

# **THE LINC STRATEGY TRAINING GUIDE**

**By Edwin S. Ellis**

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# LINCS Strategy Overhead Sequence and Transparency Masters

|             |  |
|-------------|--|
| OH #1:      | The LINCS Strategy   |
| OH #2:      | The Package of LINCS Memory Devices                                    |
| OH #3:      | Chain Analogy  |
| OH #4:      | An Overview of the LINCS Strategy                                      |
| OH #5:      | The LINCS Memory Chain   |
| OH #6:      | Rationales Behind the LINCS Strategy                                   |
| OH #7:      | LINCS Strategy Results   |
| OH #8:      | Selecting Students for the LINCS Strategy                              |
| OH #9:      | LINCS Strategy Manual  |
| OH #10:     | LINCS Strategy Student Folder Contents                                 |
| OH #11:     | Pretest Word List  |
| OH #12:     | LINCS Pretest  |
| OH #13:     | LINCS Progress Chart   |
| OH #14:     | An Effective Learning Strategy   |
| OH #15-16:  | Creating LINCS Study Cards   |
| OH #17:     | Characteristics of Strategic Learners                                  |
| OH #18:     | All About the LINCS Strategy   |
| OH #19:     | Step 1: List the parts   |
| OH #20:     | Step 2: Indicate a Reminding Word                                      |
| OH #21:     | An Effective Reminding Word  |
| OH #22:     | Step 3: Note a LINCing Story   |
| OH #23:     | An Effective LINCing Story   |
| OH #24:     | Step 4: Construct a LINCing Picture                                    |
| OH #25:     | Step 5: Self-test  |
| OH #26:     | Similarities Between a Play in a Basketball Game & the LINCS Strategy  |
| OH #27:     | How Learning the LINCS Strategy is Like Learning a New Basketball Play |
| OH #28:     | Lost Civilization Word List  |
| OH #29:     | Practice Study Card  |
| OH #30:     | Novice Set   |
| OH #31:     | Player Set   |
| OH #32:     | Expert Set   |
| OH #33:     | Workshop Exercise  |
| OH #34:     | Scoring  |
| OH #35:     | Example Score Sheet  |
| Handout #1: | Curriculum-Based Assessment Scoring Criteria for LINCS Devices         |
| Handout #2: | Curriculum-Based Assessment Scoring Criteria for Student Performance   |
| Handout #3: | Front and Back of Study Cards  |

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# THE LINC'S STRATEGY

## **Pertinent Setting Demand:**

Students' success in mainstream content classes depends on their ability to:

- understand what they hear and read,
- speak about the content, and
- answer test questions about the content.

## **Purposes of This Strategy:**

- To make students active in learning the basic vocabulary needed to acquire and express content.
- To enable students to use a package of memory strategies for learning vocabulary.
- To enable students to use a self-test process to master new vocabulary.

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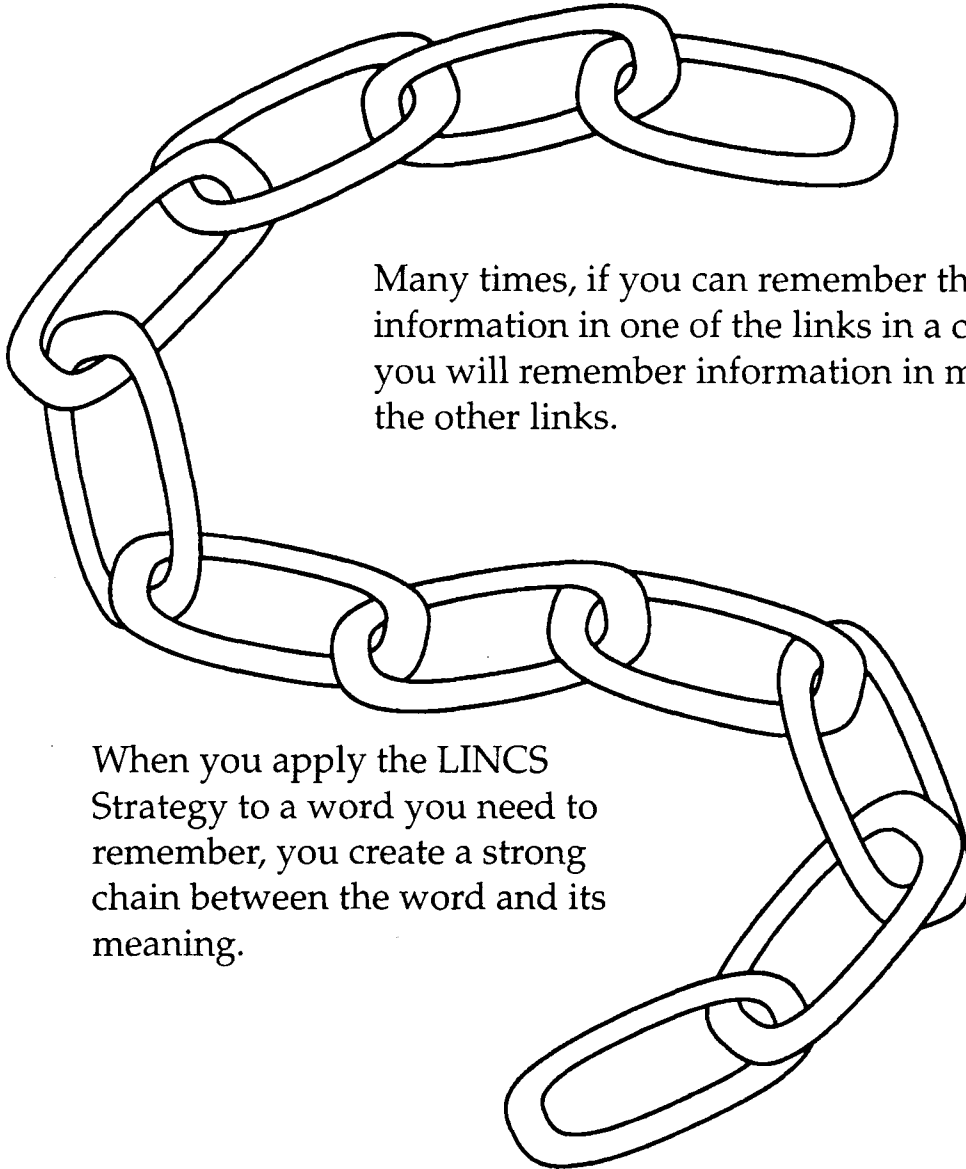
# THE PACKAGE OF LINCS MEMORY DEVICES

