr>
<tr>
<td>Complete the Sentence</td>
<td>Click on the correct predicate for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>
# Grammar

## 3.4 - Sentences - Complete Sentences

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it a Sentence?</td>
<td>Is this a complete sentence?</td>
<td>Identify and build simple sentences.</td>
</tr>
<tr>
<td>Unscramble Each Sentence</td>
<td>Form a sentence from the scrambled words.</td>
<td></td>
</tr>
<tr>
<td>Is it a Compound Sentence?</td>
<td>Is this a compound sentence?</td>
<td>Identify whether a given sentence is a compound sentence.</td>
</tr>
<tr>
<td>What Kind of Sentence is it?</td>
<td>What kind of sentence is this?</td>
<td>Differentiate between interrogative, exclamatory, command and statement sentences.</td>
</tr>
<tr>
<td>Is the Punctuation Correct?</td>
<td>Is the ending punctuation correct?</td>
<td>Identify and choose the correct punctuation for a given sentence.</td>
</tr>
<tr>
<td>Choose the Correct Pronunciation</td>
<td>Click on the correct punctuation for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>

## 4.1 - Articles

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the Articles</td>
<td>Find the articles in each line.</td>
<td>Identify and choose the correct article for a given sentence.</td>
</tr>
<tr>
<td>Choose the Correct Article</td>
<td>Click on the correct article.</td>
<td></td>
</tr>
</tbody>
</table>
5.1 - Adjectives - Comparing Adjectives
(4 units of rules: er/est, ier/iest, more/most/less/least, good/better/best/bad/worse/worst)

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective Categories 1</td>
<td>Place each adjective in the proper category.</td>
<td>Differentiate between adjective, comparative and superlative.</td>
</tr>
<tr>
<td>Adjective Categories 2</td>
<td>Click on the correct category for each adjective you hear.</td>
<td></td>
</tr>
<tr>
<td>Choose the Correct Adjective</td>
<td>Choose the correct adjective.</td>
<td>Identify the correct adjective for a given sentence.</td>
</tr>
</tbody>
</table>

5.2 - Adjectives - Common Adjectives

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective - Picture Match</td>
<td>Match the adjective with the picture.</td>
<td></td>
</tr>
<tr>
<td>Adjective - Noun Match</td>
<td>Match the adjective with a noun in each column.</td>
<td></td>
</tr>
<tr>
<td>Gumball</td>
<td>Color all the adjectives.</td>
<td>Identify and understand common adjectives.</td>
</tr>
<tr>
<td>Adjective Categories</td>
<td>Place each adjective in the proper category.</td>
<td></td>
</tr>
<tr>
<td>Find the Adjectives</td>
<td>Click on the adjectives in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Find and Type</td>
<td>Type the adjective you find in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Gumball</td>
<td>Color the ten adjectives that describe people.</td>
<td></td>
</tr>
</tbody>
</table>
## Grammar

### 6.1 - Pronouns - Personal Pronouns

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unscramble the Pronouns</td>
<td>Unscramble the personal pronouns.</td>
<td></td>
</tr>
<tr>
<td>Categories</td>
<td>Place each word in the proper category.</td>
<td>Identify personal pronouns and use them in sentences.</td>
</tr>
<tr>
<td>Adjective, Noun or Pronoun</td>
<td>Is the word you hear and adjective, noun or pronoun?</td>
<td></td>
</tr>
<tr>
<td>Replace the Noun</td>
<td>Replace the underlying words with a pronoun.</td>
<td></td>
</tr>
<tr>
<td>Choose the Correct Pronoun</td>
<td>Choose the correct personal pronoun for each subject.</td>
<td></td>
</tr>
</tbody>
</table>

### 6.2 - Pronouns - Possessive Pronouns

### 6.3 - Pronouns - Subject Pronouns

### 6.4 - Pronouns - Object or Predicate Pronouns

### 6.5 - Pronouns - Pronoun Review

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the Correct Pronoun</td>
<td>Choose the correct pronoun for each sentence.</td>
<td>Choose the correct possessive/subject/object/predicate pronoun for each sentence.</td>
</tr>
<tr>
<td>Type the Correct Pronoun</td>
<td>Type the correct pronoun for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>
### 7.1 - Verbs - Action Verbs

