



# Language Tune-Up Kit<sup>®</sup> For Adults

Reading Remediation System for Adults and Young Adults



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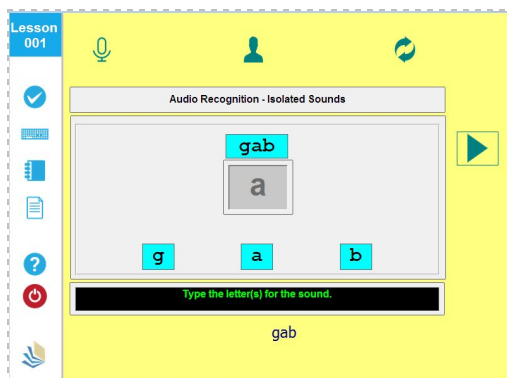
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## Background



The Language Tune-Up Kit (LTK) is a multisensory remedial reading software program that helps adults and young adults master the reading skills.

The LTK curriculum is based on the Orton-Gillingham method of explicit, direct, systematic, intensive, sequential phonics. Deficits with auditory discrimination and the ability to recognize differences between sounds (as in dyslexia and other LD) can also impact a student's development of language comprehension. This is why LTK integrates the essential modes of learning to help students build and improve the necessary reading pathways in the brain. Our program addresses visual, auditory, and kinesthetic types of learning. At the conclusion of the program's 87 lessons, a student will have the skills necessary to decode 85-90 percent of all words in the English language. LTK uses repeated drills on nonsense words to be sure students are decoding words properly and not relying on memorization or guessing. Also a card-deck (a memory-tool) is used to help students learn and study all the common phonemes of the English language.

## Supporting Research

Twenty percent of the U.S. population has some form of learning challenge. Research compiled over the past thirty years has shown that these students require instruction in phonemic awareness. The Language Tune-Up Kit is particularly well suited to students with learning problems. It teaches the phonemic awareness skills necessary to acquire reading proficiency at all grade levels. It is also appropriate for students who can speak English and are literate or illiterate in non-English languages. The Orton-Gillingham method of explicit, systematic, intensive, sequential instruction of phonics has been recognized as the most comprehensive method of its kind, teaching millions of students since the 1930's. It is the most researched and most successful of all remediation techniques available today.

## Key Statements from the NICHD Study:

“Invariably, it is a difficulty linking letters with sounds that is the source of reading problems and children who have difficulties learning to read can be readily observed. The signs of such difficulty are a labored approach to decoding or "sounding" unknown or unfamiliar words and repeated misidentification of known words. Reading is hesitant and characterized by frequent starts and stops and multiple mispronunciations. If asked about the meaning of what has been read, the child frequently has little to say. Not because he or she is not smart enough; in fact, many youngsters who have difficulty learning to read are bright and motivated to learn to read—at least initially. Their poor comprehension occurs because they take far too long to read the words, taxing their memory and leaving little energy for remembering and understanding what they have read.

“Unfortunately, there is no way to bypass this decoding and word recognition stage of reading. A deficiency in these skills cannot be appreciably offset by using context to figure out the pronunciation of unknown words. In essence, while one learns to read for the fundamental purpose of deriving meaning from print, the key to comprehension starts with the immediate and accurate reading of words. In fact, difficulties in decoding and word recognition are at the core of most reading difficulties. To be sure, there are some children who can read words accurately and quickly yet do have difficulties comprehending, but they constitute a very small portion of those with reading problems.”

## ***Language Tune-Up Kit Overview***

The Language Tune-Up Kit is a multisensory remedial reading program that contains 87 lessons designed to build decoding skills for non-readers. It is particularly suited to those with learning challenges. The student performs various tasks for each phoneme presented to show how letters, letter combinations and sounds form words. Correlations taught include comparing the number of letters in a word to the number of sounds, syllable division, word building, and decoding skills. The words and tasks become more complex as the student progresses through the lessons. New words are presented in groups of ten. Additional groups of ten words are presented if the student did not achieve 80% mastery for the lesson activity. Each Lesson contains six to ten lesson activities. All student errors are recorded. Quizzes at the end of each lesson measure mastery.

The student performs various tasks to reinforce how letters, letter combinations and sounds form words. Next within each lesson is an Audio Recognition lesson activity. It emphasizes the correlation between letter sounds, letter combinations, and word formation. Variations of this activity are used for digraphs, syllables, blends, the doubling rule, isolated sounds, and letter/sound placement within a word. The Hint button provides multiple levels of assistance. Lessons 1-41 are devoted to single-syllable words. All student errors are recorded. Quizzes measure skills acquired.