- IMAGERY  
("LINCing Pictures")
- KEY WORDS  
("Reminding Words")
- STORIES  
("LINCing Stories")

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# CHAIN ANALOGY

Different pieces of knowledge are  
linked together like a chain.



Many times, if you can remember the  
information in one of the links in a chain,  
you will remember information in many of  
the other links.

When you apply the LINC  
Strategy to a word you need to  
remember, you create a strong  
chain between the word and its  
meaning.

The stronger the links between pieces  
of information, the easier you can remember  
them. The weaker the links, the more  
difficulty you'll have remembering them.

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# AN OVERVIEW OF THE LINC'S STRATEGY

Step 1: **L**ist the parts

Step 2: **I**ndicate a Reminding Word

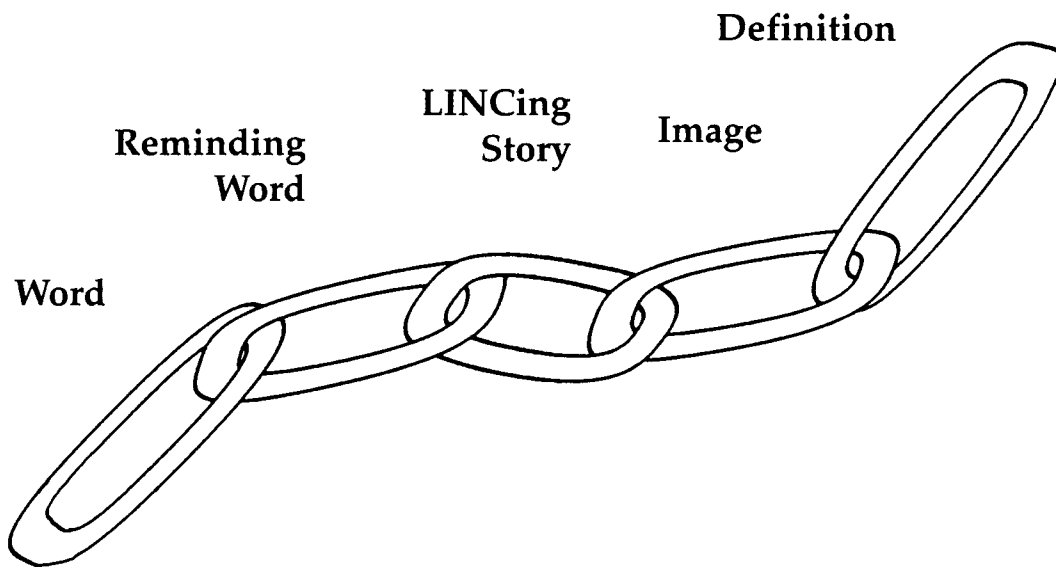
Step 3: **N**ote a LINCing Story

Step 4: **C**onstruct a LINCing Picture

Step 5: **S**elf-test

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# THE LINC'S MEMORY CHAIN



Using the LINC'S Strategy transforms a potentially weak link between a word and its definition into a chain of very strong links.

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# RATIONALES BEHIND THE LINCS STRATEGY

- Students often exhibit deficits in the area of vocabulary learning. This strategy enables them to become active vocabulary learners.
- Students often exhibit memory deficits. This strategy gives them a package of memory devices to aid their memories.
- Students often do not connect new learning to current knowledge. This strategy facilitates their memories by making these connections.
- Students often do poorly on tests where the mastery of vocabulary is emphasized. This strategy enables students to perform well on such tests.



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# LINCS STRATEGY RESULTS

**TABLE 1:**  
**Mean Percentage Correct on Social Studies**  
**Vocabulary Tests\***

|                                | <b>Test 1</b><br>(Before LINCS) | <b>Test 2</b><br>(After LINCS taught<br>in Class A) |
|--------------------------------|---------------------------------|---|
| <b>LD students in Class A</b>  | 53%                             | 77%   |
| <b>NLD students in Class A</b> | 84%                             | 92%   |
| <b>All students in Class B</b> | 86%                             | 85%   |

\* These results are by M. Wedel, D.D. Deshler, J.B. Schumaker, & E.S. Ellis, in prep., *Effects of Instruction of a Vocabulary Strategy in a Mainstream Class*, Lawrence, KS: Center for Research in Learning. Some of the LD students in this study received additional instructional time outside of the mainstream class when they needed it to complete the practice activities.

