Lexia Core5 Cross Reference to Australian National Curriculum

Based on current version of Curriculum as of 6 January 2021

Columns 4, 5, 6 and 7 designation code:

Y = Year Level of Australian Curriculum

O = Student online Learning through the Core5 programme

S = Skill Builders (offline resources paper and pen work specific to student need)

L = Lesson Plans (Teaching Lesson Plans with resources specific to student need)

Lexia Core5 is designed for Primary School students, with an appropriate interface. Primary School students of all years requiring remediation, ESL Students and mainstream Primary School students.

oundational	Australian	NSW	Υ	0	S	L
	Curriculum	Curriculum				
Phonological	ACELA 1438	ENe-2A	K/R	Υ	Υ	Υ
Awareness	ACELA 1439					
Rhyming.	ACELA 1820					
Rhyming						
The goal of this						
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		ENe-3A	K/R	Y	Y	Υ
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•	ACELA 1440					
matching)						
The goal of this						
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lower-case letters.						
	Phonological Awareness Rhyming. • Rhyming The goal of this activity is for students to recognise rhyming words in spoken language. Students build early phonemic awareness skills as they increase their awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to	Phonological Awareness Rhyming. • Rhyming The goal of this activity is for students to recognise rhyming words in spoken language. Students build early phonemic awareness skills as they increase their awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to	Phonological Awareness Rhyming. • Rhyming The goal of this activity is for students build early phonemic awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to	Phonological Awareness Rhyming. Rhyming. Rhyming The goal of this activity is for students to recognise rhyming words in spoken language. Students build early phonemic awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to	Phonological Awareness Rhyming. • Rhyming The goal of this activity is for students build early phonemic awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to	Phonological Awareness Rhyming. Rhyming. Rhyming Rhyming The goal of this activity is for students to recognise rhyming words in spoken language. Students build early phonemic awareness of rhyme patterns in spoken words. Phonics Letter Matching Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upperand lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to

Foundational	Automaticity/Fluency	ACELA 1433	ENe-3A	K/R	Υ	Υ	Υ
/ Reception.	Automaticity with	ACELA 1438					
	Foundational	ACELA 1786					
Level 1 in	Concepts	ACELA 1817					
programme		ACELA 1820					
	Warm-ups: Picture						
	Matching and Basic						
	Categories Increase						
	automaticity with						
	previously acquired						
	skills						
Foundational	Vocabulary	ACELA 1432	ENe-2A	K/R	Υ	Υ	Υ
/ Reception.	Basic Categories	ACELA 1433	ENe-4A				
		ACELA 1437	ENe-5A				
Level 1 in	Categorising Pictures	ACELA 1438					
programme	The goal of this	ACELA 1440					
	activity is for students	ACELA 1786					
	to build their	ACELA 1817					
	knowledge of word	ACELA 1818					
	relationships through	ACELA 1819					
	categorising. Students	ACELA 1820					
	sort pictures into						
	basic categories as						
	they learn to think						
	about common						
	attributes between						
Foundational	objects Comprehension	ACELA 1430	ENe-2A	K/R	Υ	Υ	Υ
/ Reception.	Nursery Rhymes:	ACELA 1430	ENe-3A	I IVII	'	'	'
/ Neception.	• Listening	ACELA 1432	ENe-4A				
Level 1 in	Comprehension	ACELA 1433	ENe-6B				
programme	• Picturing	ACELA 1434	ENe-8B				
p. 58. a	Print Concepts	ACELA 1435	ENe-9B				
	Time concepts	ACELA 1437	ENe-10C				
	The goal of this	ACELA 1438					
	activity is for students	ACELA 1439					
	to build their	ACELA 1440					
	understanding of	ACELA 1786					
	narrative story	ACELA 1817					
	structure and learn to	ACELA 1820					
	focus on keywords.	ACELT 1575					
	Students listen to a	ACELT 1577					
	common nursery	ACELT 1578					
	rhyme and then	ACELT 1783					
	choose the picture	ACELT 1785					
	choose the picture						i
	that matches the	ACELY 1649					
	•	ACELY 1649 ACELY 1654					
	that matches the beginning, middle, or end of the nursery						
	that matches the beginning, middle, or	ACELY 1654					

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	Print Concepts: The						
	goal of this activity is						
	for students to build						
	their understanding of						
	early print concepts						
	(i.e., title, author,						
	illustrator, front						
	cover, picture vs.						
	print, left-to-right						
	orientation, page-						
	turning) while also						
	demonstrating						
	comprehension of						
	texts read aloud						
Foundational	Phonological	ACELA 1438	ENe-5A	1	Υ	Υ	Υ
/ Year 1	Awareness.	ACELA 1440	EN1-6B				
	Blending &	ACELA 1455					
Levels 2 to 5	Segmenting	ACELA 1457					
in programme	Syllables & Sounds	ACELA 1458					
1 0	Beginning Sounds	ACELA 1459					
	Ending Sounds	ACELA 1471					
	Short & Long Vowel	ACELA 1472					
	Sounds	ACELA 1474					
	Manipulating	ACELA 1778					
	Sounds	ACELA 1817					
		ACELA 1818					
	Blending &	ACELA 1819					
	Segmenting 1	ACELA 1820					
	The goal of this	ACELA 1822					
	activity is for students	ACELA 1824					
	to build their	ACELA 1825					
	awareness of syllables	7102271 1023					
	in words. Students						
	blend two and three						
	syllables to form						
	words. They also						
	segment two- and						
	_						
	three-syllable words and identify the						
	_						
	number of syllables in these words.						
	these words.						
	Beginning Sounds						
	The goal of this						
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	activity is for students to isolate the						
	beginning sound in						
	spoken words. Students match						
	Students match						