Each of the 87 lessons contains two or more stories that reinforce the skills, words and concepts covered within. In lessons 1-87 the student completes a sentence about the story by typing the missing word, or answers one of the 649 story questions. The software speaks dictation words and phrases, and the student types them in response.

The sequence of skills and lesson activities for each lesson are shown in **Appendix A**.

The Language Tune-Up Kit is specifically designed to address the special needs child. It has been used very successfully with children who are literate and illiterate in their native language. It can remediate students age 6 and older, teens and adults.

## **Lesson Activities**

### ***New Concepts and Words***

An instructional segment begins each lesson. The concepts and phoneme(s) are introduced and examples are provided for reinforcement in a lesson activity named Build Words.

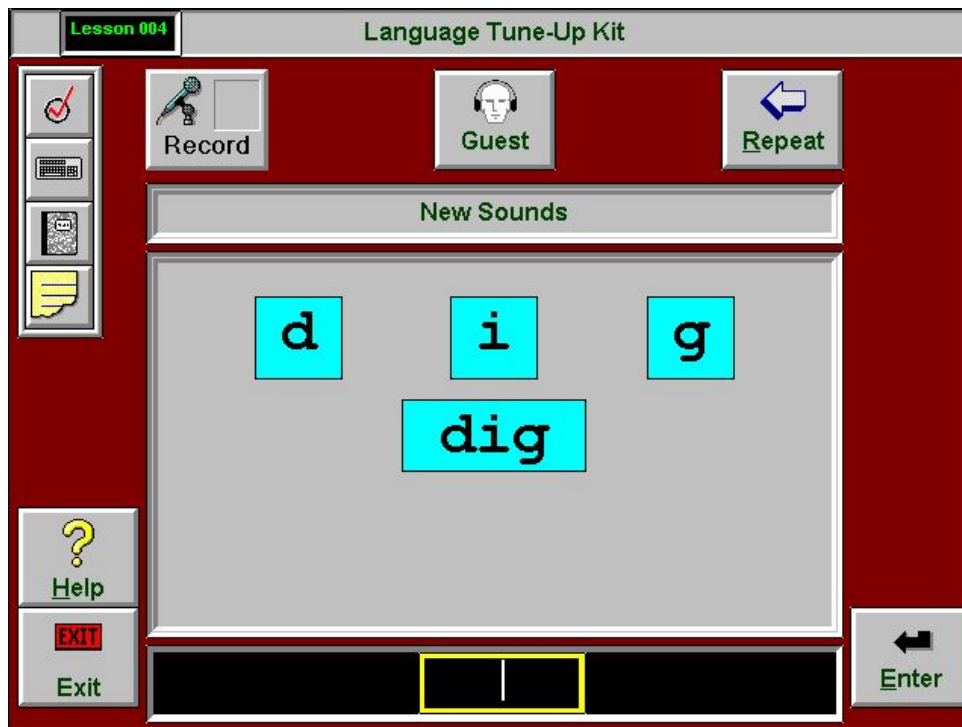
### ***Card Deck***

An LTK Card Deck, consisting of 108 phonemes, is integrated within the software. An actual Card Deck accompanies the program and is used by the student to follow along with the program and can be used as a reference tool when away from the program.

This lesson activity displays a phoneme, its keyword and associated graphic. The program pronounces the phoneme and keyword. The student is asked to record his or her pronunciation of the keyword and compare it to the pre recorded version. The student is then asked to write a sentence using the keyword.

## Build Words

There are 7 variations of this lesson activity contained within the program. These lesson activities display an initial series of ten words. The letters of the word are displayed on the screen and LTK plays the letters sounds for each. Then the word itself is displayed. The student is asked to record the sound of each letter and compare his or her recording to the pre-recorded pronunciations. The student is asked to count the number of letters and sounds in the word. Next, the student is asked to enter the phoneme for the word displayed (in the example shown below, the student is asked to enter the letter of the vowel sound for the word “dig”). If the student correctly answers the questions for 8 or more of the 10 words displayed, the next lesson activity appears. If not, an additional group of 10 words are presented and the 80 percent criteria is again evaluated.



