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Lesson No.

The student makes visual discriminations between symbols, letters, and numbers in printed lines, using a left-to-right reading progression.

The student discriminates visually from one another the lowercase letters of the alphabet and selects the letters from printed lines of nonsense words, using a left-to-right reading progression.

The student identifies and prints numbers 1 through 5 with the help of directional arrows and dotted lines.

The student identifies and prints numbers 6 through 9 with the help of directional arrows and dotted lines and discriminates between numbers 1 through 9 printed on a line. The student sequences these numbers.

The student discriminates between numbers 1 through 10 printed on a line and sequences these numbers. The student combines two single digits to represent other numbers (10s, 20s, 30s, etc.).

The student identifies the capital letters A, X, and Z and distinguishes between lowercase and uppercase letters. The student prints capital letters A, B, C, D, and E.

The student prints capital letters F, G, and H and reviews the letters learned in previous lessons.

The student prints capital letters I, J, K, L, M, and N and arranges the letters in alphabetical order.

The student prints capital letters O, P, Q, and R and practices letter discrimination, identification, and ordering.

The student prints capital letters S, T, U, V, W, X, Y, and Z and reviews all other letters.

The student prints lowercase letters a through n.

The student prints lowercase letters p through z and practices letter discrimination.

The student learns to read, pronounce, and write 50 random words from the Track 1 Word List.

The student reviews letter recognition and letter discrimination and learns the sound-symbol relationships of a /æl/; i /iː/; n /n/; o /əl/; and e /eː/. The student reads simple, three-letter words such as pan, man, pin, nap, and map.

The student uses capital letters correctly in sentences and practices writing the letters of the alphabet.

The student learns the sound-system relationship of u /əʊ/ and reads simple words consisting mainly of a consonant, a vowel, and a consonant. The student also reads several of these words to create short statements and identifies a sentence. The student practices discriminating between rhyming words.

The student develops and improves auditory and visual discrimination of basic symbols, nouns, pronouns, and initial consonant sounds by associating the sound with a written symbol, word picture, or letter. This lesson emphasizes initial consonant sounds.

The student learns to read, pronounce, and write 50 random words from the Track 1 Word List.

The student practices writing the letters of the alphabet and distinguishes between lowercase letters and capital letters.

The student discriminates between rhyming words, identifies written questions, and reads more complex, four-letter words. The student reads the words in, on, and and.

The student develops auditory and visual discrimination of consonants and vowels. The student masters initial blends by associating pictures and sounds and through fill-in-the-missing-letter exercises.

The student learns to read, pronounce, and write 50 random words from the Track 1 Word List.

The student practices writing the letters of the alphabet and alphabetizes words. The student practices identifying capital letters using the telephone book and newspaper advertisements.
The student reads the words a, an, yes, and no and completes sentences and phrases. The student answers questions and reads more complex, five-letter words.

The student masters recognition and pronunciation of vowel sounds. Sounds include long vowels, short vowels, in-between vowels (such as a in car), and sometimes y sound (as in you).

The student learns to read, pronounce, and write 50 random words from the Track 1 Word List.

The student masters recognition of vowel sounds that are neither short nor long, diphthongs (two vowels blended into one sound, ai, silent vowels (e.g. a in beat), and the schwa sound.

The student learns to read, pronounce, and write 50 random words from the Track 1 Word List.

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Lesson No.

1. The student builds lists of words by combining different initial consonants with the same vowel sound and word ending. The student recognizes initial silent $k$, ending silent $b$, soft and hard $g$ sounds, consonant digraphs (combination of two letters that results in a new sound, for example $ch$), and sight words.

2. The student masters ending consonant sounds, single consonant sounds ($b, d, f, g, k, l, m, n, p, r, s, t$), and digraphs ($ch, gh, mb, ng, nk, sh, sk, sl, th$).

3. The student reads 52 monosyllabic words as well as the sight word of. The majority of the words are made up of a consonant, a short vowel, and a consonant cluster (for example, $bend$). The sound-symbol relationships are the primary sound for the consonant $k$, the double consonant $gg$, and the final consonant clusters $-nk$ and $-ck$.

