

PowerUp Resources A Visual Guide



This guide outlines the Lexia® PowerUp Literacy® resources that can be used to reinforce, extend, and celebrate student learning. These resources are most effective when used as part of a blended learning model that includes the online student program and myLexia® data.

From the myLexia Resources Page

Lexia Skill Builders®

Name: _____ Word Study Level 13

7. Combine the word parts to make a real word. Remember that the prefixes sub-, con-, in-, and ob- sometimes change their spelling to match the first letter of the root.

	port	support		ment
	ply			rode
sub-	fer		con-	lect
	pose			mit
	fix			rect

8. Use the words above in the sentences below.

- Do you like to _____ items like comic books or trading cards?
- Please _____ me if I pronounce your name in the wrong way.
- A _____ is a word part, just like a prefix or a root.
- Do we have a big enough _____ of snacks for the party?
- Thank you for your thoughtful _____ in the group chat.

	mane		pose
	mortal		press
in-	legal		fer
	lustrate	ob-	fic
	mense		cur

- Please _____ your uncle a cupcake as well!
- It is _____ to steal from a store.
- Is your _____ on the first floor or the third floor?
- The Great Wall of China is an _____ structure; it is over 5,000 miles long.
- Do you know when the next lunar eclipse will _____?

* Choose three words that you did not use. On the back, draw a picture to illustrate each one.

POWERUP LITERACY page 4

Lexia Lessons®

POWERUP LITERACY Comprehension Level 4 Compare & Contrast 1

PREPARE

CONCEPT Comparing and contrasting involve looking at the similarities and differences between two things, such as objects, places, or people. Strategic readers pay attention to how authors present ideas and can identify comparisons and contrasts in sentence-level text.

VOCABULARY compare, contrast, transition words

MATERIALS Lesson reproducibles

INSTRUCT

ANCHOR CHART [Display Reproducible page 1]

- Introduce the **Concept** of this lesson. (See above.)
- Review the terms **compare**, **contrast**, and **transition words** on the **Anchor Chart**. Then, direct students to the visual examples.
- Explain that the purpose for comparing and contrasting is to explore the similarities and differences between two things.

PRACTICE

[Display Reproducible page 2, Part A.]

- Read the directions with students.
- Prompt students: *What two activities is the author comparing? How are these activities alike?*

[Display Reproducible page 2, Part B.]

- Read the directions with students.
- Prompt students: *What two activities is the author contrasting? How are these activities different?*

[Display Reproducible page 3, Part C.]

- Read the directions with students.
- Prompt students: *Does the transition word connect a comparison of things or a contrast? Does the transition word tell you that the things are different or the same?*

[Display Reproducible page 3, Part D.]

- Read the directions with students.
- Prompt students: *What information can you use to best complete the statement? Which transition word best completes the statement?*

* Note that an **Answer Key** is available for teacher reference on Lesson page 2.

Lesson page 1

- Practice materials for application and generalization of skills
- Designed to give students further practice with online skills
- Automatically recommended in the myLexia Class Table based on student progress

- Explicit instruction for targeted intervention
- Designed to support students who are struggling in online activities
- Automatically recommended in the myLexia Class Table based on student performance

The PowerUp Resources Hub includes a link to the Help Center with answers to program questions, setup and troubleshooting guides, system requirements, and ways to contact our support team.

PowerUp Resources Hub: Support for Instruction

Digital Lexia Skill Builders

Word Study Level 4

H. Combine the open syllable with the other syllables in each list. Then, answer the riddles.

ven	even	gan
lect		yond
ge	be	came
vil		side
rae		have

- If you vote for someone, you help to do this: _____
- Six, ten, and one hundred are not odd but this: _____
- If you are next to something, you are this: _____
- If you act politely, you do this: _____
- Bed, to the extreme: _____

bat	lle
tund	dy
bust	rade
tale	ny
denis	tan

- Rats and mice are these: _____
- Something that is very little is this: _____
- A word for "to spin" is this: _____
- If everything is where it should be, a space is: _____
- This is the name of a text: _____

★ Pick 3 words that you did not use. On the back, write a riddle for each.

Lexia Lessons: Slide Decks

subtract

- Put a dot under the sounded vowels.
- Count the consonants between the vowels.
- If there are 3 consonants, divide after the first.
- Read each syllable.
- Blend the syllables to read the word.

Letter Tiles

POWERUP Lexia Lessons™ Teacher Resource Kit Letter Tiles-Lowcase

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

- Digital activities for application and generalization of skills
- Designed to give students further practice with online skills
- Type-in text boxes and movable components for sorting and sequencing tasks

- Explicit instruction for targeted intervention
- Designed to support students who are struggling in online activities
- Can be used in the classroom or in a remote learning environment

- Upper- and lowercase letters
- Designed for students to cut and manipulate
- Referenced in Lexia Lessons

Fluency Passages

POWERUP Intermediate Fluency Oral Reading Passages

WATER POLO
OPEN SYLLABLES
WORD COUNT: 112

Suppose that a person likes to play basketball and also likes to swim. That person can combine those basic skills in one exciting game. That game is water polo.