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb-Picture Match</td>
<td>Match each picture with the correct action verb.</td>
<td>Identify action verbs and apply them in given sentences.</td>
</tr>
<tr>
<td>Is it an Action Verb?</td>
<td>Is the word you hear an action verb?</td>
<td></td>
</tr>
<tr>
<td>Which Word is Not a Verb?</td>
<td>Click on the word that can never be an action verb.</td>
<td></td>
</tr>
<tr>
<td>Verb - Noun Matching</td>
<td>Match each noun with an action verb.</td>
<td></td>
</tr>
<tr>
<td>Click on the Action Verb</td>
<td>Click on the action verbs in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Choose the Correct Verb</td>
<td>Choose the correct verb for each sentence.</td>
<td></td>
</tr>
<tr>
<td>Type the Correct Verb</td>
<td>Type the correct verb in each sentence.</td>
<td></td>
</tr>
</tbody>
</table>

### 7.2 - Verbs - Linking Verbs

| ACTIVITY NAME                      | INSTRUCTION                                                          | REQUIRED SKILLS                                                                 |
|-----------------------------------|                                                                     | Identify linking verbs and apply them in given sentences.                      |
| Find the Linking Verb             | Click on the linking verb in each sentence.                          |                                                                                  |
| Choose the Linking Verb           | Choose the correct linking verb.                                    |                                                                                  |
| Linking Verb or Action Verb       | Is the word a linking verb or action verb?                           |                                                                                  |
## 7.3 - Verbs - Verb Tense

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense</td>
<td>Gumball</td>
<td>Color the verbs that show present tense.</td>
<td>Identify present tense verbs.</td>
</tr>
<tr>
<td></td>
<td>Find the Verbs</td>
<td>Choose the verb that shows present tense.</td>
<td></td>
</tr>
<tr>
<td>Past Tense</td>
<td>Gumball</td>
<td>Color the verbs that show past tense.</td>
<td>Identify and conjugate past tense verbs.</td>
</tr>
<tr>
<td></td>
<td>Type the Past Tense</td>
<td>Type the past tense of each verb.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Type the Correct Verbs</td>
<td>Type the correct verb in each sentence.</td>
<td></td>
</tr>
<tr>
<td>Future Tense</td>
<td>Unscramble the Sentences</td>
<td>Unscramble the sentence to show future tense.</td>
<td>Complete future tense sentences.</td>
</tr>
</tbody>
</table>

## 7.4 - Verbs - Helping Verbs

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click on the Helpers</td>
<td>Click the helping verbs.</td>
<td>Identify helping verbs and apply them in given sentences.</td>
</tr>
<tr>
<td>Find the Verbs with Helpers</td>
<td>Find the main verb and its helper.</td>
<td></td>
</tr>
<tr>
<td>Complete the Sentences</td>
<td>Choose the correct helping verb.</td>
<td></td>
</tr>
<tr>
<td>Type the Correct Verbs</td>
<td>Type the correct helping verb.</td>
<td></td>
</tr>
</tbody>
</table>
### 7.5 - Verbs - Irregular Verbs

(6 units of irregular verb lists)

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb Categories</td>
<td>Choose the correct category for each verb.</td>
<td>Identify whether a given verb is present/past/past with a helper.</td>
</tr>
<tr>
<td>Verb Matching</td>
<td>Match each verb with the past tense.</td>
<td>Identify past tense of irregular verbs.</td>
</tr>
<tr>
<td>Complete the Sentences</td>
<td>Choose the correct verb for each sentence.</td>
<td>Apply irregular verbs to complete sentences.</td>
</tr>
<tr>
<td>Type the Correct Verb</td>
<td>Type the correct verb for each sentence.</td>
<td></td>
</tr>
</tbody>
</table>

### 8.1 - Adverbs

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb - Adjective Match</td>
<td>Match the adjective with the adverb.</td>
<td>Match adjectives with given adverbs.</td>
</tr>
<tr>
<td>Adverb Categories</td>
<td>Choose the correct category for each adverb.</td>
<td>Identify whether an adverb belongs in the how/when/where category.</td>
</tr>
<tr>
<td>Complete the Sentence</td>
<td>Choose the correct adverb for each sentence.</td>
<td></td>
</tr>
<tr>
<td>Which is Not an Adverb?</td>
<td>Which is not an adverb?</td>
<td>Identify adverbs and apply them in given sentences.</td>
</tr>
<tr>
<td>Find the Adverb</td>
<td>Click on the adverb in each sentence.</td>
<td></td>
</tr>
</tbody>
</table>
### 9.1 - Capitalization