pictures that begin with the same beginning sound and choose pictures that match a presented sound. Blending & Segmenting 2 The goal of this activity is for students to blend phonemes to form words and also to segment spoken words into phonemes. Students blend onsets/rimes and phonemes in words and choose a picture that matches the blended word. Students also segment spoken words as they identify the number of phonemes in a word. Ending Sounds The goal of this activity is for students to isolate ending consonant sounds in spoken words and to match letters to these ending sounds. Students choose pictures that match the ending sound presented and choose ending consonant letters to these ending sound presented and choose ending consonant letters to complete words. Foundational /Year 1 Actendary		I	ı		ı		l	
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/ Year 1 Alphabetising Letter-Sound ACELA 1438 ACELA 1440 EN1-3A Correspondence ACELA 1455 EN1-4A EN1-6B Letter Names ACELA 1458 Timed Silent ACELA 1458 Reading ACELA 1459 at Word Level ACELA 1467	Foundational		Δ(ΕΙΛ 1/12)	FNO-10	1	V	V	V
• Letter-Sound ACELA 1440 EN1-3A Levels 2 to 5 in programme • Letter Names ACELA 1457 • Timed Silent ACELA 1458 Reading ACELA 1459 at Word Level ACELA 1467						, ,	ľ	ľ
Levels 2 to 5 in programme • Letter Names • Timed Silent Reading at Word Level • ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1467	/ TEGL I	_						
in programme • Letter Names • Timed Silent Reading at Word Level ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1467 EN1-6B	Lovols 2 to E							
• Timed Silent ACELA 1458 Reading ACELA 1459 at Word Level ACELA 1467		•						
Reading ACELA 1459 at Word Level ACELA 1467	in brogramme			CINT-QR				
at Word Level ACELA 1467								
		_						
ACELA 14/1		at word Level						
			ACELA 14/1					

Letter Names	ACELA 1474			
The goal of this	ACELA 1478			
activity is for students	ACELA 1821			
to recognise the letter	ACELA 1822			
names for upper and	7.022			
T -				
lower-case letters and				
to recognise the				
alphabetic sequence				
of letters. Students				
begin by choosing a				
letter that is named				
and progress to				
sequencing letters				
alphabetically.				
dipridibetically.				
Consonant Sounds				
The goal of this				
activity is for students				
to build their				
knowledge of basic				
letter sound				
correspondences for				
beginning consonants				
(except x) and to				
discriminate similar				
sounding consonants				
at the beginning of				
words. Students				
choose pictures that				
begin with a				
presented letter as				
well as choose letters				
that match the				
beginning sound of a				
picture. They also sort				
pictures based on				
beginning sounds				
and match these				
pictures to the				
appropriate letter.				
appropriate letter.				
Short Vowel Sounds				
The goal of this				
_				
activity is for students				
to build their				
knowledge of letter-				
sound				
correspondences				
for the five major		 		

vowels. Through	this		
activity, students	;		
choose the pictu			
I			
that begins with			
presented vowe			
letter and choos	e the		
vowel letter that			
matches the			
beginning sound	of		
	01		
the picture.			
Beginning Sound	ls &		
Letters			
The goal of this			
activity is for stu	dents		
to build their	· 		
	tor-		
knowledge of let	tei-		
sound			
correspondence			
beginning conso	nant		
sounds in words			
Students choose	the		
letter that comp			
the spoken word			
the spoken word	•		
Si anala wa ali Sh	• • •		
Simple Word Ch	ains		
The goal of this			
activity is for stu			
to strengthen th	eir		
sound manipulat	ion		
skills while reinfo			
their letter-soun	-		
knowledge. Stud			
_			
change one lette			
a single-syllable			
word to make a	new		
word.			
Medial Vowels			
The goal of this			
activity is for stu	dents		
to identify media			
short vowel sour			
and correspondi			
letters in CVC wo			
Students choose	the		
letter associated	with		
the medial short			
vowel sound of a			
dictated word.	'		
dictated word.			

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	Picture-Word Match 1						
	The goal of this						
	activity is for students						
	to increase automatic						
	recognition of CVC						
	words while						
	promoting word-level						
	comprehension skills.						
	In this activity,						
	students read CVC						
	words and match						
	words with pictures.						
Foundational	Automaticity /	ACELA 1455	ENe-4A	1	Υ	Υ	Υ
/ Year 1	Fluency.	ACELA 1457	ENe-5A	_	•	'	'
/ Teal 1	Automaticity with	ACELA 1457	EN1-3A				
Levels 2 to 5	Foundational	ACELA 1458	EN1-4A				
		ACELA 1459 ACELA 1478	EN1-4A EN1-6B				
in programme	Concepts						
	High-Frequency Sight Words	ACELA 1821	EN1-9B				
	Sight Words	ACELA 1823					
		ACELA 1824					
	Letter Matching and						
	Basic Categories						
	(Review)						
	Increase automaticity						
	with previously						
	acquired skills.						
	Latter Names and						
	Letter Names and						
	Alphabetising						
	(Review)						
	Increase automaticity						
	with previously						
	acquired skills.						
	Sight Words 1						
	The goal of this						
	activity is for students						
	to automatically						
	recognise regular and						
	irregular high-						
	frequency sight						
	words. Students						
	identify and						
	construct dictated						
	sight words in						
	isolation, complete						
	dictated phrases or						
	sentences with						
	sight words, and						
	quickly identify						
	dictated sight words.						

	Consonant Sounds and Sight Words (Review) Increase automaticity with previously acquired skills. Short Vowel Sounds (Review) Increase automaticity with previously acquired skills. Sight Words 2 The goal of this activity is for students to automatically recognise regular and irregular high-frequency sight words. Students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words and quickly identify dictated sight words.						
Foundational / Year 1	Vocabulary. • Vocabulary	ACELA 1432 ACELA 1433	ENe-4A ENe-5A	1	Υ	Υ	Υ
,	Concepts	ACELA 1437	EN1-4A				
Levels 2 to 5	Advanced Adjectives	ACELA 1438	EN1-6B				
in programme		ACELA 1440					
	Basic Concepts	ACELA 1454					
	The goal of this	ACELA 1455					
	activity is for students	ACELA 1457					
	to build an awareness	ACELA 1458					
	of some basic	ACELA 1459					
	language concepts	ACELA 1471					
	that are important to everyday life and	ACELA 1472 ACELA 1474					
	academic learning.	ACELA 1474 ACELA 1478					
	Students develop an	ACELA 1478					
	understanding of	ACELA 1818					
	basic concepts (i.e.,	ACELA 1819					
	shape, emotion,	ACELA 1820					
	characteristics, and	ACELA 1821					
	function) as they	ACELA 1822					
	follow spoken	ACELA 1824					
		ACELA 1825					