4. The student discriminates visually between homonyms and recognizes syllables within words and uses five rules for dividing words into syllables.

5. The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.

6. The student reads 40 monosyllabic words, 31 two-syllable words, and the sight word to. The sound-symbol relationships learned are the digraph $-ch$, the trigraph $-tch$, and the final consonant cluster $-st$. The student reads two-syllable words ending in $-er$ and words with doubled consonants before $-er$.

7. The student forms new words adding prefixes and suffixes and forms plurals using rules for pluralizing words with various endings.

8. The student reads 46 monosyllabic words and 3 two-syllable words. The sound-symbol relationships are the primary sound for the consonant $j$; the initial consonant clusters $fr, tr, dr, gl, gr, br, st, cr, and sp$; and the final consonant clusters $-mp, -lk,$ and $-lf$.

9. The student combines root words to form compounds and to form contractions. The student pronounces sight words covered in previous lessons.

10. The student reads 25 monosyllabic words, 4 two-syllable words, and the capital $I$. The sound-symbol relationships are the digraph $uh$; the initial consonant clusters $sl, sm, bl, pr$, and $sw$; and the final consonant cluster $-ft$. The student identifies the $-ing$ form of the verb and correctly doubles the consonant before adding $-ing$.

11. The student practices rewriting sentences correctly using capital letters and ending punctuation.

12. The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.

13. The student reads 52 monosyllabic words, 8 two-syllable words, 13 contractions, and the sight words Mr. and Mrs. The student learns to read and write abbreviations, contractions and compound words. The sight-symbol relationships are the accented $er /ar/$, final $e /iy/$, and $ir /ir/$; the initial consonant clusters $cl, fl, pl, str, sk$; the final consonant clusters $-nch$ and $-xt$; and the $-es$ suffix as it appears in plural nouns and in third person singular verbs.

14. The student reads and decodes specific cleaning instructions. The student practices following directions using a dial on an iron.

15. The student practices rewriting sentences using correct capitalization and punctuation. The student reviews the days of the week.

16. The student reads 42 monosyllabic words, 10 two-syllable words, and the contractions let’s, aren’t, and we’re. The sound-symbol relationships are $ar /ar/$, $y /y/$, and initial consonant clusters $sn$ and $spr$. 
The student puts sentences in correct sequential order. The student uses correct capitalization and punctuation in telling sentences.

The student reads 23 monosyllabic words, 18 two-syllable words, and the three-syllable word fisherman. The sound-symbol relationships are dd /d/, v /v/, z /z/, and zz /z/; the initial consonant cluster spl; the final consonant cluster -lp; and the prefix un. The student reads three sounds for -ed in the past tense (i/d/, l/d/, and l/t/), two-syllable words with the -et and the -en endings, and correctly doubles the consonant before adding -ed.

The student capitalizes the first letter of a word that begins a sentence and reviews the capitalization of proper names. The student practices alphabetical order. The student also reads and answers questions about a map and following directions.

The student reads 32 monosyllabic words, 19 two-syllable words, the sight word won, the contractions I've and we've, and the three-syllable word basketball. The sound-symbol relationships are al /ә/, ah /ә/, and the final y /ay/. The student recognizes the superlative ending -est.

The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.

The student reads 42 monosyllabic words, 21 two-syllable words, and the three-syllable word understand. The sound-symbol relationships are o /uw/, ur /әr/, and accented or /әr/; the initial consonant cluster tw; and the final consonant clusters -lt and -ct. The student reads two-syllable words with the -le and -or endings.

The student reads 42 monosyllabic words, 21 two-syllable words, and the three-syllable word interesting, the sight word says, and the contraction you'll. The sound-symbol relationships are are /әr/, are /әr/, the initial consonant cluster spl, and the adverb ending -ly. The student reads two-syllable words with the -ment, -y, and -ar endings.

The student reads a short, handwritten thank-you letter and answers detailed questions regarding the information. The student capitalizes and punctuates names and titles correctly.