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## SELECTING STUDENTS FOR THE LINCS STRATEGY

- Students who are required to master new vocabulary.
- Students who take tests on which definitions are emphasized.
- Students who take tests on which the meaning or importance of items are emphasized.

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# **LINCS STRATEGY MANUAL**

## **Introduction**

## **Instructional Stages**

Stage 1: Pretest

Stage 2: Describe

Stage 3: Model

Stage 4: Verbal Practice

Stage 5: Controlled Practice & Feedback

Stage 6: Advanced Practice & Feedback

Stage 7: Posttest & Make Commitments

Stage 8: Generalization

**Appendix A: Quick-Start Reference Guide**

**Appendix B: Progress Charts**

**Appendix C: Cue Cards**

**Appendix D: Student Materials**

**Appendix E: Modeling Script**

**Appendix F: Example LINCS Devices**

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# **LINCS STRATEGY STUDENT FOLDER CONTENTS**

**Front Cover:** Progress Chart

**Back Cover:** Envelope

**Contents:** Cue Cards  
Pretest  
Controlled Practice (Envelope)  
Advanced Practice (Envelope)  
Posttest  
Generalization (Envelope)

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## PRETEST WORD LIST

|                   |   |
|-------------------|---|
| <b>steenbok</b>   | small prehistoric deer-like animal who lived in Africa                        |
| <b>scandium</b>   | rare mineral found in upper-most regions of the northern hemisphere           |
| <b>pinna</b>      | type of feather from a bird's wing  |
| <b>recreant</b>   | unfaithful to a cause or pledge   |
| <b>toman</b>      | a Persian gold coin of varying value  |
| <b>landau</b>     | a four-wheeled carriage with a top divided into two sections                  |
| <b>morganatic</b> | marriage between a member of a royal family and a person of lower social rank |
| <b>melton</b>     | a heavy smooth fabric made of wool  |
| <b>fellmonger</b> | a person who removes hair from hides in order to make leather                 |
| <b>incondite</b>  | something that is badly put together  |

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# LINCS PRETEST

**Part 1 Instructions: Write the definitions for the following words.**

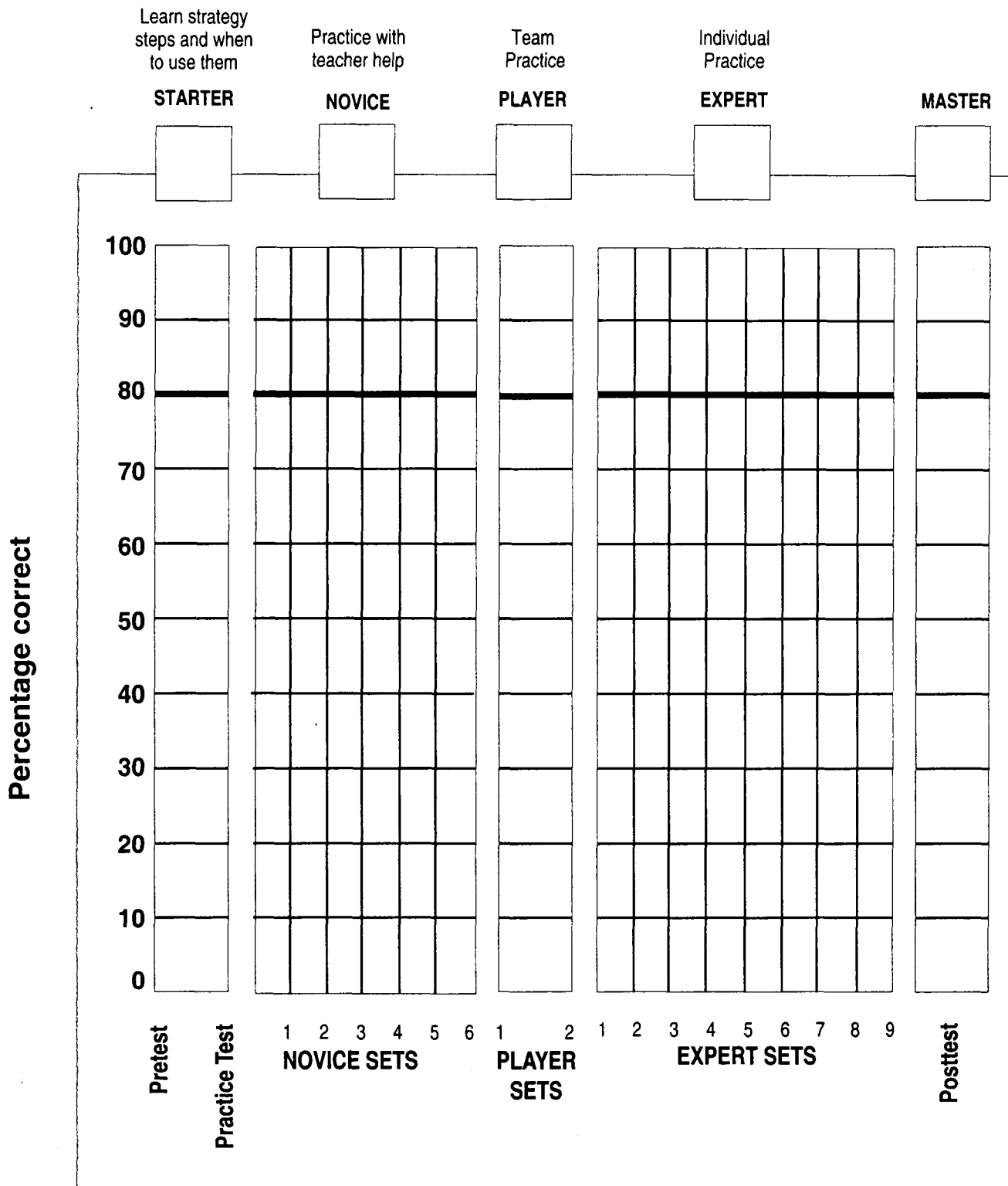
1. landau \_\_\_\_\_
2. scandium \_\_\_\_\_
3. fellmonger \_\_\_\_\_
4. pinna \_\_\_\_\_
5. toman \_\_\_\_\_