In water polo, swimmers focus on getting a ball into a net located in the end zone of the rival squad. There are a total of seven athletes on a squad: six people for offense and defense plus one person to protect the net.

Water polo has a fast pace because a squad has less than a minute from the moment they get the ball to try to get it in the net of their rival. The rules prevent athletes from pushing off the bottom, so strong swimmers are the best fit. Athletes must also be polite. It is not legal to grab, push, kick, or sink anyone. Water polo is an exciting game to play. It's exciting for the fans as well.

Time	Errors	Self-Corrections	WCPM	Accuracy
------	--------	------------------	------	----------

Fluency Student Checklist

POWERUP Fluency Oral Reading Passages

Fluent Reading Student Checklist

Name: _____
Date: _____
Passage Title: _____

My expression is natural. I sound like I am talking to a friend.

The volume of my voice is loud enough for someone sitting next to me to hear every word.

I group words into phrases that show I understand the meaning of what I am reading.

I pay attention to punctuation. I pause when I see commas and periods and change my voice when I see question marks and exclamation points.

My reading is smooth and accurate. If I make a mistake, I correct it and continue reading.

My pace is conversational. I am not reading as quickly as I can, and I am not reading so slowly that the text loses meaning.

What did I do well? _____

What can I improve? _____

Comprehension Passages

POWERUP Level 12 (Lexia 3) Comprehension Passages

THE MAN WHO COULDN'T REMEMBER

BY ROBERTA FLORES
PROFANISIMAL

Henry Molaison died in 2008 at the age of 82. He was famous, though few people knew his name. Until his death, Henry was known only by his initials, to protect his privacy. For decades, neuroscientists, who study the brain and nervous system, had been reporting about their research with "H.M."

When Henry was ten years old, he began suffering from epilepsy. Epilepsy is a disorder that involves sudden bursts of electrical energy in the brain that cause seizures. For Henry, these seizures grew in strength over the years. When he was in high school, they were severe. At any time, he might lose consciousness, fall to the ground, and lie with muscles jerking. Doctors prescribed powerful medications, but the seizures continued.

A neurosurgeon offered an experimental operation to treat the epilepsy. Henry was 27 when he decided to undergo the surgery. The surgeon drilled through Henry's skull. He carefully sliced away tissue from deep inside each half of the brain. The removed sections came from both temporal lobes. Each section included a structure called the hippocampus.

As a result of the operation, Henry's seizures were reduced. But something essential had been taken from him. He lost the ability to form new memories. He still had some memories of his life before the operation. But he could not remember what he ate for breakfast or where he had gone the day before. No matter how many times he met someone, each meeting was new to him. He understood what was said to him, but he could not hold onto this information for more than a few seconds. When asked how long he had trouble remembering things, he said, "I can't tell you because I don't remember."

Henry remained a gentle, friendly, intelligent person with a good sense of humor. He enjoyed doing crossword puzzles and watching movies. But without the ability to form memories, Henry could not learn new things or navigate his world. He needed care for the rest of his life.

The general term for memory loss is amnesia. Amnesia may result from brain injury or disease. Sometimes amnesia is temporary. In Henry's case, it was permanent. And because it occurred after removal of the hippocampus in both lobes, neuroscientists gained understanding of the work these

- Short, leveled texts from online fluency activities
- Formatted with additional line spacing and a line-by-line running word count to provide opportunities for both practice and formative assessment

- Fluency checklist for students to reflect on their expression, volume, phrasing, accuracy, and pace
- Designed to have students self-monitor their progress and set goals for improvement

- Short, leveled texts from online comprehension activities
- Designed to support educators in further scaffolding comprehension instruction and activities for students

PowerUp Resources Hub: Support for Instruction

Anchor Charts

POWERUP
LITERACY

Spelling Patterns: tion & sion

Words with /shun/ are spelled **-tion** as in the word **nation**.
Words with /zhun/ are spelled **-sion** as in the word **decision**.

AT A GLANCE

-tion	-sion
location	vision
induction	erosion
invention	invasion
foundation	conclusion

Now I can spell words with /shun/ and /zhun/.

potion	poshion
version	verzhion
fiction	ficahion

© 2021 Lexia Learning, LLC, a Lexia Education Group company

Graphic Organizers

POWERUP
LITERACY

Theme _____

GRAPHIC ORGANIZER: Theme Chart

What is the conflict?

Who are the characters?

Why did the author choose these words?

Choose a keyword for this story:

<input type="checkbox"/> prejudice	<input type="checkbox"/> greed	<input type="checkbox"/> honesty	<input type="checkbox"/> bravery	<input type="checkbox"/> teamwork
<input type="checkbox"/> family	<input type="checkbox"/> hard work	<input type="checkbox"/> kindness	<input type="checkbox"/> mistakes	<input type="checkbox"/> happiness
<input type="checkbox"/> cheating	<input type="checkbox"/> friends	<input type="checkbox"/> persistence	<input type="checkbox"/> love	<input type="checkbox"/> _____

What is the author's message?