The student reads 55 monosyllabic words, 47 two-syllable words, 6 three-syllable words, the four-syllable word interested, the sight word says, and the contraction you'll. The sound-symbol relationships are are /әr/, are /әr/, the initial consonant cluster spl, and the adverb ending -ly. The student reads two-syllable words with the -ment, -y, and -ar endings.

The student reads a short paragraph that includes names and addresses and answers questions about the street addresses of people and places mentioned in the paragraph. The student also reads the abbreviation of state names.

The student reads 63 monosyllabic words, 30 two-syllable words, 5 three-syllable words, and the sight word they. The sound-symbol relationships are ere /әr/, i+e /әy/, and the final consonant cluster -ft.

The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.

The student practices reading and correctly addressing envelopes including the return address.

The student reads a short paragraph that includes names and addresses and answers questions about the street addresses of people and places mentioned in the paragraph. The student also reads the abbreviation of state names.

The student reads 63 monosyllabic words, 30 two-syllable words, 5 three-syllable words, and the sight word they. The sound-symbol relationships are ere /әr/, i+e /әy/, and the final consonant cluster -ft.

The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.

The student practices reading and correctly addressing envelopes including the return address.

The students correctly placing periods in abbreviations and sentences. The student reads the parts of a friendly letter and practices the use of commas in a friendly letter.

The student reviews capital letters in addresses. The student practices writing a friendly letter.

The student recognizes the function of question marks in sentences and practices placing them correctly in sentences. The student distinguishes between asking sentences and telling sentences. The student recognizes complete sentences. The student practices writing addresses and letters.
34. The student practices writing letters and addresses. The student reviews ending punctuation and capitalization.
35. The student learns to read, pronounce, and write 50 random words from the Track 2 Word List.
Lesson No.

1. The student reads 88 monosyllabic words, 31 two-syllable words, the three-syllable word yesterday, and the sight word does. The student reads the contractions weren’t, I’d, haven’t, they’re, and won’t, as well as the change y+s -ies. The sound-symbol relationships are ie /ay/, ie /iy/, o+e /ow/, oor /ir/, o /ow/, c /sl/, and i /ay/, and the final consonant cluster -xth.

2. The student reads and interprets signs correctly.

3. The student reads 59 monosyllabic words, 48 two-syllable words, and the three-syllable words expenses, Saturday, and expensive. The student also learns the contractions don’t and we’d. The sound-symbol relationships are g /j/, dge /j/, ue /uw/, u+e /uw/, e+e /iy/, and the prefix ex.

4. The student writes a report on signs. The student reviews punctuation and capitalization by copying sentences that review signs.

5. The student reads 30 monosyllabic words, 41 two-syllable words, 10 three-syllable words, and the four-syllable word everybody. The student reads the contraction doesn’t and the sight word want. The sound-symbol relationships are u /yuw/, ture /cәr/, and wor /wәr/.

6. The student reads and interprets the meanings of common signs.

7. The student reviews capitalization and punctuation and reads sentences about signs. The student identifies sentences that correctly interpret signs. The student writes a report on the signs provided.

8. The student reads 37 monosyllabic words, 35 two-syllable words, and 11 three-syllable words. The sound-symbol relationships are o /ә/, ey /iy/, ew /uw/, and ow /ow/.

9. The student reviews capitalization and punctuation and reads sentences about signs. The student interprets the meanings of signs. The student practices writing the days of the week and the months of the year.

10. The student learns to read, pronounce, and write 50 random words from the Track 3 Word List.

11. The student reads three selections: “Sharks Never Sleep and Other Shark Facts”; “Heroes from History: The Buffalo Soldiers”; and “Phew! What’s That Smell?”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

12. The student learns the basic construction of a telephone book and that names of people and businesses are in alphabetical order. The student learns that telephone books have three main sections, the White Pages, the Yellow Pages, and the Blue Pages. The student recognizes that a telephone book can be used to find the telephone number and address of a person, business, or emergency contact.