## Oral Reading

Each lesson contains Oral Reading lesson activities that provide the student with practice in reading words, sentences and stories. In the example of stories, shown, two story questions in Lesson 76 ask for multiple-choice response followed by a question that asks for a typed response.

### ***Auditory Recognition***

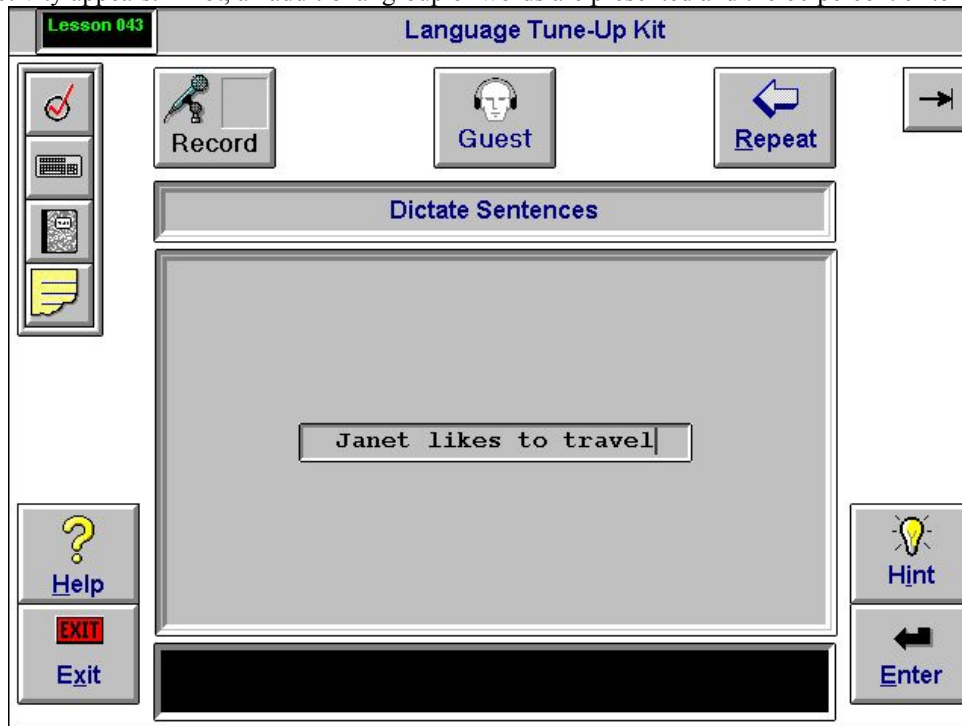
There are 7 variations of this lesson activity contained within the program. Each lesson contains Auditory Recognition lesson activities that present a word auditorily and ask the student to enter a missing or beginning/middle/end letter for the word. Other variations of this lesson activity ask for an isolated sound or digraph. In the example shown, the student is asked to type the missing letter for the word “stain”. If the student correctly answers the questions for 8 or more of the 10 words displayed, the next lesson activity appears. If not, an additional group of 10 words are presented and the 80 percent criteria is again evaluated.

### **Auditory Recognition lesson activity**

The screenshot shows the 'Language Tune-Up Kit' software interface for 'Lesson 076'. The interface has a dark red background. At the top, there is a title bar with 'Lesson 076' on the left and 'Language Tune-Up Kit' in the center. Below the title bar, there are four buttons: 'Record' (with a microphone icon), 'Guest' (with a person icon), 'Repeat' (with a left arrow icon), and a 'Repeat' button (with a left arrow icon). In the center, there is a large text area with a light blue background containing the following text: "Steve's mood has been quite gloomy lately. Where is the cheerful young man who was always willing to help out the needy and make others laugh? Clearly, something is bothering him. When his friends try to speak with him, he seems unreachable. Only his best friend Melvin realizes what the problem probably is. Patty Nelson has broken up with him and Steve is not ready to share that news. Melvin is hopeful Steve's mood will improve soon." Below the text area, there is a question box with a yellow background: "Who has broken up with Steve?". Underneath the question, there are three radio button options: "a. Melvin", "b. Patty", and "c. Marla". On the left side, there is a vertical toolbar with icons for a checkmark, a keyboard, a document, and a speech bubble. Below the toolbar, there are three buttons: "Help" (with a question mark icon), "EXIT" (in a red box), and "Exit". On the right side, there is a button with a left arrow icon and the label "Enter".