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1: First letter of the sentence and the word I.</td>
<td></td>
<td>Understand various capitalization rules and apply them to given sentences.</td>
</tr>
<tr>
<td>Rule 2: The names of days, months and holidays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 3: Names of people and pets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 4: All geographic names, cities, states, countries, rivers, lakes, oceans, mountains, etc.</td>
<td>Click on the words that should have capital letters.</td>
<td></td>
</tr>
<tr>
<td>Rule 5: Buildings, structures and landmarks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 6: Companies and organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 7: Brand names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 8: Titles of T.V. programs, songs, movies, books and poems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 9: Quotations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10.1 - Punctuation - Abbreviations

(6 units of abbreviations - Days of the Week / Months of the Year / Streets / Metric Measurement / Standard Measurement / Variety Pack)

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the Abbreviation</td>
<td>Match the abbreviations with their long form.</td>
<td>Match and type abbreviations.</td>
</tr>
<tr>
<td>Flash Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type the Abbreviation</td>
<td>Type the correct abbreviation for each long form.</td>
<td></td>
</tr>
</tbody>
</table>
### 10.2 - Punctuation - Commas

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1: To separate a city from a province or state.</td>
<td></td>
<td>Understand rules of comma use and apply them to given sentences.</td>
</tr>
<tr>
<td>Rule 2: Between the day, the month and the year.</td>
<td>Click where the comma should be placed.</td>
<td></td>
</tr>
<tr>
<td>Rule 3: After yes, no, or a person’s name at the beginning of a sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 4: To separate lists of words in a series.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 5: Separates a direct quotation from the rest of the sentence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10.3 - Punctuation - Quotation Marks

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker First (two activities)</td>
<td>Click where the quotation marks go in each sentence.</td>
<td>Understand rules of quotation mark use and apply them to given sentences.</td>
</tr>
<tr>
<td>Speaker Last (two activities)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10.4.1 - Punctuation - Apostrophe - Contractions

(3 units as follows:)
List 1: aren’t/can’t/couldn’t/didn’t/don’t/hasn’t/haven’t/he’s/he’ll
List 2: hadn’t/I’m/Isn’t/it’s/let’s/she’ll/she’s/shouldn’t/there’s/they’ll
List 3: you’re/you’ll/wouldn’t/won’t/what’s/weren’t/we’re/we’ll/wasn’t/they’re

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contraction Match</td>
<td>Match the words with their contractions.</td>
<td></td>
</tr>
<tr>
<td>Auditory Match I</td>
<td>Choose the correct contractions for the words you hear.</td>
<td></td>
</tr>
<tr>
<td>Auditory Match II</td>
<td>Choose the correct words for the contractions you hear.</td>
<td>Understand common contractions.</td>
</tr>
<tr>
<td>Click on the Correct Contraction</td>
<td>Click on the correct contraction for the word you see.</td>
<td>Identify contractions for given words and words for given contractions.</td>
</tr>
<tr>
<td>Unscramble the Contractions</td>
<td>Unscramble the contractions.</td>
<td></td>
</tr>
<tr>
<td>Typing I</td>
<td>Type the long form for each contraction.</td>
<td></td>
</tr>
<tr>
<td>Typing II</td>
<td>Type the proper contractions for these words.</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>Match the words with their contractions.</td>
<td></td>
</tr>
</tbody>
</table>
### 10.4.2 - Punctuation - Apostrophe - Singular Possessives

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the Possessives</td>
<td>Match the noun with the possessive form.</td>
<td></td>
</tr>
<tr>
<td>Type the Possessive Noun</td>
<td>Type the correct possessive noun.</td>
<td>Understand meaning of singular possessive nouns and apply them in given sentences.</td>
</tr>
<tr>
<td>Choose the Correct Possessive Noun</td>
<td>Choose the correct possessive noun.</td>
<td></td>
</tr>
</tbody>
</table>