© 2021 Lexia Learning, LLC, a Lexia Education Group company

Graphic Organizers | page 15

Writing Prompts

Name: _____

Write a Comparison
Informational Text
Perseverance

READ the information in the boxes below.

The Crow and the Pitcher
by Aesop

A CROW, half-dead with thirst, came upon a pitcher, but when the Crow put its beak into the pitcher, he found that he could not reach the little water that was in it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. He kept dropping pebbles in the pitcher. At last, he saw the water rise and after casting in a few more pebbles he was able to quench his thirst and save his life.

Still Here
by Langston Hughes

I been scarred and battered,
My hopes the wind done scattered.
Snow has friz me,
Sun has baked me,
Looks like between lem they done
Tried to make me
Stop laughin', stop lovin', stop
Havin'—
But I don't care!
I'm still here!

THINK carefully about the following statements.

Both the fable and the poem have the theme of perseverance. Having perseverance means being determined to keep doing something until a goal is achieved.

WRITE an essay explaining perseverance and how being determined and not giving up helps in achieving a goal. Use examples from the two texts.

Be sure to —

<input type="checkbox"/> clearly state your controlling idea	<input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences
<input type="checkbox"/> organize and develop your explanation effectively	
<input type="checkbox"/> choose your words carefully	

© 2021 Lexia Learning, LLC, a Lexia Education Group company

Lexia Writing Prompts

1

- Printable anchor charts to support grammar, word study, and comprehension instruction
- Designed to summarize the skills taught online and included in most Lexia Lessons

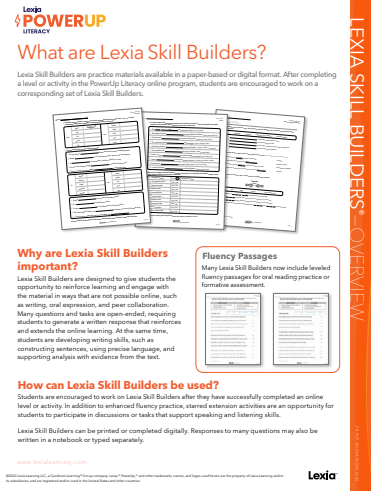
- Collection of 13 different graphic organizers
- Designed to support reading comprehension and analysis of informational, narrative, and persuasive texts

- Writing prompts focused on engaging, grade-appropriate themes and topics from online comprehension activities
- Includes teacher-facing rubrics and student-friendly checklists for each writing genre



PowerUp Resources Hub: Classroom Resources

Instructional Materials Overviews



Lexia POWERUP LITERACY

What are Lexia Skill Builders?

Lexia Skill Builders are practice materials available in a paper-based or digital format. After completing a level of activity in the PowerUp Literacy online program, students are encouraged to work on a corresponding set of Lexia Skill Builders.

Why are Lexia Skill Builders Important?

Lexia Skill Builders are designed to give students the opportunity to reinforce learning and engage with the material in ways that are not possible online, such as writing, oral expression, and peer collaboration. Many questions and tasks are open-ended, requiring students to generate a written response that reinforces and extends the online learning. At the same time, students are developing writing skills, such as constructing sentences, using precise language, and supporting analysis with evidence from the text.

How can Lexia Skill Builders be used?

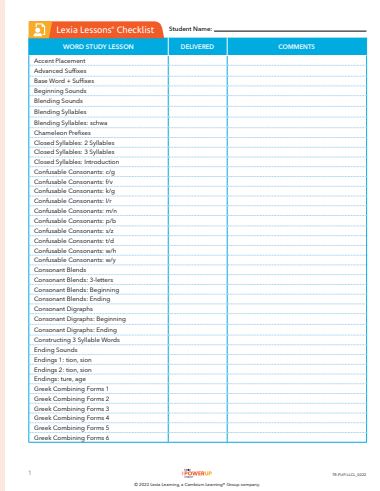
Students are encouraged to work on Lexia Skill Builders after they have successfully completed an online level or activity. In addition to enhanced fluency practice, shared extension activities are an opportunity for students to participate in discussions or tasks that support speaking and listening skills.

Lexia Skill Builders can be printed or completed digitally. Responses to many questions may also be written in a notebook or typed separately.

www.lexialearning.com

Designed to explain the what, why, where, when, and how of instructional materials to educators or administrators