## Dictation

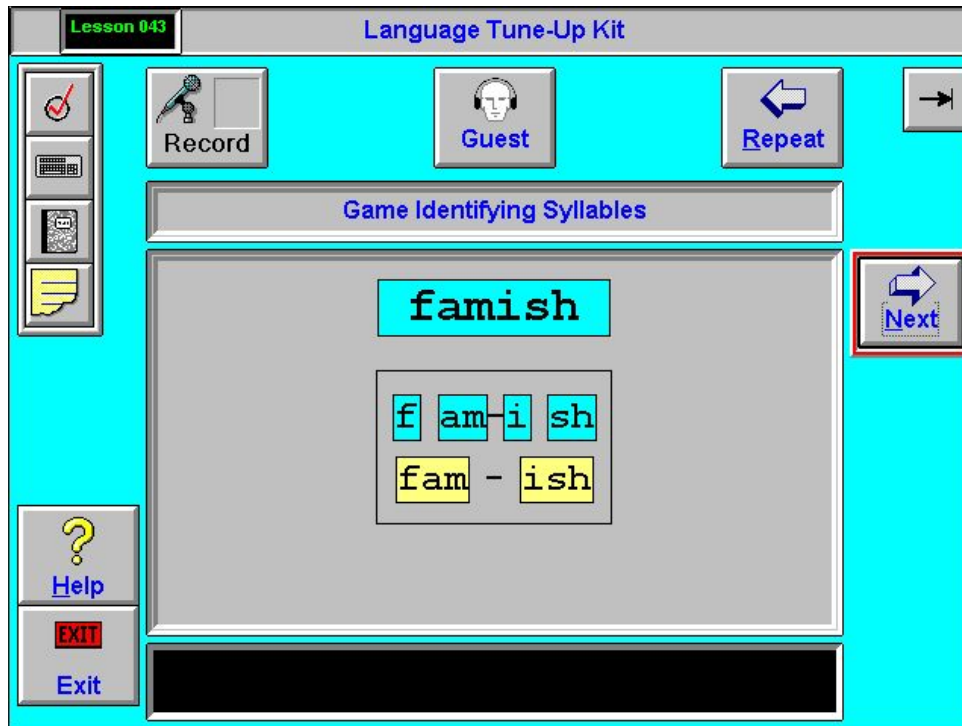
Two forms of Dictation lesson activities appear in the first 58 lessons—Dictate Words and Dictate Sentences. In Dictate Words, the student types a word in response to auditory instructions. In Dictate Sentences, the student enters up to five words in response to auditory instructions. Words are spell-checked as each letter is typed. Immediate feedback is provided when an incorrect letter is typed. If the student correctly responds for 60 percent words displayed, the next lesson activity appears. If not, an additional group of words are presented and the 60 percent criteria is again evaluated.



Dictate Sentences lesson activity

## Quizzes/Games

LTK Quizzes are depicted as game-like lesson activities. They present five to ten words representative of skills covered within the lesson. There are 14 unique quiz types within LTK. The example shown is for a syllable lesson. In this quiz, the student is asked to separate the syllables by clicking the mouse pointer between the letters. After the student responds, the program pronounces and presents the word in its separate syllables.





In the following Quiz for lesson 036, LTK pronounces a word and the student selects it from a list of choices.



Quizzes/Games Word Match



## ***Sight Words***

LTK Presents sight words at the end of most lessons. In all, there are 292 sight words presented throughout the program. The order of presentation is similar to the order of phonemes presented within the lesson sequence. Some sight words are presented as needed for Oral Reading lesson activities.

The sight word is presented on the screen and the student is asked to record his or her utterance and compare it to the pre-recorded version. A Sight Word Notebook button is available on all student lesson screens, allowing the student to click on any word to hear it pronounced by LTK.

## **Scope and Sequence Charts**

The order of phonemes presented is based on the Orton-Gillingham method of explicit, intensive, sequential, structured phonics. The five charts depicted in Appendix A show the skills taught within each lesson and the lesson activities contained therein.

## **Classroom Implementation of LTK**

A key challenge for teachers who teach remedial reading to learning challenged students is that it is almost impossible to teach to them all using the same level of instruction in a classroom environment. Each student is at a different skill level, has unique needs and learns at his or her own pace.

The Language Tune-Up Kit is a self-directed approach to development of phonetic skills. Each student performs at his or her own pace and automatically receives the appropriate amount of practice needed for mastery. Teachers are then able to focus on specific needs and exceptions, thus becoming more productive in the process. The extensive reporting and student management system allows teachers and administrators to monitor student progress.