	directions to choose	ACELY 1661					
	or categorise pictures						
	that match a given						
	concept.						
	Advanced Descriptors						
	The goal of this						
	activity is for students						
	to increase vocabulary						
	knowledge for						
	unfamiliar,						
	high-level words						
	through deductive						
	reasoning. Students						
	determine the						
	meaning of a word by						
	analysing pictures						
	and choosing the						
	picture that does not belong.						
	belong.						
	Combining Adjectives						
	The goal of this						
	activity is for students						
	to build their						
	understanding of						
	descriptors as they						
	relate to nouns.						
	Students choose a						
	picture that matches a						
	dictated description						
	that contains two						
	adjectives.						
Foundational	Comprehension.	ACELA 1430	ENe-4A	1	Υ	Υ	Υ
/ Year 1	• Listening	ACELA 1431	ENe-5A				
Lavrala 2 ta E	Comprehension	ACELA 1432	ENe-6B				
Levels 2 to 5 in programme	Picturing Comprehension	ACELA 1433	ENe-8B				
in programme	 Comprehension Strategies with 	ACELA 1434 ACELA 1435	ENe-9B ENe-10C				
	Narrative &	ACELA 1433	EN1-2A				
	Informational Text	ACELA 1439	EN1-3A				
	Informational Text	ACELA 1448	EN1-4A				
	Picturing Stories 1	ACELA 1451	EN1-6B				
	The goal of this	ACELA 1454	EN1-8B				
	activity is for students	ACELA 1463	EN1-9B				
	to build their	ACELA 1464	EN1-10C				
	understanding of	ACELA 1465					
	narrative story	ACELA 1468					
	structure as they learn	ACELA 1470					
		ACELA 1786					
		ACELY 1649					

to focus on key word	ACELY 1651			
imaging. Students	ACELY 1652			
listen for key details	ACELY 1653			
in alliterative stories	ACELY 1654			
and choose pictures	ACELY 1656			
that match the	ACELY 1658			
beginning, middle, or	ACELY 1659			
end of the story.	ACELY 1660			
cha of the story.	ACELY 1661			
Picturing Stories 2	ACELY 1664			
The goal of this	ACELY 1668			
activity is for students	ACELY 1669			
to build their	ACELY 1670			
	ACELY 1670 ACELY 1671			
understanding of				
narrative story	ACELY 1672			
structure as they learn				
to focus on keyword				
imaging. Students				
listen for key details				
in stories and choose				
pictures that match				
the beginning,				
middle, or end of the				
story.				
Sequencing 1				
The goal of this				
activity is for students				
to build their				
understanding of				
narrative structure				
and story sequence				
as shown through				
pictures. Students				
listen to spoken				
stories and sequence				
pictures to match the				
events of the story.				
Sequencing 2				
The goal of this				
activity is for students				
to build their				
understanding of the				
sequence of events				
based on key details				
in narrative and				
informational				
texts. Students listen				
to a passage and				
sequence pictures				
1 - 34 - 5 - 1 - 5 - 6 - 6 - 6 - 6 - 6 - 6 - 6 - 6 - 6				

	to match the text. Students then choose a picture that represents what the passage is mainly about or the main idea.						
Foundational / Year 2 Levels 6 to 9 in programme	Phonological Awareness. • Short & Long Vowel Sounds • Manipulating Sounds (substitutions)	ACELA 1438 ACELA 1440 ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1778 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1822 ACELA 1824 ACELA 1825	EN2-2A	2	Y	Y	Y
Foundational / Year 2 Levels 6 to 9 in programme	Phonics. Digraphs Easily Reversible Letters (b, d, p) Word Families Contractions Syllable Types Closed Open Silent e Timed Silent Reading at Word Level Building Words The first goal of this activity is for students to build segmenting skills and letter-sound knowledge. Students segment single- syllable words into isolated phonemes and map letters on to the phonemes. The second goal of this	ACELA 1432 ACELA 1438 ACELA 1440 ACELA 1457 ACELA 1459 ACELA 1460 ACELA 1467 ACELA 1468 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1822 ACELA 1823 ACELA 1824 ACELA 1825		2	Y	Y	Υ

activity is for students			
to distinguish long			
and short vowel			
sounds in spoken,			
single-syllable words.			
Students sort pictures			
based on their vowel			
sound.			
Consonant Digraphs			
The goal of this			
activity is for students			
to build their basic			
letter-sound			
knowledge for			
common consonant			
digraphs. Students			
choose pictures that			
begin or end with a			
given digraph and also			
choose digraphs to			
complete words.			
complete words.			
Silent E Recognition			
The goal of this			
activity is for students			
to build their			
knowledge of the			
Silent E			
pattern to indicate			
long vowel			
sounds. Students			
identify and			
sort spoken and			
written CVC			
and CVCe words.			
and evee words.			
Contractions & Word			
Families.			
The first goal of this			
activity is for students			
to demonstrate			
knowledge of			
commonly used			
contractions. Students			
read and match words			
with contracted			
forms. The second			
goal is for students to			
identify and construct			
irregular words			

containing common			
containing common			
word family patterns.			
Students find words in			
a word scramble and			
spell dictated words			
containing word			
family patterns.			
Picture-Word Match 2			
The goal of this			
activity is for students			
to increase automatic			
recognition of regular			
words with blends			
and digraphs while			
promoting word-level			
comprehension skills.			
Students read			
CCVC/CVCC words			
and match words with			
pictures.			
D			
Reversible Letters (b,			
d, p)			
The goal of this			
activity is for students			
to strengthen			
automatic recall of			
letter sound			
correspondences for			
easily reversible			
letters. Students sort			
letters and CVC/			
CVCC/CCVC words			
with b, d, and p and			
complete CVC/			
CVCC/CCVC words			
using these letters.			
Silent E Construction			
The goal of this			
activity is for students			
to apply the Silent e			
pattern to words with			
long vowel sounds.			
Students construct			
both CVC/CVCe			
and CCVC/CCVCe			
words by choosing the			
vowel and Silent e if			
needed.			
caca.			

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Long Vowel Teams				
The goal of this				
activity is for students				
to demonstrate				
letter-sound				
knowledge for				
long vowel team				
patterns. Students				
recognise and				
construct words with				
long vowel team				
patterns in isolation				
and in sentences.				
Two-Syllable Words				
The goal of this				
activity is for students				
to identify open,				
closed and Silent e				
syllables and to				
combine syllables to				
form two-syllable				
words. Students sort				
single syllables by				
type, construct				
dictated two-syllable				
words and complete				
two-syllable words				
in sentences.				
in semechees.				
Vowel Combinations				
The goal of this				
activity is for students				
to build their letter-				
sound knowledge for				
complex vowel				
combinations.				
Students recognise				
and construct words				
with complex vowel combinations in				
isolation and in				
sentences.				
D. Controlled Me. 11				
R-Controlled Vowels				
The goal of this				
activity is for students				
to build their letter-				
sound knowledge for				