Instructional Materials Checklists



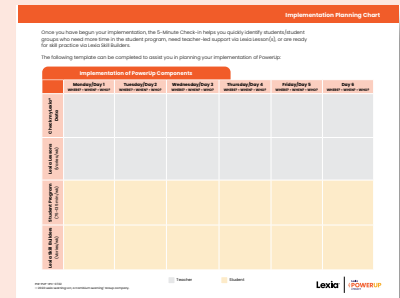
Lexia Lessons Checklist

Student Name: _____

WORD STUDY LESSON	DELIVERED	COMMENTS
Accent Placement		
Advanced Suffixes		
Base Word + Suffixes		
Beginning Sounds		
Blending Sounds		
Blending Syllables		
Blending Syllables: schwa		
Chemistries Preface		
Closed Syllables: 2 Syllables		
Closed Syllables: 3 Syllables		
Closed Syllables: Introduction		
Confusable Consonants: stg		
Confusable Consonants: tvc		
Confusable Consonants: lrg		
Confusable Consonants: tv		
Confusable Consonants: mvc		
Confusable Consonants: pvc		
Confusable Consonants: rvc		
Confusable Consonants: tvc		
Confusable Consonants: wh		
Confusable Consonants: wj		
Consonant Blends: 3 letters		
Consonant Blends: Beginning		
Consonant Blends: Ending		
Consonant Digraphs		
Consonant Digraphs: Beginning		
Consonant Digraphs: Ending		
Constructing 5 Syllable Words		
Ending: 1: ten, swim		
Ending: 2: ten, swim		
Ending: ten, age		
Greek Combining Forms 1		
Greek Combining Forms 2		
Greek Combining Forms 3		
Greek Combining Forms 4		
Greek Combining Forms 5		
Greek Combining Forms 6		

Designed to help educators track delivery of Lexia Lessons and Lexia Skill Builders

PowerUp Implementation Planning Chart



Implementation Planning Chart

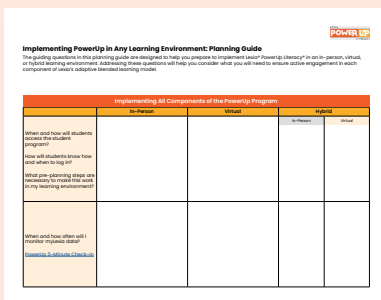
Does your school integrate your implementation of the Lexia Check-in helps you quickly identify implementation gaps and make more time in the student program, meet teacher feedback on user account(s), or on ready to go all practice on new materials.

The following template can be completed to assist you in planning your implementation of PowerUp:

Implementation of PowerUp Components	Implementation of PowerUp Components				
	Monday/Day 1	Tuesday/Day 2	Wednesday/Day 3	Thursday/Day 4	Friday/Day 5
Lexia Lessons					
Lexia Skill Builders					
Lexia Check-in					

Designed to support implementation of online program usage, offline lessons, and myLexia progress monitoring

Implementing PowerUp in Any Learning Environment



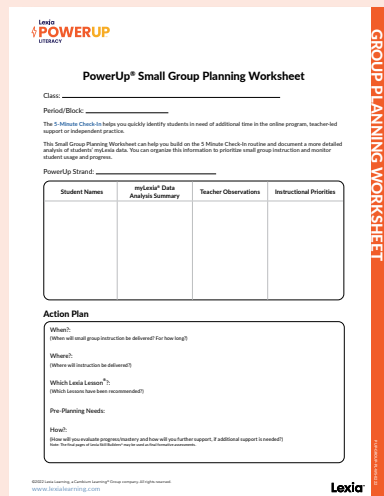
Implementing PowerUp in Any Learning Environment: Planning Guide

The guiding questions in this planning guide are designed to help you prepare to implement Lexia's PowerUp Literacy in an in-person, virtual, or hybrid learning environment. Addressing these questions will help you consider what you will need to ensure active engagement in each component of every online learning experience.

Implementing All Components of the PowerUp Program	Environment			
	In-person	Virtual	Hybrid	Other
When and how will students access the student program?				
How will students know how and when to log in?				
What are the key steps or resources to make the user interface accessible to all users in the learning environment?				
What are the key steps or resources to make the user interface accessible to all users in the learning environment?				

- Guiding questions designed to support implementation in an in-person, virtual, or hybrid environment
- Prompts for teachers to consider what's needed to ensure active engagement in each component of Lexia's Adaptive Blended Learning model

Small Group Planning Worksheet



PowerUp® Small Group Planning Worksheet

Class: _____

Period Block: _____

The 3-Minute Check-in helps you quickly identify students in need of additional time in the online program, teacher-led support or independent practice.

This Small Group Planning Worksheet can help you hold on to the 3-Minute Check-in routine and document a more detailed analysis of students' individual skills. You can integrate this information to provide small group instruction and monitor student growth and progress.

Student Names	Student Data Analysis Summary	Teacher Observations	Instructional Priorities

Action Plan

When: (When will small group instruction be delivered? For how long?)

Where: (Where will instruction be delivered?)

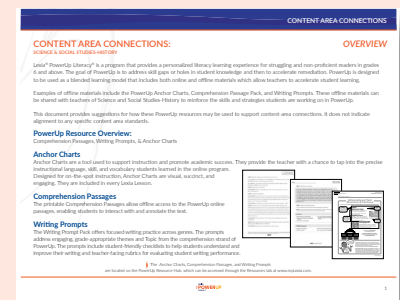
Which Lexia Lesson?: (Which Lexia Lesson has been recommended?)

Pre-Planning Needs:

How: (How will you evaluate progress/monitor and how will you further support, if a different support is needed?)