## ***Planning and Student Assessment***

The primary planning requirement is to assess the student's current reading skills before using the program. An assessment tool within the Language Tune-Up Kit For Schools package can be used to place students at the appropriate starting lesson according to his or her current skill level. Reports provide the tools needed by teachers to evaluate student progress and mastery.


## Tracking Student Progress

As students progress through the lesson activities and quizzes, the program records all errors made.

Multisensory teaching methods are provided within each lesson. Groups of ten words are provided and 80 percent mastery is measured. If additional instruction is warranted, another group of ten words is presented. And so on. Quizzes at the end of each lesson assess the student's mastery of the skills presented.

The Progress report provides a quick assessment of student progress. Areas requiring additional practice or instruction are highlighted. Time on task and skills taught are summarized by lesson number.

### Summary Report

 LTK Reports

### LTK - Student Summary Report

ID = 4, Goutham, Krish, Instructor: Latha, Prema

Tuesday, September 26, 2017 PAGE 1

Current Lesson	Current Exercise	Start Date	Last On	Times On	Time On Hrs:Min	Performance
Lesson 023	SYP	Sep 20, 2017	Sep 20, 2017	1	00:35	90.7%

## Progress Report

The Progress report provides a quick assessment of student progress. Areas requiring additional practice or instruction are highlighted. Time on task and skills taught are summarized by lesson number.

LTk Reports

Exit Print

### LTk - Student Progress Report

ID = 4, Goutham, Krish, Group(s): BELOW AVERAGE

Tuesday, September 26, 2017 PAGE 1

Lesson #	Date Completed	Times On	Hours/Minutes	Skills Covered	Practice Needed	*
023	Sep 20, 2017	1	00:35	"y" as long "I"	Game Word Fill	
TOTAL		1	00:35			

\* indicates instruction needed (see Student Detail Report for specifics)

## Detail Report

The student Detail report shows all of a student's errors made for each lesson.

LTK Reports

Exit Print LTK - Student Detail Report  
ID = 4, Krish Goutham

Tuesday, September 26, 2017 PAGE 1

Lesson #	Activity	Expected	Student Entered	Hint Level	End Date/Time
023	Game Word Fill	Dad will try the (ham).	fry		Sep 20 2017 6:22:50 AM
023	Game Word Fill	Max did nab the (spy).	eye		Sep 20 2017 6:22:50 AM
023	Dictate Sentences	Can Bill sit by Dad	can bill sat		Sep 20 2017 6:18:55 AM
023	Dictate Sentences	Mom will fry the ham	mon		Sep 20 2017 6:18:55 AM
023	AudioRec BegMidEnd	p(r)y	r\		Sep 20 2017 6:17:06 AM

# Language Tune-Up Kit® Packages

## ***LTK For Schools***

- Single PC and Network Versions
- All versions support unlimited numbers of students
- Comprehensive Student Management System
- All 87 lessons on Flash media
- Includes LTK Card Deck(s) and Teacher's Resource Guide
- Subtitles in most common languages to help ESL/Spanish speakers
- Can be ordered for instant use or shipped on flash

## ***LTK At Home***

- Supports 2 students
- Comprehensive Student Reporting System
- All 87 lessons on 1 USB Drive
- Includes LTK Card Deck and User Guide
- Can be ordered for instant use or shipped on flash

## **To Order**

visit [jwor.com/shop](http://jwor.com/shop)

## **To Contact**

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Our Web site: [www.jwor.com](http://www.jwor.com)