**Part 2 Instructions: Identify the words for the following definitions.**

6. Something poorly made: \_\_\_\_\_
7. Unfaithful to a promise: \_\_\_\_\_
8. Material made of wool: \_\_\_\_\_
9. Very small animal that  
once lived in Africa: \_\_\_\_\_
10. When a princess marries  
a common worker: \_\_\_\_\_

# LINCS PROGRESS CHART

Name: \_\_\_\_\_



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## AN EFFECTIVE LEARNING STRATEGY

A plan for learning  
that includes “thinking smart” and using  
a powerful set of thinking tactics

### Example:

Using the words “CAME FAR”  
to remember the names of the countries  
that fought with the United States  
during World War II:

**C**anada   **A**ustralia   **M**exico   **E**ngland  
**F**rance   **A**merica   **R**ussia



# CREATING LINCS STUDY CARDS

1. Take an index card and divide both sides in half by drawing lines across the middle of both sides.

|  |  |
|--|--|
|  |  |
|  |  |

2. Write the word to be learned on the top half of one side. Then circle it.

|      |  |
|------|--|
| fief |  |
|      |  |

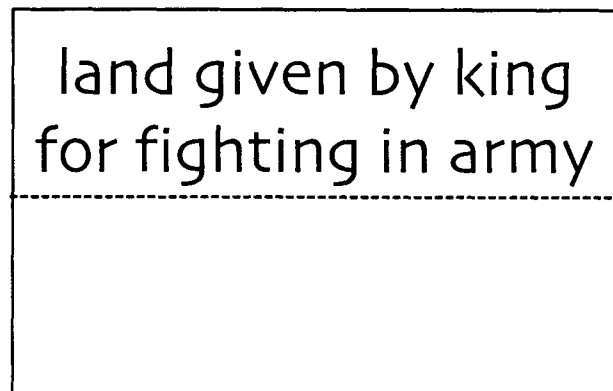
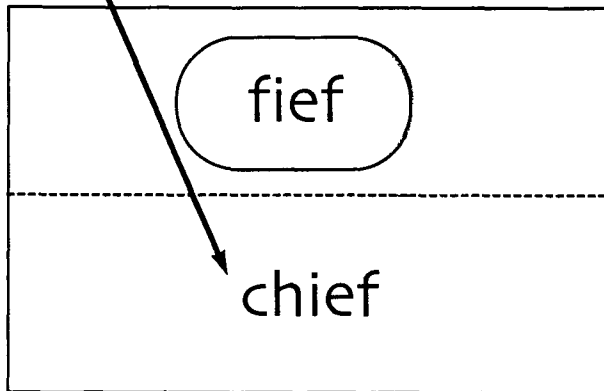
3. Write the parts of the definition you need to remember on the top of the other side.

|      |  |
|------|--|
| fief | land given by king<br>for fighting in army |
|      |  |

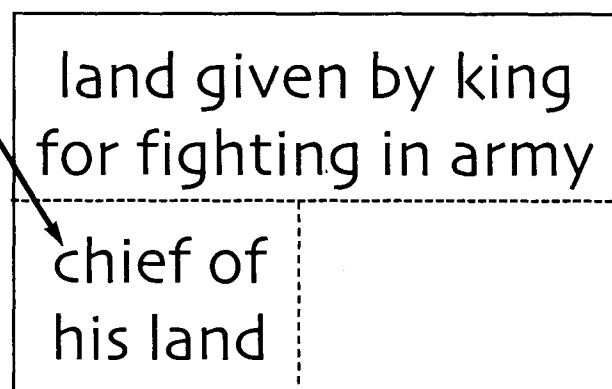
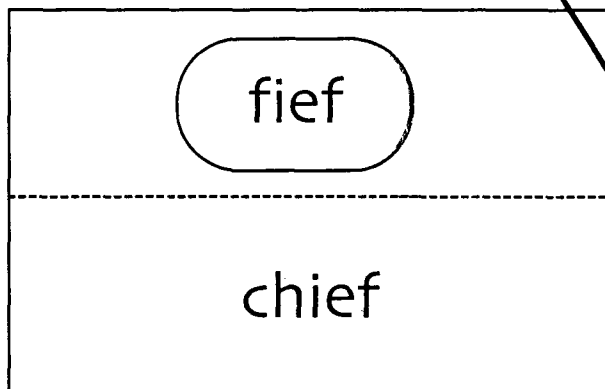
# CREATING LINC'S STUDY CARDS

(continued)