- Designed to help educators plan instructional next steps for a group or individual
- Support to determine which students, what skills, what resources, and how student progress will be evaluated in small group learning

Content Area Connections



CONTENT AREA CONNECTIONS: OVERVIEW

CONTENT AREA CONNECTIONS:

Lexia's PowerUp Literacy is a program that provides a personalized literacy learning experience for struggling and non-proficient readers in grades 2 and above. The goal of PowerUp is to address skill gaps or holes in student knowledge and then to accelerate comprehension. PowerUp is designed to be used as a blended learning model that includes both online and offline materials which allow teachers to accelerate student learning.

Examples of offline materials include the PowerUp Anchor Charts, Comprehension Passage Pack, and Writing Prompts. These offline materials can be shared with teachers of Science and Social Studies classes to reinforce the skills and strategies students are working on in PowerUp.

This document provides suggestions for how these PowerUp resources may be used to support content area connections. It does not include alignment to any specific content area standards.

PowerUp Resource Overview:

- Comprehension Passages
- Writing Prompts
- Anchor Charts

Anchor Charts

Anchor Charts are a tool used to support instruction and provide academic success. They provide the teacher with a space to tap into the general instructional practices, skills, and strategies learned in the online program. Designed for on-the-spot instruction, Anchor Charts are visual, succinct, and engaging. They are included for every Lexia Lesson.

Comprehension Passages

The printable Comprehension Passages allow offline access to the PowerUp online program, enabling students to extend skills and practice the text.

Writing Prompts

The Writing Prompts Pack offers focused writing practice across genres. The prompts address engaging, grade-appropriate themes and tasks from the comprehension strand of PowerUp. The prompts include teacher-friendly flexibility to give students extended and response their writing and teacher-facing rubrics for evaluating student writing performance.

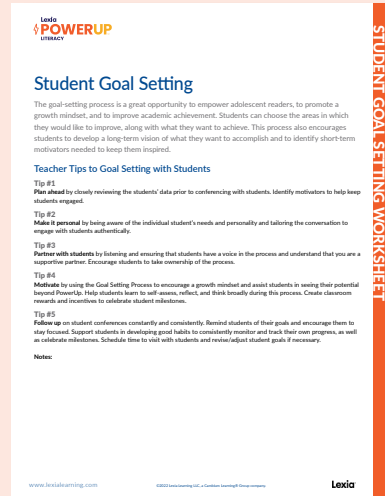
Provides suggestions on how to share PowerUp Anchor Charts, Comprehension Passages, and Writing Prompts with teachers of Science and Social Studies

PowerUp Resources Hub: Student Achievement

Achievement Certificates



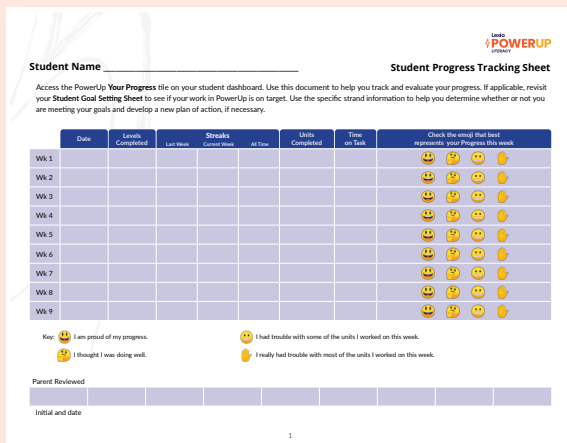
Student Goal Setting Worksheet



- Certificates in English and Spanish
- Available with detailed statements in full-color
- Designed to celebrate student success and enhance school to home communication

Interactive worksheet for students to participate in tracking progress, reflecting on successes, and choosing areas in which they'd like to improve

Student Progress Tracking Chart



- Interactive chart for students to track and evaluate their progress based on information from the Your Progress tile on their student dashboard
- Designed to be used in conjunction with the Student Goal Setting Worksheet



PowerUp Resources Hub: Guides and Manuals

Professional Learning Guide



Lexia® PowerUp Literacy® Professional Learning Guide

Goals

Understand

- Instructional Pedagogy and Skill Areas
- Online Student Program
- Data and targeted Instructional Resources
- Implementation Best Practices



School Year Guides

FOR EDUCATORS

Lexia Beginning the Year with Success

Lexia is committed to working with you to ensure the success of every student, and these tips can help you get the school year off to a great start with Lexia® Core® Reading and Lexia® PowerUp Literacy®. Begin by logging in to [myLexia](#) to access all the resources described here, and more!