**Purchase Orders are welcome!**

## Appendix A: LTK Lesson Matrixes–Break 1 Lesson Matrix

<i>Skills</i>	L E S S O N N U M B E R																					
<b>I. Alphabet</b>	1																					
– Vowels: a, i, u, e, o	1			4		6		8		10												
– Consonants	1																					
– Consonants		2																				
– Consonants			3																			
<b>II. Review Previous Sounds</b>		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>III. New Concepts: Sounds and Words</b>																						
– Card Deck	1	2	3	4		6		8		10												
– Doubling rule: ff, ll, zz												12										
– Initial blends: bl, cl, fl, gl, pl, sl													13									
– Initial blends: br, cr, dr, fr, gr, pr, tr														14								
– Initial blends: sk, st, sw, tw															15							
– Initial blends: sc, sm, sn, sp																16						
– Final blends: ft, lp, nt, sk, sp, st																		18				
– Final blends: lb, lf, lk, lm, lt																			19			
– Final blends: ct, ld, mp, nd, pt																				20		
– Closed syllables:* 3/3, 3/4, 4/4, 4/5, 5/5	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/4	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	4/4 4/5	5/5
<b>IV. Review Only</b>					5		7		9		11						17				21	22
<b>V. Oral Reading</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>VI. Auditory Recognition</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>VII. Dictation</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>VIII. Quizzes/Games</b>	sc, qws	sc, qws	sc, qws	qws	sc, qws	qws	bw, qws	qws	qws	qws	sc, qws	sc, qws	nb, qws	nb, qws	nb, qws	nb, qws	nb, qws	qws	nb, qws	nb, qws	nb, qws	nb, qws
<b>IX. Sight Words</b>	1	2	3	4	5	6	7	8	9		11	12	13	14	15	16	17	18	19			

\*Legend: Closed Syllables: 3/3 = 3 sound words with 3 letters, 3/4 = 3 sound words with 4 letters, 4/4 = 4 sound words with 4 letters, 4/5 = 4 sound words with 5 letters, 5/5 = 5 sound words with 5 letters; Quizzes/Games: sc = Sound Choice, bw = Building Words, dn = Double or Not, nb = Name That Blend, svc = Short Vowel Check, qws = Quiz Word Search

## Break 2 Lesson Matrix

Skills	L E S S O N N U M B E R																		
II. Review Previous	23	24	25	26	27								35					40	
III. New Concepts: Sounds and Words																			
– Card Deck	23	24	25	26		28		30	31	32	33	34		36	37	38	39		41
– “y” as long “i”	23																		
– “a” consonant “e,” “i” consonant “e,” “o” consonant “e”; Long vowels: a, e, i, o, u		24																	
– “u” consonant “e,” “u” as “yu”			25																
– “e” consonant “e,” “y” consonant “e”				26															
– Plurals: “s” as “es,” “s” as “s,” VCE						28													
– “s” as “z” between two vowels							29												
– Digraphs: sh, wh								30											
– Digraphs: ch, tch									31										
– Digraphs: th (that, thin)										32									
– Digraphs: ck, ng (ANG, ING, ONG, UNG)											33								
– Digraphs: nk (ANK, INK, ONK, UNK)												34							
– Long vowel sounds (closed syllable exceptions–IND, ILD, OLD, OLT, OST)														36					
– Long vowel teams: (EA, EE)																37			
– Long vowel teams: (AI, AY)																	38		
– Long vowel teams: (IE, OA, OE, OW)																		39	
– Three letter blends: (THR, SCR, SHR, SPL, SPR, STR, SQU)																			41
IV. Review Only					27								35						40
V. Oral Reading–Words	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Oral Reading–Sentences	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Oral Reading–Stories	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
VI. Auditory Recognition–BME, ISO, DG		24	25	26	27			30	31	32	33	34	35	36	37	38	39	40	41
Auditory Recognition–Other	23				27			30	31	32	33	34		36	37	38	39		41
VII. Dictation–Words	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Dictation–Sentences	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
VIII. Quizzes/Games*	wf, wm	wf, wm	wf, wm	wf, wm	wf, qws	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	wf, wm	qws, wm
IX. Sight Words				26	27		29	30	31	32	33	34			37	38	39		41

\*Legend: Quizzes/Games: qws = Quiz Word Search , wf = Word Fill, wm = Word Match



### Break 3 Lesson Matrix

Skills				L	E	S	S	O	N		N	U	M	B	E	R	
II. Review Previous									50				54			57	
III. New Concepts: Syllables																	
– Card Deck	42							49				53	54		56	58	
– Closed two syllables: vc/cv	42																
– Closed two syllables: vc/v		43															
– Closed two syllables review; “ic” as /ik/			44														
– Closed two syllables: vcccv; blends and digraphs				45													
– Closed three syllables: vcccv; blends and digraphs					46												
– Silent “E”: Two syllables						47											
– Silent “E”: Three+ syllables							48										
– Silent “E”: Exception -ive (vowel sound long or short)								49									
– Compound words: two+ syllables									50								
– Open two syllables										51							
– Open three+ syllables											52						
– Open exception: one+ syllables (faded schwa)												53					
– Ends with "y": two syllables													54				
– Ends with "y": three+ syllables														55			
– "y" as short "I"; “ui” (build)															56		
– Final consonant "le": BLE, CLE, DLE, FLE, GLE, KLE, PLE, TLE, ZLE																57	
– Final consonant "le" exception: "-stle" (silent "t"), "-ckle" (digraph)																58	
IV. Review Only			44		46												
V. Oral Reading–Words	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
Oral Reading–Sentences	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
Oral Reading–Stories	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
VI. Auditory Recognition–Number of Sounds	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
VII. Dictation–Words	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
Dictation–Sentences	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
VIII. Quizzes/Games*	is	is	cs	cs	is	cs	mw	is	is	cs	mw	is	mw	mw	is	is	is