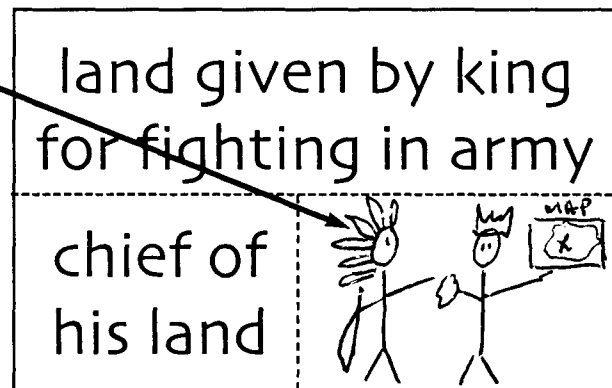
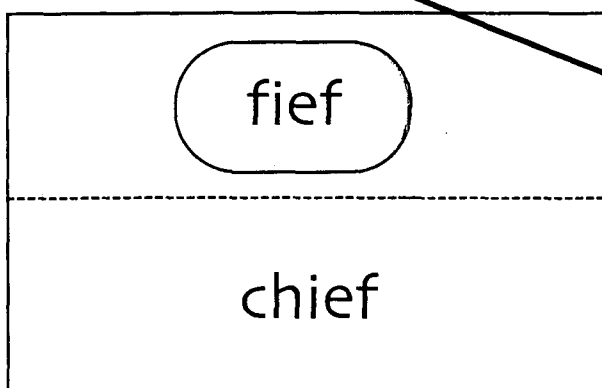
4. Write the Reminding Word on the bottom half of the first side.



5. Write the LINCing Story on the bottom half of the second side.



5. Draw the LINCing Picture on the bottom half of the second side.



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# CHARACTERISTICS OF STRATEGIC LEARNERS

## Who they are:

- They are active learners.
- They think carefully about what they are learning.
- They understand information better.
- They learn things easier.
- They learn more information.
- They remember better what they have studied.

## What they do:

- They set goals and work toward them.
- They ask questions to ensure understanding.
- They change and manipulate information to make understanding and remembering easier.
- They spend less time studying.
- They use effective strategies for learning and expressing information.

# ALL ABOUT THE LINC'S STRATEGY

## A strategy for remembering the meaning of new words

### ALWAYS

- Helps you remember the meaning of a new word.
- Focuses your attention on the parts of the definition you need to remember.
- Uses knowledge you already have to help you learn new knowledge (learning by association).
- Involves testing yourself to check whether you can recall the meaning of the new word.

### SOMETIMES

- Helps you remember the *meaning* of some words in a list of related words.
- Is easy to apply to some words; is difficult to apply to other words.
- Involves leaving out some steps because they are not needed.

### NEVER

- Is used to memorize a series of items in a list or steps in a process.
- Is used to memorize a passage or a poem.
- Is used when you already know what the word means.
- Is used when a different strategy is better for memorizing a particular word.

## Use LINC'S to remember things like:

- The *aorta* is the major artery taking blood out of the heart (*science*).
- *Herbert Hoover* was President of the United States at the beginning of the Great Depression (*history*).
- *Onomatopoeia* is a device in poetry that names a sound that sounds like its name (e.g., throb) (*language arts*).
- A *preene valve* controls air intake in a carburetor (*vocational*).

## Don't use LINC'S to remember things like:

- The heart circulates blood throughout the body. (*Don't use the strategy when information is already known.*)
- The five key events that started the Great Depression. (*Don't use the strategy to memorize lists.*)
- Lines or phrases of a poem. (*Don't use the strategy to memorize passages or poems.*)
- The steps to rebuilding a carburetor. (*Don't use the strategy to memorize the steps in a process.*)

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## STEP 1

### List the parts

- List the word on the top half of the front of a study card.
- List the most important parts of the definition on the top half of the back of the study card.

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## STEP 2

# Indicate a Reminding Word

- Think of a familiar word that sounds like the new word, or part of the new word.
- Write this word on the bottom half of the front of the study card.

# AN EFFECTIVE REMINDING WORD

An effective Reminding Word is a word that *sounds similar* to the new word and is used to remind you of the meaning of the new word.

## An Effective Reminding Word

### ALWAYS

- Sounds like part or all of the new word.
- Is a *real* word.
- Has a meaning that you already know.
- Helps you remember what the new word means.

### SOMETIMES

- Sounds like the *beginning* of the new word.
- Sounds like the *end* of the new word.
- Rhymes with the new word or sounds like *almost all* of the new word.
- Has a meaning that is *very similar* to the new word's meaning
- Can be *two or more* words that sound like the new word.

### NEVER

- Sounds completely different from the new word.
- Is a nonsense word.
- Has a meaning that you don't know.

## Examples and Nonexamples

### EXAMPLES

| NEW WORD   | EXAMPLE          |
|------------|------------------|
| shivaree   | <i>shiver</i>    |
| paramecium | <i>parachute</i> |
| crinoline  | <i>crinkle</i>   |

### EXAMPLES

| NEW WORD  | EXAMPLE             |
|-----------|---------------------|
| flourite  | <i>floor</i>        |
| marsupium | <i>opium</i>        |
| fief      | <i>chief</i>        |
| serf      | <i>servant</i>      |
| paraffin  | <i>pair of fins</i> |

### NONEXAMPLES

| NEW WORD   | NONEXAMPLE         |
|------------|--------------------|
| shivaree   | <i>celebration</i> |
| paramecium | <i>parapuse</i>    |
| crinoline  | <i>crinium</i>     |

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## STEP 3

# Note a LINCing Story

- Make up a short story about the meaning of the new word that includes the Reminding Word.
- Write this story in the bottom left corner of the back of the study card.