- Prepare Student Login Cards**
View and download your class roster and student login cards with usernames and passwords from the myLexia homepage.
- Bookmark myLexia.com**
Your myLexia reports provide actionable data based on student performance and progress – make sure you can easily access this valuable information!
Regularly review the Class Overview dashboard to identify students who:
• Need more online usage
• Need targeted support
• Are ready for independent practice
• Are ready to celebrate an achievement
- Explore the Resources page**
Visit the myLexia Resources page to explore the library of Lexia lessons and Lexia Skill Builders. These resources provide opportunities to reinforce and extend the literacy skills students learn online.
The Resources page also provides access to the Resources Hub with additional instructional support materials, such as brochures, fluency passages, close reading sets, and writing prompts. Check out the homepage throughout the school year to discover new and enhanced featured resources.
Consider creating a system to keep track of these downloadable materials, digital folders, student folders, or a master set for shared use.
- View Program Overview Videos**
While you're visiting the Resources Hub, take a few minutes to watch one (or all) of the descriptive program overview videos from the Core® Read Practices orientation to the PowerUp Student Experience and accompanying videos.
- Communicate with Families**
The Resources Hub offers a variety of materials to strengthen school-to-home connections. Use the Lexia Home Use Letter to communicate the benefits of Lexia's programs and share high information with families.
The Recognition Cards offer suggestions to promote literacy development at home. These fun games and hands-on projects can be shared as part of your classroom Open House or Back-to-School night.
These family communication and support resources are available in multiple languages on the School to Home page of the Resources Hub.
- Plan to celebrate student success**
Your students will be making progress toward their reading goals every day they log in. Create a plan to highlight those efforts and share the celebration with families. Lexia achievement certificates are available on the Student Achievement page of the Resources Hub.
- Follow Lexia Learning on social media**
Lexia Learning posts tips for educators and suggestions for literacy building activities on [Twitter](#), [Facebook](#), and [LinkedIn](#).

Lexia PowerUp Literacy

Summer Guides

FOR EDUCATORS

Lexia PowerUp Literacy Summer Reading Tips Supporting Literacy At Home

Looking for ways to help families support their readers at home this summer? Follow these tips to reinforce school-year learning.

Encourage use of PowerUp at home
If your students did not use Lexia® PowerUp Literacy® at home during the school year but you think they'd benefit from continuing to work online this summer, the PowerUp [Lexia Home Use Letter](#) explains to families how to log in and support their reader at home.

Suggest practicing learned skills
Lexia's instructional support resources can be used to reinforce and build literacy skills from home. Share these resources based on your student's current performance in PowerUp.

- Lexia Skill Builders® allow students to apply and generalize online learning with engaging tasks that promote written expression. This student resource is available in digital and printable formats. Consider sharing Skill Builders from previously completed levels as a way to review skills that were covered during the school year.
- Students may benefit from reviewing the visually engaging [Lexia Cloze](#) to reinforce key literacy skills. They will recognize the precise instructional language, skills, and vocabulary they experienced in the online program.
- Downloadable [PowerUp Fluency Passage Packs](#) and [Comprehension Passages](#) are available across all program levels: Foundational, Intermediate, and Advanced. Consider using these passages as a way to review previously introduced material.

Promote literacy building activities
Lexia now offers [Read & Discuss](#) activities with hands-on activity ideas to promote literacy development at home. These fun games and projects can be completed with items that families already have at home.
You can also encourage your students to try the [Lexia Summer Reading Bingo Challenge](#). These fun activities for adolescent readers can help boost literacy skills all summer long.

Celebrate student success
Your students make progress toward their reading goals every time they log in to PowerUp. As you wrap up the school year, be sure to acknowledge these efforts and share the celebration with families. [Achievement Certificates](#) are available to mark summer reading accomplishments. Encourage families to ask their readers about newly developed skills.

Follow Lexia Learning on social media
Lexia Learning posts tips for educators and suggestions for at-home literacy building activities on [Twitter](#), [Facebook](#), [Instagram](#), and [LinkedIn](#). Follow us and encourage your students' families to check out our recommended activities.

Lexia

Designed to help educators understand the student online experience, learn how to access student data, and enhance student learning with instructional resources

- Checklist for beginning the year with success
- Guide to supporting families with remote learning

- Tips for summer reading success and using PowerUp in summer programs
- Designed to support planning and implementation

PowerUp Teacher's Manual

Word Study Level 1 Foundational

Closed Syllables 1

Activity

Syllables, Letter Patterns & Sounds 1
Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, identify the number of phonemes in words.
Units: 1

Spelling 1
Manipulate phonemes in word chains; spell closed syllables with vowel a, i, o.
Units: 4

Fluency & Comprehension 1
Blend phonemes into words, demonstrate understanding of written phrases and spoken sentences.
Units: 2

Syllables, Letter Patterns & Sounds 2
Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, demonstrate letter-sound knowledge for consonant digraphs.
Units: 3

Spelling 2
Manipulate phonemes in word chains; map sounds to letters (consonant blends and medial vowels), spell closed syllables.
Units: 4

Fluency & Comprehension 2
Demonstrate understanding of written phrases and spoken sentences.
Units: 2