\*Legend: Quizzes/Games: cs = Connecting Syllables, is = Identifying Syllables, mw = Mixed Up Words

## Break 4 Lesson Matrix

Skills		L	E	S	S	O	N	N	U	M	B	E	R				
II. Review Previous Sounds		60	61	62	63	64		66	67	68	69	70	71	72	73		
III. New Concepts: Sounds and Words																	
– Card Deck	59	60	61	62				66	67	68	69	70	71	72			75
– R-controlled: -er /er/, -ir /er/, -ur /er/	59																
– R-controlled: -ar		60															
– R-controlled: -or			61														
– R-controlled: -ear /air/, -ear /are/, -ear /er/, -ear /ear/				62													
– R-controlled: double "r" exceptions					63												
– R-controlled: Silent "e"						64											
– Endings: -ar, -or							65										
– Vowel teams: "oo" (school), "oo" (book)								66									
– Vowel teams: "au," "aw," "augh," "aught," Soft "c," Tented "o"									67								
– Vowel teams: "oi," "oy"										68							
– Vowel teams: "ou" (mouth), "ow" (cow)											69						
– Vowel teams: "ie" (piece), "ei" (vein, ceiling), "eigh" (eight); Soft "c"												70					
– Vowel teams: "ea" (bread), "ui" (build)													71				
– Vowel teams: "ew" (few/stew), "ue" (cue/blue), "eu" (feud/deuce), "ui" (suit), "ou" (soup)														72			
– Vowel teams: Review															73		
– Vowel teams: exceptions (vowel team and adjacent vowels divided between syllables)																74	
– "i" as long "e": (radio/orient)																	75
IV. Review															73		
V. Oral Reading–Words	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
Oral Reading–Sentences	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
Oral Reading–Stories	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
VI. Auditory Recognition																	
VII. Dictation–Words																	
Dictation–Sentences																	
VIII. Quizzes/Games*	wm	cp	cp	wm	mw	cp, wm	mw	wm	cp	cp	cp	wm	wm	cp	cp	cs	is
IX. Sight Words	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75

\*Legend: Quizzes/Games: cp = Crossword Puzzle, cs = Connecting Syllables, is = Identifying Syllables, mw = Mixed Up Words, wm = Word Match

## Break 5 Lesson Matrix

<i>Skills</i>	L E S S O N											
	N U M B E R											
II. Review Previous			78	79	80	81	82			85	86	87
III. New Concepts: Sounds and Words												
– Card Deck		77	78	79	80	81			84	85	86	
– Suffixes: -able, -en, -est, -ful, -ing, -ness, -ness, -y	76											
– Word family: /aw/, -ald, -alk, -all, -alm, -alt		77										
– Digraphs: "ph" /f/			78									
– ey as long "e"				79								
– igh as long "i"					80							
– W-controlled: wor /wer/ (work), war/wor/ (warm), wa (want); Double Dotted "a" (father)						81						
– Suffixes: -ed /ed/ with "d", "t," /d/ voiced, /t/ unvoiced; -ish, -ly, -ment, -ty							82					
– Soft "c"; hard "c"								83				
– Soft "g"; hard "g"									84			
– Silent letters: -mb /m/, -gh /g/, -gn /n/, -kn /n/, -rh /r/, -wr /r/										85		
– Numbers: one/once, two/twice/second, three/third, four/fourth, etc.											86	
IV. Review											86	87
V. Oral Reading–Words	76	77	78	79	80	81	82	83	84	85	86	87
Oral Reading–Sentences	76	77	78	79	80	81	82	83	84	85	86	87
Oral Reading–Stories	76	77	78	79	80	81	82	83	84	85	86	87
VI. Auditory Recognition	76	77	78	79	80	81	82			85	86	
VII. Dictation–Words												
Dictation–Sentences												
VIII. Quizzes/Games*	cs	cp	cp	cp	qws	cp	ss, cs	ss	ss	sl	sm	qws