		1		-		l	
	r-controlled vowels.						
	Students recognise						
	and construct words						
	with r-controlled						
	vowels in isolation						
	and in sentences.						
Foundational	Automaticity /	ACELA 1451		2	Υ	Υ	Υ
/ Year 2	Fluency.	ACELA 1460					
	Automaticity with	ACELA 1462					
Levels 6 to 9	Foundational	ACELA 1463					
in programme	Concepts	ACELA 1467					
	High-Frequency	ACELA 1468					
	Sight Words	ACELA 1470					
	Sentence Structure	ACELA 1472					
		ACELA 1471					
	Picture Word Match	ACELA 1474					
	and Sight Words	ACELA 1821					
	(Review)	ACELA 1823					
	Increase automaticity	ACELA 1824					
	with previously	ACELA 1825					
	acquired skills.	ACELY 1672					
	Sight Words 3						
	The goal of this						
	activity is for students						
	to automatically						
	recognise regular and						
	irregular high-						
	frequency sight						
	words. Students						
	identify and construct						
	dictated sight words						
	in isolation, complete						
	dictated phrases or						
	sentences with sight						
	words and quickly						
	identify dictated sight						
	words.						
	Consonant Sounds						
	and Sight Words						
	(Review)						
	Increase automaticity						
	with previously						
	acquired skills.						
	Silent E Recognition						
	and Picture-Word						
	Match (Review)						
	itiateli (itevievo)		l		<u> </u>	<u> </u>	<u> </u>

	Increase automaticity					
	with previously					
	acquired skills.					
	·					
	Long Vowel Teams					
	and Syllable Types					
	(Review)					
	Increase automaticity					
	with previously					
	acquired skills.					
	Sight Words 4					
	The goal of this					
	activity is for students					
	to automatically					
	recognise regular and					
	irregular high-					
	frequency sight					
	words. Students					
	identify and construct					
	dictated sight words					
	in isolation, complete					
	dictated phrases or					
	sentences with					
	sight words and					
	quickly identify					
	dictated sight words.					
Foundational	Masshulami		_			
1 Juliuational	Vocabulary.	ACELA 1438	2	Υ	Υ	Υ
/ Year 2	• Categorising &	ACELA 1438 ACELA 1440	2	Y	Y	Y
/ Year 2	Categorising & Associations	ACELA 1440 ACELA 1432	2	Y	Y	Y
	Categorising &	ACELA 1440 ACELA 1432 ACELA 1433	2	Y	Y	Υ
/ Year 2	Categorising &AssociationsMultiple MeaningWords	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437	2	Y	Y	Υ
/ Year 2 Levels 6 to 9	Categorising &AssociationsMultiple Meaning	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1471	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1471 ACELA 1472 ACELA 1474	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817	2	Y	Y	Y
/ Year 2 Levels 6 to 9	 Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are 	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1471 ACELA 1472 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1824	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1824 ACELA 1825	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1824 ACELA 1825 ACELA 1459	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and identify associated	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1471 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1820 ACELA 1824 ACELA 1825 ACELA 1459 ACELA 1821	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1820 ACELA 1824 ACELA 1825 ACELA 1459 ACELA 1821 ACELA 1821 ACELA 1821	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and identify associated	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1820 ACELA 1821 ACELA 1459 ACELA 1821 ACELA 1821 ACELA 1822 ACELA 1823	2	Y	Y	Y
/ Year 2 Levels 6 to 9	Categorising & Associations Multiple Meaning Words Parts of Speech Categorising Words 1 The goal of this activity is for students to explore word relationships (categorisation and association) for common CVC words. Decoding skills are reinforced as students read CVC words and sort words into categories and identify associated	ACELA 1440 ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1452 ACELA 1454 ACELA 1460 ACELA 1463 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1820 ACELA 1824 ACELA 1825 ACELA 1459 ACELA 1821 ACELA 1821 ACELA 1821	2	Y	Y	Y

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	Multiple Meaning	ACELA 1474					
	Words 1	ACELA 1825					
	The goal of this	ACELY 1661					
	activity is for students	ACELY 1672					
	to build vocabulary						
	while developing an						
	understanding that						
	words can have						
	multiple meanings.						
	Students read regular,						
	single-syllable words						
	and choose the						
	pictures that illustrate						
	two different						
	meanings of these						
	words.						
	Categorising Words 2						
	The goal of this						
	activity is for students						
	to explore word						
	relationships						
	(categorisation						
	and association) for						
	common decodable						
	and high-frequency						
	sight words. Decoding						
	skills are reinforced as						
	students						
	read decodable and						
	high frequency words						
	and sort words into						
	categories and						
	identify associated						
	words.						
Foundational	Comprehension.	ACELA 1430	EN2-2A	2	Υ	Υ	Υ
/ Year 2	• Listening	ACELA 1431	EN2-4A				
Lavali C. C	Comprehension	ACELA 1432					
Levels 6 to 9	Understanding Text Structure	ACELA 1433					
in programme	Structure	ACELA 1434					
	Sequencing Sentences	ACELA 1435					
	Comprehension Strategies with	ACELA 1437					
	Strategies with Narrative &	ACELA 1439 ACELA 1447					
	Informational Text	ACELA 1447 ACELA 1448					
	Reading	ACELA 1448 ACELA 1449					
	Comprehension	ACELA 1449 ACELA 1450					
	Matching	ACELA 1450 ACELA 1451					
	Words/Phrases with	ACELA 1451 ACELA 1453					
	Pictures	ACELA 1453 ACELA 1454					
	Close Sentence	ACELA 1454 ACELA 1460					
	Close sentence	1400			<u> </u>	l	

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Comprehension	ACELA 1462			
	ACELA 1463			
Picture-Phrase Match	ACELA 1464			
The goal of this	ACELA 1465			
activity is for students	ACELA 1467			
to read and	ACELA 1468			
comprehend grade-	ACELA 1470			
appropriate text with	ACELA 1471			
CVC and irregular	ACELA 1474			
words. Students read	ACELA 1477			
phrases and match	ACELA 1786			
these phrases to	ACELA 1823			
pictures. They also	ACELY 1666			
read and answer	ACELY 1668			
yes/no questions	ACELY 1670			
about pictures.	ACELY 1671			
	ACELY 1672			
Sentence				
Comprehension 1				
The goal of this				
activity is for students				
to read and				
comprehend grade-				
appropriate short				
narrative and				
informational texts				
with regular and				
irregular				
words. Students use				
context and choose				
the missing CVC				
word to complete				
sentences within a				
passage.				
pussage.				
Sentence				
Comprehension 2				
The goal of this				
activity is for students				
to read and				
comprehend				
short narrative and				
informational texts				
and answer detail				
questions. Students				
use context to choose				
the missing				
CCVC/CVCC word to				
complete sentences				
and select the				ļ
answers to multiple-				
answers to maniples	I			