Skill Check
Demonstrate understanding of key concepts from this level.
Units: 4

PowerUp Scope & Sequence

PowerUp Scope and Sequence

Word & Level	Syllables, Letter Patterns & Sounds 1	Spelling 1	Fluency & Comprehension 1	Syllables, Letter Patterns & Sounds 2	Spelling 2	Fluency & Comprehension 2
FOUNDATIONAL (L1)	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, identify the number of phonemes in words. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; spell closed syllables with vowel a, i, o. 	<ul style="list-style-type: none"> Blend phonemes into words, demonstrate understanding of written phrases and spoken sentences. 	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, demonstrate letter-sound knowledge for consonant digraphs. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; map sounds to letters (consonant blends and medial vowels), spell closed syllables. 	<ul style="list-style-type: none"> Demonstrate understanding of written phrases and spoken sentences.
INTERMEDIATE (L2)	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, identify the number of phonemes in words. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; spell closed syllables with vowel a, i, o. 	<ul style="list-style-type: none"> Blend phonemes into words, demonstrate understanding of written phrases and spoken sentences. 	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, demonstrate letter-sound knowledge for consonant digraphs. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; map sounds to letters (consonant blends and medial vowels), spell closed syllables. 	<ul style="list-style-type: none"> Demonstrate understanding of written phrases and spoken sentences.
ADVANCED (L3)	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, identify the number of phonemes in words. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; spell closed syllables with vowel a, i, o. 	<ul style="list-style-type: none"> Blend phonemes into words, demonstrate understanding of written phrases and spoken sentences. 	<ul style="list-style-type: none"> Segment and blend syllables, demonstrate between similar-sounding consonants, associate short vowel sounds with letters, demonstrate letter-sound knowledge for consonant digraphs. 	<ul style="list-style-type: none"> Manipulate phonemes in word chains; map sounds to letters (consonant blends and medial vowels), spell closed syllables. 	<ul style="list-style-type: none"> Demonstrate understanding of written phrases and spoken sentences.

Detailed Scope & Sequence

Detailed Scope & Sequence Lexia PowerUp Literacy

Level 1: Closed Syllables 1

ACTIVITY 1: Syllables, Letter Patterns & Sounds 1
The goal of this activity is for students to build their awareness of syllables, phonemes, and letter-sound correspondences. Students are able to:

- Segment and blend syllables
- Demonstrate consonant blends
- Associate short vowel sounds and sounds (a, i, o)
- Complete multi-syllable words with missing initial vowels
- Segment words into words

ACTIVITY 2: Spelling 1
The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students are able to:

- Manipulate letters to spell words with short vowels and consonant blends
- Spell closed syllables

ACTIVITY 3: Fluency & Comprehension 1
The goal of this activity is for students to understand their awareness of the written and phrases used to construct sentences. Students are able to:

- Identify parts of a spoken sentence to construct the written comprehension questions
- Blend phonemes to form words
- Read and draw meaning to phrases (CVC words)
- Create sentences based on auditory cues

Lexia

- Detailed view of activities and units in the online program
- Includes information on accessing and using student data

- Basic outline of PowerUp skill areas and levels
- Shows the PowerUp systematic and structured approach to word study, grammar, and comprehension instruction
- Designed for educators and administrators

- Detailed overview of the skills and concepts addressed throughout the 16 levels of the program
- Designed for educators and administrators

PowerUp Resources Hub: Guides and Manuals

PowerUp 5-Minute Check-In

5-Minute Check-in

This planning worksheet will help you utilize your Action Plan in myLexia to identify students in need of additional support and prioritize small group instruction. To begin, reflect on the following questions:

Who needs more time in the student program?

Check the **Usage** tab in the **Class Action Plan**. Schedule additional time online for students who are not meeting usage targets.

Who needs help?

Check the **Needs** instruction tab in the **Class Action Plan** to see which students would benefit from teacher-led Lexia Lessons.

Who is ready to apply what they've learned?

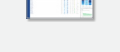
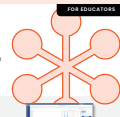
Check the **Skill Builders** tab in the **Class Action Plan** to see which students are ready to work on Lexia Skill Builders.

What are my next steps?

Access prebuilt Lexia Lessons and Lexia Skill Builders in both digital and print form. Make a plan to deliver these resources individually, in small groups or in a full class.

Next Steps:

Lexia
POWERUP
LITERACY



myLexia Reports Guides

PowerUp School Overview

How much is my school using PowerUp and what is the impact of this usage?

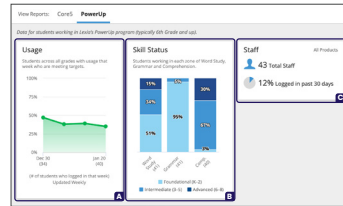
Where to Begin

The Lexia® PowerUp Literacy® School Overview report in myLexia allows you to monitor usage and skill-based progress at the school level. This report will help you answer the following questions:

What is my school's usage?

What is my school's profile of skills?

How often are educators in my school accessing myLexia to view reports?



Understanding the Page

A. Usage—Displays the number and percentage of students who have been reading that recommended usage targets.

B. Skill Status—Displays the greatest number of the skills students are currently working on in each of the three instructional groups.

C. Staff—Displays the number of staff in the school with myLexia account and the percentage of staff who have logged into myLexia in the past 30 days.