\*Legend: Quizzes/Games: cp = Crossword Puzzle, cs = Connecting Syllables, qws = Quiz Word Search, sf = Suffixes, sl = Silent Letters, sm = Sight Match, ss = Sound Selection

# LTK Scope and Sequence Chart

Lesson Number	Skills Taught Within Lesson
1-11	Short vowels: a, i, u, e, o; Consonants
12	Doubling rule: ff, ll, zz
13-17	Initial Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sk, st, sw, tw, sc, sm, sn, sp
18-22	Final Blends: ft, lp, nt, sk, sp, st, lb, lf, lk, lm, lt, ct, ld, mp, nd, pt
23	"y" as long "i"
24	"a" consonant "e", "i" consonant "e", "o" consonant "e"; Long vowels: a, e, i, o, u
25	"u" consonant "e", "u" as "yu"
26	"e" consonant "e", "y" consonant "e"
27-28	Plurals: "s" as "es", "s" as "s", VCE
29	"s" as "z" between two vowels
30-35	Digraphs: sh, wh, ch, tch, th (that, thin), ck, ng (ANG, ING, ONG, UNG), nk (ANK, INK, ONK, UNK)
36	Long vowel sounds (closed syllable exceptions—IND, ILD, OLD, OLT, OST)
37-40	Long vowel teams: (EA, EE, AI, AY, IE, OA, OE, OW)
41	Three letter blends: (THR, SCR, SHR, SPL, SPR, STR, SQU)
42-43	Closed two syllables: vc/cv; vc/v,
44	Closed two syllables review; "ic" as /ik/
45	Closed two syllables: vcccv; blends and digraphs
46	Closed three syllables: vcccv; blends and digraphs
47	Silent "E": Two syllables
48	Silent "E": Three+ syllables
49	Silent "E": Exception -ive (vowel sound long or short)
50	Compound words: two+ syllables
51	Open two syllables
52	Open three+ syllables
53	Open exception: one+ syllables (faded schwa)
54	Ends with "y": two syllables
55	Ends with "y": three+ syllables
56	"y" as short "i"; "ui" (build)
57	Final consonant "le": BLE, CLE, DLE, FLE, GLE, KLE, PLE, TLE, ZLE
58	Final consonant "le" exception: "-stle" (silent "t"), "-ckle" (digraph)
59	R-controlled: -er /er/, -ir /er/, -ur /er/
60	R-controlled: -ar
61	R-controlled: -or
62	R-controlled: -ear /air/, -ear /are/, -ear /er/, -ear /ear/
63	R-controlled: double "r" exceptions
64	R-controlled: Silent "e"

65 Endings: -ar, -or  
66 Vowel teams: "oo" (school), "oo" (book)  
67 Vowel teams: "au", "aw", "augh", "aught"; Soft "c"; Tented "o"  
68 Vowel teams: "oi", "oy"  
69 Vowel teams: "ou" (mouth), "ow" (cow)  
70 Vowel teams: "ie" (piece), "ei" (vein, ceiling), "eigh" (eight); Soft "c"  
71 Vowel teams: "ea" (bread), "ui" (build)  
72 Vowel teams: "ew" (few/stew), "ue" (cue/blue), "eu" (feud/deuce), "ui" (suit), "ou" (soup)  
73 Vowel teams: Review  
74 Vowel teams: exceptions (vowel team and adjacent vowels divided between syllables)  
75 "i" as long "e" (radio/orient)  
76 Suffixes: -able, -en, -est, -ful, -ing, -ness, -ness, -y  
77 Word family: /aw/, -ald, -alk, -all, -alm, -alt  
78 Digraphs: "ph" /f/  
79 ey as long "e"  
80 igh as long "i"  
81 W-controlled: wor /wer/ (work), war/wor/ (warm), wa (want); Double Dotted "a" (father)  
82 Suffixes: -ed /ed/ with "d", "t", /d/ voiced, /t/ unvoiced; -ish, -ly, -ment, -ty  
83 Soft "c"; hard "c"  
84 Soft "g"; hard "g"  
85 Silent letters: -mb /m/, -gh /g/, -gn /n/, -kn /n/, -rh /r/, -wr /r/  
86-87 Numbers: one/once, two/twice/second, three/third, four/fourth, etc.