# AN EFFECTIVE LINCING STORY

An effective LINCing Story is short and simple and helps you take advantage of what you already know by associating the meaning of the Reminding Word with the meaning of the new word.

## An Effective LINCing Story

### ALWAYS

- Includes the Reminding Word or some form of the Reminding Word.
- Links the Reminding Word to the meaning of the new word.
- Is short and simple.

### SOMETIMES

- Includes *both* the Reminding Word and the new word.
- Is funny and/or bizarre.

### NEVER

- Includes only the new word.
- Is so complex that it takes a lot of mental energy to remember it.
- Is long like a paragraph.
- Includes words you don't understand.

### EXAMPLES

**FLOURITE: a purple mineral used to make steel hard.** Reminding Word: FLOOR.  
LINCing Story: "My knee turned purple when it hit the hard, steel floor." (*Story helps you think of steel and the color purple.*)

**DECREE: to make a decision and force it on others.** Reminding Word: DECIDE.  
LINCing Story: "The dictator decided to force everyone to pay higher taxes." (*Story helps you think of a decision being forced on others.*)

**SHIVAREE: a noisy song sung to a newly married couple.** Reminding word: SHIVER.  
LINCing story: "The married couple shivered when the guests sang the shivaree outside their window" (*Story reminds you of both a song and of a married couple.*)

### NONEXAMPLES

**FLOURITE: a purple mineral used to make steel hard.** Reminding Word: FLOOR.  
LINCing Story: "The floor was messy." (*Story does not help you think of steel or the color purple.*)

**DECREE: to make a decision and force it on others.** Reminding Word: DECIDE.  
LINCing Story: "He decided to go to town." (*Story does not help you think of forcing a decision on others.*)

**SHIVAREE: a noisy song sung to a newly married couple.** Reminding word: SHIVER.  
LINCing story: "They shivered." (*Story does not help you think about a song or of a married couple.*)

## STEP 4

# Construct a LINCing Picture

- Create an image in your mind of the definition and the LINCing Story.
- Describe the image to yourself.
- Draw a simple picture in the bottom right corner on the back of the card that will remind you of your image.

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## STEP 5

# Self-test

### ■ Self-test forwards:

1. Say the new word.
2. Say the Reminding Word.
3. Think of the LINCing Story.
4. Think of the image.
5. Say the meaning of the new word.
6. Check to see if you're correct.

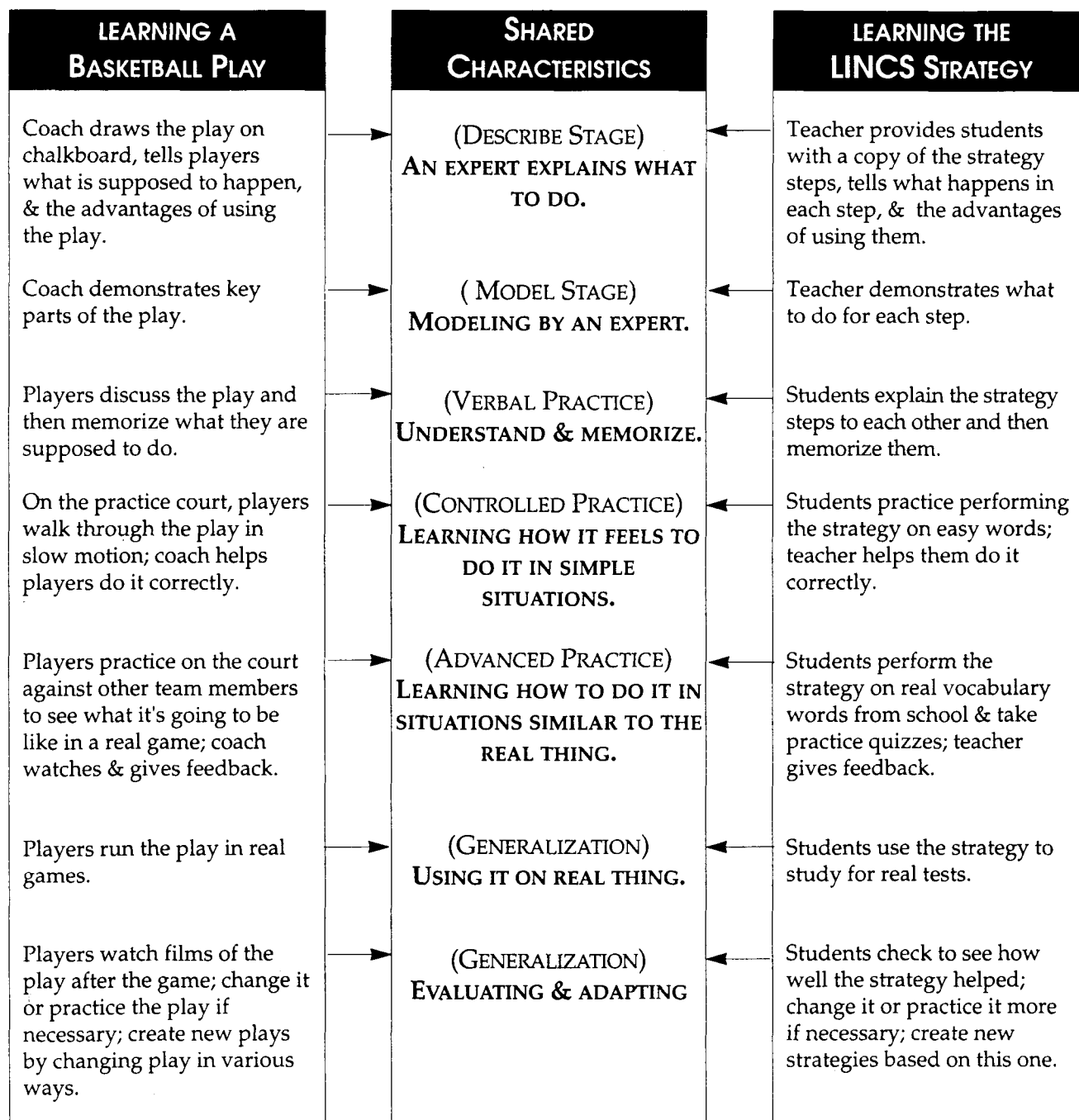
### ■ Self-test backwards:

1. Say the meaning of the new word.
2. Think of the image.
3. Think of the LINCing Story.
4. Think of the Reminding Word.
5. Say the new word.
6. Check to see if you're correct.

# SIMILARITIES BETWEEN A PLAY IN A BASKETBALL GAME AND THE LINGS STRATEGY

| BASKETBALL<br>PLAY   | SHARED<br>CHARACTERISTICS                    | LINGS<br>STRATEGY  |
|--|--|--|
| It is related to mastery over the other team and getting a high score in the game. | ITS USE IS RELATED TO REACHING A GOAL.       | It is related to mastery over the information and getting a high score on tests. |
| It's one of many plays necessary to win the basketball game.                       | IT'S PART OF A TOTAL PACKAGE.                | It's one of many tactics used to prepare for scoring well on a test.             |
| It helps you put together some familiar moves in a new order.                      | IT USES WHAT YOU KNOW IN A NEW WAY.          | It involves using words and ideas you already know in a new way.                 |
| Picturing how the play looks as it takes place helps you remember what to do.      | IT INVOLVES USING IMAGERY.                   | Picturing what the word means helps you remember what it means.                  |
| To run the play well requires energy and effort.                                   | IT REQUIRES ENERGY AND EFFORT.               | To use the strategy well requires energy and effort.                             |
| It has to be practiced many times before it's ready to be used in a real game.     | THROUGH PRACTICE, ITS USE BECOMES PERFECTED. | It has to be practiced many times before it's ready to be used for a real test.  |

# HOW LEARNING THE LINC'S STRATEGY IS LIKE LEARNING A NEW BASKETBALL PLAY



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# LOST CIVILIZATION WORD LIST

|                 |  |
|-----------------|--|
| <b>zibble</b>   | food made from grain and honey           |
| <b>tamar</b>    | a wild horse                             |
| <b>kiko</b>     | shoes decorated with beads               |
| <b>alster</b>   | cooked fish                              |
| <b>crosstex</b> | a necklace worn to ward off evil spirits |
| <b>lamber</b>   | a religious holiday                      |
| <b>zamac</b>    | a tribal leader                          |
| <b>bayshoo</b>  | a medicine man                           |
| <b>dectrum</b>  | clay pottery used for eating and cooking |
| <b>motosa</b>   | a spear-like weapon used for hunting     |

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# PRACTICE STUDY CARD

Front of the Card

|  |
|--|
|  |
|  |

Back of the Card

|  |  |
|--|--|
|  |  |
|  |  |

## NOVICE SET

**rasple**     a medicine made from wild berries

**chower**    a drum used in ceremonies

**velop**      to build a fire

**woffen**    a buffalo

**shoff**      a green plant with magical healing powers



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## PLAYER SET

|                      |  |
|----------------------|--|
| <b>appeasement</b>   | to give up something or make concessions to avoid a war    |
| <b>coup</b>          | a sudden overthrow or takeover of a country's government   |
| <b>abdicate</b>      | to step down or resign as leader                           |
| <b>excommunicate</b> | to be expelled from a church                               |
| <b>theocracy</b>     | a country's government under the rule of religious leaders |

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## EXPERT SET

|                     |  |
|---------------------|--|
| <b>rhubarb</b>      | a plant whose reddish stalks are used in making pies; the stalks taste sour                              |
| <b>thistle</b>      | a prickly plant that has red or purple flowers; the flowers look furry                                   |
| <b>naught</b>       | zero or nothing  |
| <b>philodendron</b> | a type of plant with shiny, heart shaped leaves; usually a house plant, but grows wild in tropical areas |
| <b>narcissus</b>    | a type of plant that has long, thin leaves and white or yellow flowers; grown from bulbs                 |

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## WORKSHOP EXERCISE

|                      |   |
|----------------------|---|
| <b>groat</b>         | A British fourpence piece used from the 14th to 17th century                    |
| <b>pityriasis</b>    | skin diseases of humans and animals that result in shedding of flaky scales     |
| <b>suffrutescent</b> | having a woody stem or base   |
| <b>greenockite</b>   | a yellowish brown to red mineral  |
| <b>chlamydate</b>    | having a mantle as in mollusks  |
| <b>affricate</b>     | A speech sound produced by stopping the breath and releasing it at articulation |

# SCORING

## Front of Card

**vernacular**

fun

**coup**

boo

**operetta**

oper

**guyot**

guy

## Back of Card

The common language spoken in a specific area or country

**Funny words for common terms**



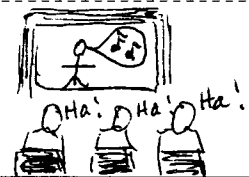
A sudden overthrow or takeover of a country's government

**She said "boo" to the king.**



A short, funny opera

**Attended the operetta.**



A flat-topped volcano that has sunk below the water.