Understanding the Purpose

Use the School Overview list:

• Monitor students meeting individualized usage targets.

• Track the percentage and number of students in the various skill ranges.

• Gauge staff utilization of myLexia in the past month.

Lexia
POWERUP
LITERACY

Lexia
POWERUP
LITERACY

PowerUp System Requirements

Lexia® PowerUp Literacy® System Requirements

Web: www.lexiapowerup.com

Operating Systems and Browsers

Mac:

• macOS 10.11 or higher

• Chrome 94 or higher, Safari 13.1 or higher, Edge 96 or higher, Firefox 91 or higher

PC:

• Windows 10 or higher

• Chrome 94 or higher, Edge 96 or higher, Firefox 91 or higher

• Chromebook (including touchscreen)

• Chrome OS

iPad:

• iOS 12 or higher

• iPad (2nd generation) or newer, iPad mini 3 or newer, iPad Air (2nd generation), iPad Pro (2nd generation)

• 15 GB for app

myLexia.com (the educator website):

• Chrome 94 or higher, Safari 13.1 or higher, Firefox 91 or higher, Edge 96 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

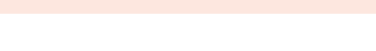
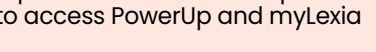
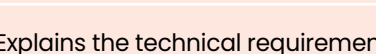
• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher

• iPad with iOS 14.0 or higher



- Planning worksheet to help educators use their Class Action Plan in myLexia
- Designed to identify students in need of additional support and prioritize small group instruction

- Designed to help educators and administrators understand and use myLexia reports
- Includes information on class, school, and district-level reports

Explains the technical requirements to access PowerUp and myLexia

PowerUp Technical Setup Guide

Lexia® PowerUp Literacy® Technical Setup Guide

This guide is for technology staff and other educators who are carrying out the technical setup of Lexia® PowerUp Literacy® within a school or district.

Overview of Technical Setup

The technical setup of PowerUp consists of two steps:

1. Provision Student and Staff Accounts

Student and staff accounts are provisioned in myLexia either through manual input, spreadsheet imports, or automated imports. For US Customers, this also integrates with Clever to provision and sync users.

See [For Admin: myLexia Setup and Training](#) for more information.

2. Set up PowerUp Student Program

This document explains how to set up the PowerUp Student Program on these devices:

1. PC, Mac, Chromebook

2. iPad

Persistent internet connection is required for all versions.

Planning: Before You Start

Refer to the [PowerUp System Requirements](#) for supported devices, minimum OS/ browser versions, and more.

Lexia
POWERUP
LITERACY

Setup: PC, Mac, or Chromebook

PowerUp can be accessed using these browsers: Chrome, Edge, Firefox, and Safari.

1. Recommended (Go to <https://www.lexia.com/lexia>)

This is the above URL, correspond to your school or district's IP-right side. This option is ideal when deploying a browser shortcut to multiple devices, or if persistent cookies are not allowed.

2. Or, go to www.lexiapowerup.com and complete the one-time setup.

On the Teacher Email screen, enter a valid myLexia account username. Use this option if persistent cookies are allowed for easy student access; create a bookmark or shortcut to the URL.

How do I get this site-specific URL for my school/district?

Log in to myLexia. Click the Resources tab. Look for the PowerUp Student Program link and copy it from the page.

Note: The first time a user logs into the browser version, a 47MB download of files occurs.

Lexia
POWERUP
LITERACY

PowerUp Guide to Error and Alert Messages

Guide to Error and Alert Messages

This guide is for school technology staff and other educators who want to understand the messages and errors they may see in Lexia® PowerUp Literacy®.

When contacting [Lexia Support](#) about messages and errors, customers will be asked to provide the following information:

• What messages are you seeing? It's okay to identify by name, error code, or image.

• When do you see the message? (Before or after login? Consistently or randomly? For the same student or different student? All the same place in PowerUp or different places?)

• How are students accessing PowerUp? (Browser or tablet? What kind of computer? Wired or wireless connection? Lab, classroom, or home use?)

Message	Troubleshooting
<p>Error Code 9999</p>	<p>Try logging in again. Confirm that your school's content filters allow the URL referenced in the Operational System Requirements. If you continue to receive the error, please contact us.</p> <p>This error can occur:</p> <ul style="list-style-type: none"> • During login, if a network delay occurs or if the student pauses for a long time on the confirmation dialog. • During an activity, if communication between the application and the server is disrupted due to a poor Internet connection. • During an activity, if the student encounters a software bug, such as missing data or content. <p>This spinner will show on the screen when we are trying to connect to the Internet.</p> <p>If the spinner shows for an extended period of time:</p> <ul style="list-style-type: none"> • Check your Internet connection. • If you have a strong connection, exit PowerUp and log back in. • If you have a strong connection and continue to receive the error, please contact us.



Guide for district or school technology staff and educators to support the setup of PowerUp

Guide to troubleshoot common errors and alert messages