	choice questions about each passage. Sequencing Sentences The goal of this activity is for students to sequence sentences within a narrative or informational text and to demonstrate comprehension by answering detail and mainly about or main idea questions. Students sequence 2-5 sentences and select the answers to multiple-choice questions.						
Foundational / Year 3 Levels 10 to 12 in programme	Phonological Awareness. • Manipulating Sounds additions & deletions	ACELA 1440 ACELA 1438 ACELA 1817 ACELA 1818 ACELA 1826 ACELA 1819 ACELA 1820 ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1778 ACELA 1778 ACELA 1471 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1485 ACELA 1486 ACELA 1824 ACELA 1825 ACELA 1826	EN2-5A	3	Y	Y	Y
Foundational / Year 3 Levels 10 to 12 in programme	Phonics. • Irregular Plurals and Verbs • Hard and Soft c & g • Six Syllable Types Closed Vowel r Open Vowel	ACELA 1477 ACELA 1478 ACELA 1480 ACELA 1481 ACELA 1482 ACELA 1485 ACELA 1486 ACELA 1826	EN2-5A	3	Y	Y	Y

	I				
	Silent'e'	ACELA 1826			
	Combinations	ACELA 1779			
	Consonant le	ACELA 1780			
	Rules for Syllable	ACELA 1828			
	Division	71020			
	• Spelling				
	Generalisations				
	and Rules				
	Advanced Word				
	Chains				
	The goal of this				
	activity is for students				
	to manipulate				
	phonemes in words to				
	make new words.				
	Students substitute,				
	add, or delete one				
	letter in CVC,				
	CCVC/CVCC, or CVCe				
	words to make a new				
	word or nonsense				
	word.				
	Multi-Syllable Words				
	-				
	The goal of this				
	activity is for students				
	to identify the six				
	syllable types and				
	combine syllables to				
	construct and read				
	multi-syllable words.				
	Students sort open,				
	closed, Silent e,				
	vowel-r, vowel				
	combination				
	and consonant-le				
	syllables by type,				
	construct dictated				
	multi-syllable words,				
	and complete multi-				
	syllable words in				
	sentences.				
	Hard and Soft C & G				
	The goal of this				
	activity is for students				
	to demonstrate				
	knowledge of spelling				
	patterns that				
	correspond to the				
	hard and soft c and g.				
<u> </u>					

Students identify and			1
sort written and			
dictated words with			
the hard and soft c			
and g, in isolation and			
in sentences.			
in sentences.			
Syllable Division			
The goal of this			
activity is for students			
to learn and apply			
rules for dividing			
multi-syllable			
words. Students apply			
vc/cv, vc/v, v/cv			
syllable division			
rules to divide two			
and three syllable words.			
words.			
Cualling Dulas 1			
Spelling Rules 1			
The goal of this			
activity is for students			
to learn and apply			
common spelling			
generalisations			
for single-syllable			
words. Students apply			
the -ff, -ll, -ss, -zz, -			
tch, -dge, and -ck			
spelling generalisation			
to spell dictated			
words in isolation and			
in sentences.			
Imperator Diamete O			
Irregular Plurals & Verbs			
The goal of this			
activity is for students to build their			
knowledge of common irregular			
plural nouns and			
common irregular			
past tense verbs.			
Students identify the			
irregular form of			
presented words and			
complete sentences			
using these irregular			
forms.			

Farmaletta and	Characterial Araclaria	ACELA 4 404	ENIO EA	2	V	\/	\/
Foundational	Structural Analysis.	ACELA 1481	EN2-5A	3	Υ	Υ	Υ
/ Year 3	Simple Suffixes	ACELA 1482					
1	• Prefixes	ACELA 1484					
Levels 10 to	Simple Suffixes	ACELA 1486					
12 in	The goal of this	ACELA 1826					
programme	activity is for students	ACELA 1827					
	to build their						
	knowledge of						
	common suffixes and						
	to increase their						
	awareness of the						
	morphological						
	structure of words.						
	Students sort dictated						
	and written words						
	containing suffixes						
	and construct words						
	with suffixes in						
	sentences.						
	Latin Prefixes						
	The goal of this						
	activity is for students						
	to develop their						
	knowledge of						
	common prefixes and						
	to increase their						
	awareness of the						
	morphological						
	structure of words.						
	Students sort dictated						
	and written words						
	containing prefixes						
	and construct words						
	with prefixes in						
	sentences.						
Foundational	Automaticity /	ACELA 1477	EN2-2A	3	Υ	Υ	Υ
/ Year 3	Fluency.	ACELA 1478	EN2-4A				
	Automaticity with	ACELA 1479	EN2-5A				
Levels 10 to	Foundational	ACELA 1480	EN2-8B				
12 in	Concepts	ACELA 1481	EN2-9B				
programme	High-Frequency	ACELA 1482					
-	Sight Words	ACELA 1484					
	Timed Silent	ACELA 1485					
	Reading	ACELA 1486					
	at Paragraph Level	ACELA 1826					
	Modelled Prosody	ACELA 1491					
	with						
	Connected Text						
-	•	•	•				

Vowel Combinations			
and Sight Words			
(Review)			
Increase automaticity			
with previously			
acquired skills.			
Ciaba Manda F			
Sight Words 5			
The goal of this			
activity is for students			
to automatically recognise regular and			
irregular high-			
frequency sight			
words. Students			
identify and			
construct dictated			
sight words in			
isolation, complete			
dictated			
phrases or sentences			
with sight words and			
quickly identify			
dictated sight words.			
dictated signit words.			
Syllable Types and			
Sight Words (Review)			
Increase automaticity			
with previously			
acquired skills.			
a oquii ou oio.			
Spelling Rules and			
Hard and Soft C & G			
(Review)			
Increase automaticity			
with previously			
acquired skills.			
·			
Passage Fluency 1			
The goal of this			
activity is for students			
to read on-level text			
accurately and			
fluently to support			
comprehension.			
Students silently read			
passages and fill-in			
missing words in close			
passages during a			
timed task.			