**The guy dove into the water to see the submerged volcano.**



# EXAMPLE SCORE SHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

|  |  |  |  |
|--|--|--|--|
| <b>Card #1</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #2</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #3</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #4</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  |
| <b>Card #5</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #6</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #7</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #8</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  |
| <b>Card #9</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____  | <b>Card #10</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ | <b>Card #11</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ | <b>Card #12</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ |
| <b>Card #13</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ | <b>Card #14</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ | <b>Card #15</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ | <b>Card #16</b><br>Word: _____<br>Def.: _____<br>_____<br>Rem. Word: _____<br>Story: _____<br>Picture: _____ |

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# CURRICULUM-BASED ASSESSMENT

## Scoring Criteria for LINCING Devices

### CARD

- **Circled:** new word has been circled
- **Parts:** parts of definition are listed; not entire definition
- **Reminding Word:** noted on card
- **Story:** key words of LINCing Story noted on card

### REMINDING WORD

- **Sounds** like new word
- **Meaning** is familiar to learner
- **Real** word

### LINCing STORY

- **Reminding Word** contained in story
- **Short** and **simple** story
- **Links** meaning of key parts of definition

### LINCing PICTURE

- Contains connection to **definition**
- Contains connection to **Reminding Word** and **Lincing Story**.

| Card                       | LINCing Story                |
|----------------------------|------------------------------|
| C <input type="checkbox"/> | RW <input type="checkbox"/>  |
| P <input type="checkbox"/> | S/S <input type="checkbox"/> |
| R <input type="checkbox"/> | LM <input type="checkbox"/>  |
| S <input type="checkbox"/> |                              |

| Rem. Word                  | LINCing Picture                |
|----------------------------|--------------------------------|
| S <input type="checkbox"/> | D <input type="checkbox"/>     |
| M <input type="checkbox"/> | RW/LS <input type="checkbox"/> |
| R <input type="checkbox"/> |                                |

# **CURRICULUM-BASED ASSESSMENT**

## **Scoring Criteria for Student Performance**

- Students can generate definition when given the new word.
- Students can generate new word when given definition.
- Students can explain how Reminding Word helps them remember the LINCing Story.
- Students can explain how their LINCing Story helps them remember definition of new word.

# Front of Study Card      Back of Study Card

|                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| <b>Card</b>      |                          | <b>LINCing Story</b>   |                          |
| C                | <input type="checkbox"/> | RW                     | <input type="checkbox"/> |
| P                | <input type="checkbox"/> | S/S                    | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | LM                     | <input type="checkbox"/> |
| S                | <input type="checkbox"/> |                        |                          |
| <b>Rem. Word</b> |                          | <b>LINCing Picture</b> |                          |
| S                | <input type="checkbox"/> | D                      | <input type="checkbox"/> |
| M                | <input type="checkbox"/> | LW/LS                  | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | TOTAL                  | —                        |

|                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| <b>Card</b>      |                          | <b>LINCing Story</b>   |                          |
| C                | <input type="checkbox"/> | RW                     | <input type="checkbox"/> |
| P                | <input type="checkbox"/> | S/S                    | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | LM                     | <input type="checkbox"/> |
| S                | <input type="checkbox"/> |                        |                          |
| <b>Rem. Word</b> |                          | <b>LINCing Picture</b> |                          |
| S                | <input type="checkbox"/> | D                      | <input type="checkbox"/> |
| M                | <input type="checkbox"/> | LW/LS                  | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | TOTAL                  | —                        |

|                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| <b>Card</b>      |                          | <b>LINCing Story</b>   |                          |
| C                | <input type="checkbox"/> | RW                     | <input type="checkbox"/> |
| P                | <input type="checkbox"/> | S/S                    | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | LM                     | <input type="checkbox"/> |
| S                | <input type="checkbox"/> |                        |                          |
| <b>Rem. Word</b> |                          | <b>LINCing Picture</b> |                          |
| S                | <input type="checkbox"/> | D                      | <input type="checkbox"/> |
| M                | <input type="checkbox"/> | LW/LS                  | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | TOTAL                  | —                        |

|                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| <b>Card</b>      |                          | <b>LINCing Story</b>   |                          |
| C                | <input type="checkbox"/> | RW                     | <input type="checkbox"/> |
| P                | <input type="checkbox"/> | S/S                    | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | LM                     | <input type="checkbox"/> |
| S                | <input type="checkbox"/> |                        |                          |
| <b>Rem. Word</b> |                          | <b>LINCing Picture</b> |                          |
| S                | <input type="checkbox"/> | D                      | <input type="checkbox"/> |
| M                | <input type="checkbox"/> | LW/LS                  | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | TOTAL                  | —                        |

|                  |                          |                        |                          |
|------------------|--------------------------|------------------------|--------------------------|
| <b>Card</b>      |                          | <b>LINCing Story</b>   |                          |
| C                | <input type="checkbox"/> | RW                     | <input type="checkbox"/> |
| P                | <input type="checkbox"/> | S/S                    | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | LM                     | <input type="checkbox"/> |
| S                | <input type="checkbox"/> |                        |                          |
| <b>Rem. Word</b> |                          | <b>LINCing Picture</b> |                          |
| S                | <input type="checkbox"/> | D                      | <input type="checkbox"/> |
| M                | <input type="checkbox"/> | LW/LS                  | <input type="checkbox"/> |
| R                | <input type="checkbox"/> | TOTAL                  | —                        |