### 10.4.3 - Punctuation - Apostrophe - Plural Possessives

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the Possessives</td>
<td>Match the noun with the possessive form.</td>
<td></td>
</tr>
<tr>
<td>Type the Possessive Noun</td>
<td>Type the correct possessive noun.</td>
<td>Understand meaning of plural possessive nouns and apply them in given sentences.</td>
</tr>
<tr>
<td>Choose the Correct Possessive Noun</td>
<td>Choose the correct possessive noun.</td>
<td></td>
</tr>
</tbody>
</table>
Creative Writing

Developed by teachers and reading specialists, Creative Writing provides an overview of the structure and technique of effective writing projects. The program uses a modeling approach to show students how to communicate ideas and information for specific purposes to specific audiences. Additionally, Creative Writing provides an overview of the writing forms - fiction, non-fiction, narrative stories, poems, and letters, while introducing the process of developing descriptive paragraphs, writing to explain, writing to persuade, writing to provide details, writing questions, and writing definitions. The program provides models for creative openings, setting, mood, plot crises/problem, climax and solution, and gives students exercises to practice these writing tactics. Creative Writing uses exciting audio-visual content to effectively engage young minds and improve writing skills.

Targeted Skills

• How to Communicate Ideas and Information
• Writing for Specific Audiences
• Writing for Specific Purposes
• Story Building Skills
• Using Rubrics to Evaluate and Edit Written Work

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

• Records students’ results automatically as they work.
• Prints reports quickly and easily for sharing with parents and staff.
• Provides summary reports by subject or detailed reports by activity.
• Allows teachers to print reports for individual students or an entire class.
• Stores student marks in one central location for all programs.
Program Outline

The program is broken down into 4 main units, which can all be accessed from the main menu. On the following pages, each of these different units are broken down. The main menu units are:

1. Containers For Your Words
2. Story Building
2. Writing For A Purpose
4. Final Check
1.1 - Containers - Fiction and Non-Fiction

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Inform</td>
<td>Use the titles to decide what information the writer is going to give to readers in his or her story.</td>
<td>Read given titles to decide what a story is going to be about.</td>
</tr>
<tr>
<td>To Entertain</td>
<td>Use these titles to decide what the fiction story might be about.</td>
<td></td>
</tr>
<tr>
<td>Which Is Which</td>
<td>Read these sentences and decide if the purpose of the story is to inform or to entertain.</td>
<td></td>
</tr>
</tbody>
</table>

1.2 - Containers - Your Readers

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Read each sentence and decide who is the audience.</td>
<td>Determine the audience from a given piece of text.</td>
</tr>
<tr>
<td>Focus</td>
<td>Read the paragraph and decide who the audience is.</td>
<td></td>
</tr>
</tbody>
</table>

1.3 - Containers - Poetry - Rhyming and Verse

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Words I</td>
<td>Choose and type the correct word from the list above to complete this poem.</td>
<td>Pick a word that rhymes with a given set of words.</td>
</tr>
<tr>
<td>Rhyming Words II</td>
<td>Match the word on the left with the word on the right that rhymes with it.</td>
<td></td>
</tr>
<tr>
<td>Rhyming Schemes I</td>
<td>Arrange these lines so they make a poem with an AABB rhyming scheme.</td>
<td>Understand the rhyming scheme for a given poem.</td>
</tr>
<tr>
<td>Rhyming Schemes II</td>
<td>Is this an ABAB rhyming scheme?</td>
<td></td>
</tr>
<tr>
<td>Verses - Couplets</td>
<td>Choose the best line to complete these couplets.</td>
<td>Identify rhyming words in a given quatrain and couplet.</td>
</tr>
<tr>
<td>Verses - Quatrains</td>
<td>Click on the rhyming word pairs in each quatrain.</td>
<td></td>
</tr>
</tbody>
</table>
### 1.4 - Containers - Story Types

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Types I</td>
<td>Read each situation and decide whether this is a “character, problem, solution” story or a “personal experience” story.</td>
<td>Determine whether a given passage or title represents a “character, problem or solution” story or a “personal experience” story.</td>
</tr>
<tr>
<td>Story Types II</td>
<td>Will this story be about a “personal experience” or a “character, problem, or solution.”</td>
<td></td>
</tr>
</tbody>
</table>

### 1.5 - Containers - Friendly and Formal Letters

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters I</td>
<td>Read the letter carefully and choose the correct letter for each question.</td>
<td>Identify various parts of a given letter.</td>
</tr>
<tr>
<td>Letters II</td>
<td>Would you write a friendly letter or formal letter in each of these situations?</td>
<td>Determine whether a given situation warrants a formal or friendly letter.</td>
</tr>
</tbody>
</table>