Foundational	Vocabulary.	ACELA 1477	EN2-5A	3	Υ	Υ	Υ
/ Year 3	• Synonyms and	ACELA 1477	LINZ-JA	3	'	'	1
, icai 3	Antonyms	ACELA 1478 ACELA 1480					
Levels 10 to	Similes and	ACELA 1484					
12 in	Metaphors	ACELA 1484 ACELA 1486					
programme	Parts of Speech	ACELA 1480 ACELA 1498					
programme	Faits of Speech	ACELA 1780					
	Synonyms &	ACLLA 1700					
	Antonyms						
	The goal of this						
	activity is for students						
	to develop their						
	understanding of						
	word relationships						
	involving synonyms						
	and antonyms.						
	Students choose						
	synonyms and						
	antonyms for named						
	pictures as they build						
	their vocabulary skills.						
	Similes & Metaphors						
	The goal of this						
	activity is to expose						
	students to the						
	figurative language						
	concepts of similes						
	and metaphors.						
	Students use						
	sentence-level						
	clues and choose						
	phrases to complete						
	similes. Students also						
	deduce the meaning						
	of metaphors through						
	sentence level context						
	clues and choose						
	sentences to explain						
	the meaning of						
Foundational	metaphors.	ACELA 1477	EN2-2A	3	Υ	Υ	Υ
/ Year 3	• Listening and	ACELA 1477 ACELA 1478	EN2-2A EN2-4A	3	ľ	ľ	Y
/ Teal 5	Reading	ACELA 1478 ACELA 1479	EN2-4A EN2-4A				
Levels 10 to	Comprehension	ACELA 1479 ACELA 1480	EN2-4A EN2-8B				
12 in	across Genres	ACELA 1480 ACELA 1481	EN2-8B				
programme	Main Idea/Mainly	ACELA 1481 ACELA 1482	EN2-10C				
P. Ob. allillic	About	ACELA 1484	2.12 100				
	Details	ACELA 1489					
	Vocabulary	ACELA 1490					
	Prediction	ACELA 1491					
	Inferences &	ACELA 1492					
		1		l .	L	<u> </u>	

Γ			I	
Conclusions	ACELA 1494			
Cause & Effect	ACELA 1495			
Compare & Contrast	ACELA 1498			
Summarising	ACELA 1780			
Paraphrasing	ACELT 1675			
Perspective	ACELY 1685			
Fact vs. Opinion	ACELY 1692			
Illustrations & Visual				
Information				
Sequence &				
Procedure				
Text Features				
Using Evidence				
Application of				
Higher-				
Order Comprehension				
Skills				
Vocabulary and				
Knowledge Building				
Connection and				
Integration of Ideas				
Within and Across				
Texts				
Grammar Concepts				
for				
Comprehension				
Building and				
Combining				
Sentences				
Parts of Speech and				
Functions				
Pronoun Reference				
Connectives and				
Signal Words				
5.5 170.03				
Building Sentences				
The goal of this				
activity is for students				
to build an awareness				
of sentence structure				
to aid in text				
comprehension.				
Students sequence				
words in sentences				
to create narrative or				
informational texts				
and select parts of				
a sentence that				
answers who, what,				
where, when, why, or				
how questions.				
now questions.				

	Tout Connections 1				I		
	Text Connections 1						
	The goal of this						
	activity is for students						
	to apply reading and						
	listening						
	comprehension						
	skills to varied types						
	of texts, organised						
	around engaging,						
	content-area themes.						
	Students use critical						
	thinking strategies						
	to answer questions						
	related to each						
	passage. Following						
	each text set,						
	students complete an						
	interactive, text-						
	construction task to						
	apply what they've						
	learned.						
	Passage						
	Comprehension 1						
	The goal of this						
	activity is for students						
	to read and						
	comprehend a diverse						
	selection of texts						
	organised around						
	engaging, content						
	area themes. Students						
	demonstrate						
	comprehension by						
	answering multiple-						
	choice questions that						
	require higher-order						
	thinking skills, such as						
	using evidence,						
	making inferences,						
	connecting ideas, and						
	analysing authors'						
	perspectives.						
Foundational	Structural Analysis.	ACELA 1487	EN2-5A	4	Υ	Υ	Υ
/ Year 4	Prefix & Suffix	ACELA 1498					
	Meanings	ACELA 1500					
Levels 13 to	Spelling Rules for	ACELA 1779					
15 in	Adding Affixes	ACELA 1780					
programme	Word Analysis	ACELA 1827					
-	Strategies	ACELA 1828					
		ACELY 1695					
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Morphological	
Awareness	
Context Clues	
Latin Suffixes	
The goal of this	
activity is for students	
to develop their	
knowledge of Latin-	
based suffixes and to	
increase their	
awareness of the	
morphological	
structure of words.	
Students sort dictated	
and written words	
containing suffixes	
and construct words	
with suffixes in	
sentences.	
Spelling Rules 2	
The goal of this	
activity is for students	
to build their	
knowledge of	
common spelling rules	
used when adding	
suffixes to base	
words. Students apply	
the doubling rule and	
drop-e rule to spell	
dictated words with	
and without visual	
support.	
Support.	
Drofix Moonings	
Prefix Meanings The goal of this	
The goal of this	
activity is for students	
to build their	
knowledge of the	
meanings of common	
prefixes. Students	
sort prefixes based on	
meaning and	
complete words	
within a sentence	
using context clues.	

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	Vocabulary Strategies 1						
	The goal of this						
	activity is for students						
	to develop strategies						
	for determining or						
	clarifying the						
	meaning of unknown						
	words in context.						
	Students will learn						
	meaningful word						
	parts (e.g., affixes),						
	how to use these						
	parts to transform						
	words into new forms,						
	and how to use						
	meaningful word						
	parts in combination						
	with context clues to						
	infer word meanings						
	in texts.						
Foundational	Automaticity /	ACELA 1477	EN2-2A	4	Υ	Υ	Υ
/ Year 4	Fluency.	ACELA 1478	EN2-4A				
	 Automaticity with 	ACELA 1479	EN2-4A				
Levels 13 to	Foundational	ACELA 1480	EN2-5A				
15 in	Concepts	ACELA 1481	EN2-8B				
programme	High-Frequency	ACELA 1482	EN2-9B				
	Sight Words	ACELA 1487					
	Timed Silent	ACELA 1489					
	Reading at Paragraph	ACELA 1490					
	Level	ACELA 1491					
	 Modelled Prosody 	ACELA 1492					
	with Connected Text	ACELA 1493					
	Rhyme Scheme	ACELA 1494					
	 Intonation, Stress 	ACELA 1495					
	and Phrasing	ACELA 1498					
		ACELA 1500					
	Irregular Plurals and	ACELA 1505					
	Suffixes (Review)	ACELA 1779					
	Increase automaticity	ACELA 1780					
	with previously	ACELA 1826					
	acquired skills.	ACELA 1828					
		ACELY 1691					
	Passage Fluency 2	ACELY 1692					
	The goal of this	ACELY 1695					
	activity is for students						
	to read on-level text						
	accurately and						
	fluently to support						
	comprehension.						
	Students silently read						