13. The student reads three selections: “John Muir (1838-1914): Father of America’s National Parks”; “Camels and Their Humps”; and “The Ends of the Earth: The North and South Poles”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

14. The student reads and interprets signs.

15. The student learns about the Blue Pages, which contain government listings and non-emergency numbers. The student learns that many telephone books are available on the internet and understands how to search for specific names and numbers on the online White Pages. The student practices looking up information about people, businesses, and government offices, in a model telephone directory.
The student reads three selections: “Meet Rosie the Riveter”; “Through Rain, Snow, Sleet, and Hail”; and “Would You Want to Buy One of These? Some Very Peculiar Patents”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student reads three selections: “How to Get a Passport”; “The Truth About Dogs”; and “City Coyotes”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student practices writing and reviews friendly letters. The student reviews capital letters and complete sentences.

The student learns to read, pronounce, and write 50 random words from the Track 3 Word List.

The student reads three selections: “On the Bayou”; “Happy Birthday, Pac-Man”; and “Rachael Scdoris”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student reads historical signs. The student practices capitalization and punctuation in sentences about historical signs.

The student reads three selections: “Pumpkin Moon”; “Cesar Chavez Fights for La Causa”; and “Samurai Warriors”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns to read, pronounce, and write 50 random words from the Track 3 Word List.

The student learns about managing money by controlling spending. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns about managing money through the basics of banking. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student reviews capitalization, punctuation, days of the week, months of the year, and reading signs.

The student reads three selections: “How Animals Breathe”; “Death Valley”; and “How to Ride a Bus…and More!”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns to read, pronounce, and write 50 random words from the Track 3 Word List.

The student learns about managing money by learning about credit and installment. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns about managing money by improving budgeting skills. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student is introduced to medical terms commonly found on medical labels and practices reading them. The student groups words to make complete sentences.

The student reads three selections: “The Trojan Horse”; “Chimp Art”; and “Angels on Earth: Clara Barton and Florence Nightingale”. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns about health and safety by learning that prevention is the best cure. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns about health and safety by learning how to get medical attention. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

The student learns to read, pronounce, and write 50 random words from the Track 3 Word List.
36 The student learns about health and safety by learning how to handle health problems. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.

37 The student learns about health and safety by learning how to avoid health hazards. The student is asked to respond to a variety of traditional comprehension questions and to think critically about the material just read.
The student reads 41 monosyllabic words, 34 two-syllable words, 12 three-syllable words, and the sight word *machine*. The sound symbol relationships are o /c/, a /c/, tion /šә, n/, and a /a/.

The student completes a sample form by supplying a name, address, and date. The student spells and capitalizes the months of the year. The student practices writing the abbreviations for the days of the week and the months of the year.

The student reads 40 monosyllabic words, 43 two-syllable words, 22 three-syllable words, 3 four-syllable words, and the suffixes -ful and -less. The sound-symbol relationships are aw /ch/, s /š/, oy /cy/, and ou /aw/.

The student reads labels and emergency phone numbers. The student reviews punctuation and abbreviations.

The student reads 22 monosyllabic words, 56 two-syllable words, 12 three-syllable words, 2 four-syllable words, and the sight words *one*, *two*, *four*, *people*, and *women*. The sound-symbol relationship is ow /aw/.

The student writes letters. The student reviews capitalization, complete sentences, and reading dictionary entries.

The student reads 58 monosyllabic words, 34 two-syllable words, 5 three-syllable words, the four-syllable word *independent*, and the sight word *once*. The sound-symbol relationships are ea /iy/, u /u/, and oo /u/.

The student learns to read, pronounce, and write 50 random words from the Track 4 Word List.

The student reads two short passages (one page each) that contain information about the outer planets and space exploration. Comprehension is at the literal level.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to getting a job:

| involve | application | personal |
| position | accurate | offer |
| policy | regular | behavior |
| finish |

The student reviews ending punctuation, complete sentences, alphabetical order, and capitalization.

The student reads two short passages (one page each) that contain information about clouds and information about storms. Comprehension is at the literal level.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to writing a resumé:

| organize | outline | address |
| diploma | college | include |
| type | occupation | provide |
| impression |

The student fills out sample forms. The student uses abbreviations for days of the week and months of the year. The student is introduced to vocabulary words relative to height and weight.

The student learns to read, pronounce, and write 50 random words from the Track 4 Word List.