### 2.1 - Story Building - Story Openings

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Openings I</td>
<td>Which story opening is the most interesting?</td>
<td>Understand what makes an interesting opening.</td>
</tr>
<tr>
<td>Story Openings II</td>
<td>In the following opening, click on the words that tell you about the character or setting.</td>
<td>Determine the character or setting from an opening.</td>
</tr>
</tbody>
</table>
## 2.2 - Story Building - Setting

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting I</td>
<td>Which of the senses does this setting appeal to?</td>
<td>Determine the sense that relates to a given passage or word.</td>
</tr>
<tr>
<td>Setting II</td>
<td>Put each word in the correct category - sight, sound, smell, taste or touch.</td>
<td></td>
</tr>
<tr>
<td>Setting III</td>
<td>Select the detail that does not belong in the given setting.</td>
<td>Determine whether given details relate to a specific setting.</td>
</tr>
</tbody>
</table>

## 2.3 - Story Building - Mood

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mood 1</td>
<td>Click on the groups of words in the following sentences that create the mood for the word above.</td>
<td>Relate a given passage to a mood.</td>
</tr>
<tr>
<td>Mood II</td>
<td>Click on the best character or mood to match the main event.</td>
<td></td>
</tr>
</tbody>
</table>

## 2.4 - Story Building - Plot

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot I</td>
<td>Is this a character, a setting or a plot?</td>
<td>Differentiate between character, setting and plot.</td>
</tr>
<tr>
<td>Plot II</td>
<td>Click on the plot events in the order in which they should occur.</td>
<td>Put given events in order.</td>
</tr>
</tbody>
</table>
2.5 - Story Building - Crisis/Problem

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis/Problem I</td>
<td>Is this statement about a character, setting, plot or crisis problem?</td>
<td>Differentiate between character, setting, plot and a crisis problem.</td>
</tr>
<tr>
<td>Crisis/Problem II</td>
<td>Click on the type of conflict for each main event.</td>
<td>Determine the type of conflict for a given passage.</td>
</tr>
<tr>
<td>Conclusion/Problem Resolved</td>
<td>Which of these statements shows a crisis or a problem?</td>
<td></td>
</tr>
</tbody>
</table>

2.6 - Story Building - Climax

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climax I</td>
<td>Which is the better climax for this story?</td>
<td>Determine the most effective climax for a given passage.</td>
</tr>
<tr>
<td>Climax II</td>
<td>Which of these descriptions is more suspenseful?</td>
<td></td>
</tr>
</tbody>
</table>

2.7 - Story Building - Solution/Conclusion

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution / Conclusion I</td>
<td>Click on the ending that resolves the conflict for each story idea.</td>
<td>Determine an appropriate ending for a given story concept.</td>
</tr>
<tr>
<td>Solution / Conclusion II</td>
<td>Does this ending make sense for this kind of story.</td>
<td></td>
</tr>
</tbody>
</table>
## 2.8 - Story Building - Character Sketch

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Sketch I</td>
<td>Click on the words in each sentence that provide details about the character.</td>
<td>Determine characteristics for a given character.</td>
</tr>
<tr>
<td>Character Sketch II</td>
<td>Click on all the words that describe the word above.</td>
<td></td>
</tr>
<tr>
<td>Character Sketch III</td>
<td>Choose the words that best describe Peggy</td>
<td></td>
</tr>
<tr>
<td>Character Sketch IV</td>
<td>Click on the word that shows an internal characteristic.</td>
<td>Determine whether given characteristics are internal or not.</td>
</tr>
</tbody>
</table>

## 2.9 - Story Building - Review

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review I</td>
<td>Is this statement about character, setting, plot, solution or crisis-problem.</td>
<td>Differentiate between character, setting, plot, solution and a crisis-problem.</td>
</tr>
<tr>
<td>Review II</td>
<td>Please read the passage and answer the questions.</td>
<td>Determine mood, setting, conflict, ending, opening of a given story.</td>
</tr>
<tr>
<td>Review III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.1 - Writing For A Purpose - Writing A Descriptive Paragraph