passages and fill-in			
missing words in close			
passages during a			
timed task.			
timed task.			
Suffixes and Spelling			
Rules (Review)			
Increase automaticity			
with previously			
acquired skills.			
acquired skiiis.			
Sight Monda C			
Sight Words 6			
The goal of this			
activity is for students			
to automatically			
recognise regular and			
irregular high-			
frequency sight			
words. Students			
identify and			
construct dictated			
sight words in			
isolation, complete			
dictated phrases or			
sentences with sight			
words and quickly			
identify dictated sight			
words.			
words.			
December 51			
Passage Fluency 3			
The goal of this			
activity is for students			
to read on-level text			
accurately and			
fluently to support			
comprehension.			
Students silently read			
passages and fill-in			
-			
missing words in close			
passages during a			
timed task.			
Prefixes and Sight			
Words (Review)			
Increase automaticity			
with previously			
acquired skills.			
acquired Skills.			
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	Fluent Reading 1 The goal of this activity is to provide students with opportunities to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.						
Foundational / Year 4 Levels 13 to 15 in programme	Vocabulary. Idioms Analogies Academic Vocabulary General Academic Domain-specific Connectives Word Relationships Idioms 1 The goal of this activity is for students to demonstrate an understanding of idioms and learn to deduce the meaning of these expressions through sentence-level context clues. Students choose sentences that explain the meaning of an idiom or complete sentences by choosing an idiom. Simple Analogies The goal of this activity is for students to build their understanding of word relationships in simple analogies by	ACELA 1484 ACELA 1486 ACELA 1487 ACELA 1496 ACELA 1498 ACELA 1500 ACELA 1779 ACELA 1780 ACELA 1828	EN2-5A	4	Y	Y	Y

	identifying specific associations between words. In this activity, students select related words, identify the type of relationship between words and complete full analogies. Academic Vocabulary 1 The goal of this activity is for students to build deep knowledge of academic-word meanings, relationships, and uses. Students demonstrate understanding of academic words in texts, create definition cards, and determine appropriate word usage in multiple						
Foundational / Year 4 Levels 13 to 15 in programme	contexts. Comprehension. Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & Conclusions Cause & Effect Compare & Contrast Summarizing Paraphrasing Perspective Fact vs. Opinion Illustrations & Visual Information Sequence & Procedure Text Features	ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1481 ACELA 1482 ACELA 1489 ACELA 1490 ACELA 1491 ACELA 1492 ACELA 1493 ACELA 1494 ACELA 1495 ACELA 1498 ACELA 1779 ACELA 1779 ACELA 1780 ACELA 1505 ACELY 1675 ACELY 1691 ACELY 1692 ACELY 1695	EN2-2A EN2-4A EN2-4A EN2-8B EN2-9B EN2-10C	4	Y	Y	Y

Using Evidence			
 Application of 			
Higher- Order			
Comprehension			
Skills			
Vocabulary and			
-			
Knowledge Building			
Connection and			
Integration of Ideas			
Within and Across			
Texts			
 Grammar Concepts 			
for Comprehension			
Building and			
Combining Sentences			
Parts of Speech and			
Functions			
Pronoun Reference			
Connectives and			
Signal Words			
0 1 11			
Passage			
Comprehension 2			
The goal of this			
activity is for students			
to read and			
comprehend a diverse selection of texts			
organised around			
engaging, content			
area themes. Students			
demonstrate			
comprehension by			
answering multiple-			
choice questions that			
require higher-order			
thinking skills, such as			
using evidence,			
making inferences,			
connecting ideas, and			
analysing authors'			
perspectives.			
,			
Passage			
Comprehension 3			
The goal of this			
activity is for students			
to read and			
comprehend a diverse			
selection of texts			
organised around			

engaging, content			
area themes. Students			
demonstrate			
comprehension by			
answering multiple-			
choice questions that			
require higher-order			
thinking skills, such as			
using evidence,			
making inferences,			
connecting ideas, and			
analysing authors'			
perspectives.			
Text Connections 2			
The goal of this			
activity is for students			
to apply reading and			
listening			
comprehension			
skills to varied types			
of texts, organised			
around engaging,			
content-area themes.			
Students use critical			
thinking strategies			
to answer questions			
related to each			
passage. Following each text set,			
students complete an			
interactive, text-			
construction task to			
apply what they've			
learned.			
Grammar Concepts 1			
The goal of this			
activity for students is			
to build reading			
comprehension skills			
through an			
exploration of			
grammar at the			
sentence level.			
Students learn the			
parts of speech and			
their functions, and			
they apply their			
knowledge across			
simple, compound,			

and complex

	sentences. Students						
	also practise						
	combining and						
	expanding sentences.						
Foundational	Structural Analysis	ACELA 1500	EN3-4A	5	Υ	Υ	Υ
/ Year 5	Root, Prefix & Suffix	ACELA 1502					
	Meanings	ACELA 1504					
Levels 16 to	 Spelling Rules for 	ACELA 1505					
18 in	Adding Affixes	ACELA 1506					
programme	Word Analysis	ACELA 1507					
	Strategies	ACELA 1508					
	Morphological	ACELA 1512					
	Awareness Context	ACELA 1513					
	Clues	ACELA 1514					
		ACELA 1827					
	Root Meanings	ACELA 1828					
	The goal of this	ACELA 1829					
	activity is for students	ACELA 1779					
	to build their	ACELA 1829					
	knowledge of the	ACELY 1702					
	meanings of Latin-						
	based roots. Students						
	match roots to						
	pictures, identify						
	roots in dictated						
	words, deduce the						
	meaning of unknown						
	words based on						
	root meanings, and						
	complete words						
	within a sentence						
	using context clues.						
	Spelling Rules 3						
	The goal of this						
	activity is for students						
	to build their						
	knowledge of						
	common spelling rules						
	used when adding						
	suffixes to base						
	words. Students apply						
	previously presented						
	generalisations and						
	spelling rules to spell						
	words. The Change y						
	to i rule is introduced						
	and students apply						
	the rule to spell						
	dictated words with						
	and without visual						

