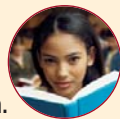


QUICK START



The easy-to-use management system in Lexia Strategies for Older Students helps teachers manage student work and track progress. This Quick Reference card will help you start your students on the program.



1 Create Students and Classes

CREATE STUDENT

1. Click **Add Student**.
2. Enter student information. (Use student identification number for Unique User Name.)
3. Click **OK**.

CREATE CLASS

1. Click **Add Class**.
2. Enter class name.
3. Enter password (if desired).
4. Click **OK**.

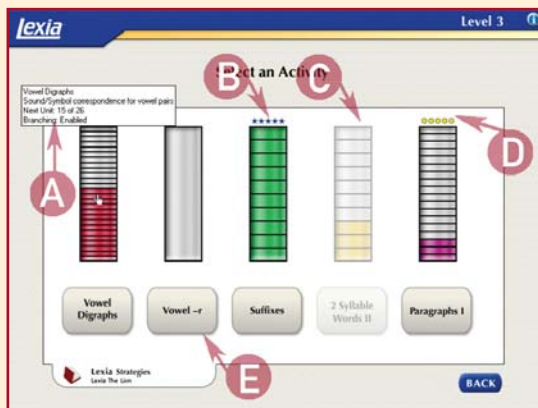
2 Enroll Students in Classes

1. Click student's name.
2. Click class name in which you would like student to be registered.
3. Click **Enroll in Class**.

3 Level Students

1. Click student's name.
2. Click **Student Properties**.
3. Choose Strategies for Older Students from the **Choose a Lexia Program** dropdown menu (see Leveling Instructions on other side of this Quick Reference card).
4. To start a student at Level 1, disable levels 2, 3, 4 by un-checking the box marked "Enabled" (this will allow access to only one level at a time).

UNDERSTANDING PROGRESS INDICATORS



- A. When the cursor hovers over an activity bar, information about the student's status within the activity will appear.
- B. When a row of blue stars appears over an activity bar the activity has been completed.
- C. An activity that is partially transparent has been disabled and is not available to the student.
- D. When a row of yellow circles appears over an activity bar, the student is struggling with the activity.
- E. When an activity bar is empty, the automatic branching has been turned off.

For more information contact:
Educational Learning Systems, Inc.
800-779-4444
www.elsystems.com

Lexia Strategies for Older Students™ Quick Reference Card

Lexia Strategies for Older Students is a reading skills development program designed especially for older students, ages 9 through adult, presented in a mature interface. Students who have completed Lexia Primary Reading can continue developing advanced reading skills by starting in Level 3 of Strategies for Older Students.

Level Reading Skills Developed

- | | |
|----------|--|
| 1 | Develops automatic recognition of short vowel, one-syllable words. Activities reinforce phonological awareness of sound segments in the initial, medial and final positions, including digraphs. |
| 2 | Focuses on short vowel words with blends and digraphs and long vowel words. Activities develop word-attack strategies, sound segmentation skills, focus on short and long vowel sounds, and provide practice with contextual material. |
| 3 | Provides practice with decoding two-syllable words. Activities focus on advanced word attack strategies as well as reinforcing phonological awareness. Exercises provide practice with vowel-combinations and vowel-r words. |
| 4 | Develops word attack strategies for multi-syllable words. Activities include open, closed and consonant-le syllables. Phonological awareness is developed with single word activities, and sentences and paragraphs provide practice with contextual material. |
| 5 | Introduces structural analysis as a means of word-attack. Focuses on Anglo-Saxon, Greek and Latin word roots as well as special accents. |

Q: How do I know what level to start my student on?

A: Leveling (restricting a student's access to the appropriate level) is one of the most important decisions you will make when placing a student in a Lexia reading program. This decision is determined by a student's skills, **not** by her grade. Consider the following when determining where to begin your student in the program:



- If you are using a Lexia assessment tool (Lexia Quick Reading Test or Lexia Comprehensive Reading Test), a prescription will be provided that will tell you where this student should begin.
- If you are not using a Lexia assessment tool, your knowledge of the student's skills (ideally formed from objective assessment information), can be used to choose a level. The decision should be made in conjunction with the description of each level, above. Choose the lowest appropriate level for the student and disable all other levels.
- If you do not have assessment information, and you are not familiar with the skills of the student, then begin the student in Level 1. You can monitor the student's activities to assess his progress. Students presented with skills they have mastered will move quickly through the activities until they reach their appropriate level of practice.