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing A Descriptive Paragraph I</td>
<td>Click on the sound word in each sentence.</td>
<td>Find a sound word in a given sentence.</td>
</tr>
<tr>
<td>Writing A Descriptive Paragraph II</td>
<td>Which description paints a more interesting picture.</td>
<td>Determine whether a given description is interesting or not.</td>
</tr>
<tr>
<td>Writing A Descriptive Paragraph III</td>
<td>Match the adjectives on the left with the best object on the right.</td>
<td>Match adjectives with appropriate objects.</td>
</tr>
<tr>
<td>Writing A Descriptive Paragraph IV</td>
<td>Type the word in the blank that creates the clearest picture.</td>
<td>Complete an effective descriptive sentence.</td>
</tr>
</tbody>
</table>

3.2 - Writing For A Purpose - Writing Questions

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Questions I</td>
<td>Click on the statement part of this two part question.</td>
<td>Identify the statement part of a two part question.</td>
</tr>
<tr>
<td>Writing Questions II</td>
<td>Which of the four questions does this sentence answer - how, where, when or what?</td>
<td>Determine whether a given answer was for a how, where, when or what question.</td>
</tr>
<tr>
<td>Writing Questions III</td>
<td>Choose the correct answer for each question.</td>
<td>Choose an appropriate answer for a given question.</td>
</tr>
</tbody>
</table>

3.3 - Writing For A Purpose - Writing A Definition

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing A Definition</td>
<td>Click on the direct, strong definition of the word.</td>
<td>Identify whether a given definition is a direct and strong.</td>
</tr>
</tbody>
</table>
### 3.4 - Writing For A Purpose - Writing To Explain

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing To Explain I</td>
<td>Click on the words that help your reader understand the order in which things happen in writing.</td>
<td>Identify words that indicate the order in which things happen.</td>
</tr>
</tbody>
</table>

### 3.5 - Writing For A Purpose - Writing to Convince Or Persuade

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View I</td>
<td>Whose point of view is expressed in this statement?</td>
<td>Determine whose point of view is being expressed from clues in a given statement.</td>
</tr>
<tr>
<td>Point of View II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing To Convince Or Persuade</td>
<td>Click on the sentence that does not give a strong reason to support the statement.</td>
<td>Identify whether a given sentence strongly supports a basic argument.</td>
</tr>
</tbody>
</table>

### 3.6 - Writing For A Purpose - Writing To Provide Details

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to Provide Details I</td>
<td>Which details are important for an eyewitness account of a car accident?</td>
<td>Identify details that are relevant for a given situation.</td>
</tr>
<tr>
<td>Writing to Provide Details II</td>
<td>Please answer the question about each of the following statements.</td>
<td>Identify important details from a given passage.</td>
</tr>
<tr>
<td>Writing to Provide Details III</td>
<td>Click on at least 3 key words in the sentence.</td>
<td>Identify key words in a given sentence.</td>
</tr>
<tr>
<td>Writing to Provide Details IV</td>
<td>Organize these notes into three categories - coats, calf or foods.</td>
<td>Organize given notes into given categories.</td>
</tr>
</tbody>
</table>
4.1 - Final Check - A Rubric

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Rubric</td>
<td>Click on the two statements that are true.</td>
<td>Identify properties of Level 1, 2 and 3 stories.</td>
</tr>
</tbody>
</table>

4.2 - Final Check - Check That Story - Level One
4.3 - Final Check - Check That Story - Level Two
4.4 - Final Check - Check That Story - Level Three

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>INSTRUCTION</th>
<th>REQUIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity One</td>
<td>Please read the story then answer the questions about the story.</td>
<td>Reading comprehension skills.</td>
</tr>
<tr>
<td>Activity Two</td>
<td>After each number in the story there is a word missing. Choose the verb, adjective or adverb in the list below the box that improves the story by making it more vivid for the reader.</td>
<td>Determine an effective word to insert into a story.</td>
</tr>
<tr>
<td>Activity Three</td>
<td>After each number in the story, the punctuation mark is missing. Choose the correct punctuation to make the sentence correct.</td>
<td>Determine the proper punctuation marks to insert into a story.</td>
</tr>
<tr>
<td>Activity Four</td>
<td>Choose the correct form of the word to replace each number in the story.</td>
<td>Determine the correct homonym to insert into a story.</td>
</tr>
</tbody>
</table>