The student reads two short passages (one page each) that contain information about the formation of caves and the formation of mountains. Comprehension is at the literal level.
The student learns the correct meaning, pronunciation, and spelling of the following ten words related to completing a job application:

- apply
- careful
- information
- complete
- education
- history
- identification
- criminal
- reference(s)
- neat(ly)

The student completes sample forms. The student answers questions in complete sentences using capital letters and end punctuation. The student is introduced to nouns and uses them correctly in sentences.

The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to a job interview:

- appointment
- calendar
- familiar
- question(s)
- practice
- elaborate
- answer
- attention
- present
- polite(ly)

The student completes a form using a social security number. The student is introduced to vocabulary common to emergency forms and completes an emergency contact form. The student reviews capitalization and punctuation and completes a variety of other sample forms.

The student learns to read, pronounce, and write 50 random words from the Track 4 Word List.

The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to sources of information:

- locate
- library
- newspaper
- dictionary
- computer
- cookbook
- map
- manual
- encyclopedia
- continue

The student writes sentences in sequential order. The student is introduced to adjectives and uses them correctly in sentences. The student practices completing sample forms and using correct punctuation.

The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes a sample Magazine Subscription Card, a Library Card application, and a U.S. Postal Service Change of Address Order.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to American history:

- establish
- remote
- ocean
- headed
- hazard
- weather
- country
- cultivate
- prosperity
- million(s)

The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes a sample Application for a Social Security Number Card, and a Personal Information Sheet.
29 The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

30 The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes a sample Application for Employment, and an Application for Driver's License or Identification Card.

31 The student learns the correct meaning, pronunciation, and spelling of the following ten words related to the Constitution:

- taxes
- assembly
- article
- individual
- solution
- responsible
- provision(s)
- successful
- young
- freedom

32 The student completes sentences by adding correct punctuation and capitalization. The student reads about the importance of job interviews and the vocabulary related to interviews and job skills.

33 The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes a sample Group Insurance Enrollment Card, and a Health Insurance Claim form.

34 The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

35 The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes sample Checks, Checking Account Deposit Slips, Savings Account Deposit Slips, Savings Account Withdrawal Slips, and Check Cashing Card Applications.

36 The student learns the correct meaning, pronunciation, and spelling of the following ten words related to government:

- office
- question(s)
- answer
- polite(ly)
- delegate(s)
- practice
- attention
- familiar
- elaborate
- present

37 The student reacts to cartoons about job interviews. The student reviews capitalization and adjectives. The student is introduced to employment references and choosing appropriate attire for job interviews.

38 The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

39 The student learns to read, pronounce, and write 50 random words from the Track 4 Word List.

40 The student demonstrates knowledge of concepts, principles, and terminology related to completing forms. The student completes a sample Auto Loan Application, Department Store Credit Application, and a Property Rental Application.

41 The student reads a short book for the joy of reading. The objective is to build confidence and experience the pleasure of reading.

42 The student reviews capitalization, punctuation, dictionary usage, writing letters, and completing forms. The student also reviews writing sentences, months of the year and days of the week, and choosing appropriate attire for work.

43 The student responds yes or no to questions regarding travel and recreation. The student identifies recreational activities. The student correctly punctuates sentences and questions. The student reviews writing sentences.
The student learns the correct meaning, pronunciation, and spelling of the following ten words related to chemistry:

- physical
- water
- observe
- reaction
- temperature
- bubble(s)
- state
- solid
- property
- thaw

The student reads and answers questions about advertisements and schedules.

The student reads and answers questions about maps. The student writes directions using the maps provided.

The student reads and answers questions about a passage. The student practices classifying information and locating information on a sign.

The student learns the correct meaning, pronunciation, and spelling of the following ten words related to the Solar System:

- origin
- move
- strong
- mystery
- vital
- once
- nearest
- protection
- season(s)
- program

The student writes paragraphs and letters. The student reads and answers questions about travel. The student practices planning a trip and reads about hobbies.

The student reviews punctuation, capital letters, abbreviations, and alphabetizing. The student practices writing sentences and letters, completing forms, and reading signs.

The student learns to read, pronounce, and write 50 random words from the Track 4 Word List.