	support.						
	Prefix Change Rules The goal of this activity is for students to build student's knowledge of Latin- based prefixes that change spelling when combined with a root.						
	Students apply the prefix change rule to spell dictated words with and without visual support.						
	Vocabulary Strategies 2 The goal of this activity is for students to develop strategies for determining or						
	clarifying the meaning of unknown words in context. Students will learn meaningful word parts (e.g.,						
	affixes), how to use these parts to transform words into new forms, and how to use meaningful						
	word parts in combination with context clues to infer word meanings in texts.						
Foundational / Year 5	Automaticity / Fluency.	ACELA 1477 ACELA 1478 ACELA 1479	EN3-1A EN3-2A EN3-3A	5	Y	Y	Υ
Levels 16 to 18 in programme	Automaticity with Foundational ConceptsHigh-Frequency	ACELA 1479 ACELA 1480 ACELA 1481 ACELA 1826	EN3-4A EN3-6B				
. 5	Sight Words • Timed Silent Reading at Paragraph Level	ACELA 1491 ACELA 1500 ACELA 1502 ACELA 1504					
	 Modelled Prosody with Connected Text Rhyme Scheme Intonation, Stress and Phrasing 	ACELA 1505 ACELA 1506 ACELA 1507 ACELA 1508 ACELA 1512					

	1051 1 1510			
Vocabulary Strategies	ACELA 1513			
and Academic	ACELA 1514			
Vocabulary (Review)	ACELA 1829			
Increase automaticity	ACELT 1610			
with previously	ACELY 1702			
acquired skills.	7.022. 2702			
acquired skills.				
Sight Words 7				
The goal of this				
activity is for students				
to automatically				
recognise regular and				
irregular high-				
frequency sight				
words. Students				
identify and construct				
dictated sight words				
in isolation, complete				
dictated phrases or				
sentences with sight				
words and quickly				
identify dictated sight				
words.				
words.				
Passage Fluency 4				
The goal of this				
activity is for students				
to read on-level text				
accurately and				
fluently to support				
comprehension.				
Students silently read				
passages and fill-in				
missing words in close				
passages during a				
timed task.				
Roots and Sight				
Words (Review)				
Increase automaticity				
_ ·				
with previously				
acquired skills.				
Passage Fluency 5				
The goal of this				
activity is for students				
to read on-level text				
accurately and				
fluently to support				
comprehension.				
Students silently read				
passages and fill-in				

	missing words in close passages during a timed task. Prefix Change Rules and Spelling Rules (Review) Increase automaticity with previously acquired skills. Fluent Reading 2 The goal of this activity is to provide students with opportunities to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.						
Foundational / Year 5 Levels 16 to 18 in programme	Vocabulary Multiple Meaning Words Idioms Academic Vocabulary General Academic Domain-specific Connectives Word Relationships Multiple Meaning Words 2 The goal of this activity is for students to build vocabulary while developing an understanding that words can have multiple meanings. Students choose a multiple meaning word that completes two sentences that	ACELA 1484 ACELA 1486 ACELA 1496 ACELA 1498 ACELA 1500 ACELA 1513 ACELA 1779 ACELA 1780 ACELA 1829	EN3-3A EN3-4A	5	Y	Y	Y

	use different						
	meanings of the word.						
	go or the trental						
	Idioms 2						
	The goal of this						
	activity is for students						
	to demonstrate an						
	understanding of						
	idioms and learn to						
	deduce the meaning						
	of these expressions						
	through sentence-						
	level context clues.						
	Students choose						
	sentences that explain						
	the meaning of an						
	idiom or complete						
	sentences by choosing						
	an idiom.						
	Academic Vocabulary 2						
	The goal of this						
	activity is for students						
	to build deep						
	knowledge of						
	academic-word						
	meanings,						
	relationships, and						
	uses. Students						
	demonstrate						
	understanding of						
	academic words in						
	texts, create definition cards, and						
	determine						
	appropriate word						
	usage in multiple						
	contexts.						
Foundational	Comprehension.	ACELA 1477	EN3-1A	5	Υ	Υ	Υ
/ Year 5	Listening and	ACELA 1478	EN3-2A				
	Reading	ACELA 1479	EN3-3A				
Levels 16 to	Comprehension	ACELA 1481	EN3-4A				
18 in	across	ACELA 1482	EN3-6B				
programme	Genres	ACELA 1489					
	Main Idea/Mainly	ACELA 1490					
	About	ACELA 1491					
	Details	ACELA 1492					
	Vocabulary	ACELA 1494					
	Prediction	ACELA 1495					
	Inferences &	ACELA 1498					
	Conclusions	ACELA 1502					

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Cause & Effect	ACELA 1504			
Compare & Contrast	ACELA 1505			
Summarising	ACELA 1513			
Paraphrasing	ACELA 1780			
Perspective	ACELA 1505			
Fact vs. Opinion	ACELA 1506			
Illustrations & Visual	ACELA 1507			
Information	ACELA 1508			
Sequence &	ACELA 1512			
Procedure	ACELA 1514			
Text Features	ACELT 1599			
Using Evidence	ACELT 1601			
 Application of 	ACELY 1675			
Higher-	ACELY 1678			
Order Comprehension	ACELY 1679			
Skills	ACELY 1680			
 Vocabulary and 	ACELY 1685			
Knowledge Building	ACELY 1691			
 Connection and 	ACELY 1692			
Integration of Ideas	ACELA 1829			
Within and Across	ACELT 1610			
Texts	ACELY 1702			
Grammar Concepts				
for Comprehension				
Building and				
Combining Sentences				
Parts of Speech and				
Functions				
Pronoun Reference				
Connectives and				
Signal Words				
Passage				
Comprehension 4				
The goal of this				
activity is for students				
to read and				
comprehend a diverse				
selection of texts				
organised around				
engaging, content				
area themes. Students				
demonstrate				
comprehension				
by answering				
multiple-choice				
questions that require				
higher-order thinking				
skills, such as using				
evidence, making				
inferences,				
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connecting ideas, and				
analysing authors'				
perspectives.				
Passage				
Comprehension 5				
The goal of this				
activity is for students				
· · · · · · · · · · · · · · · · · · ·				
to read and				
comprehend a diverse				
selection of texts				
organised around				
engaging, content				
area themes. Students				
demonstrate				
comprehension				
by answering				
multiple-choice				
questions that require				
higher-order thinking				
skills, such as using				
evidence, making				
inferences,				
connecting ideas, and				
analysing authors'				
perspectives.				
perspectives.				
Toyt Connections 2				
Text Connections 3				
The goal of this				
activity is for students				
to apply reading				
and listening				
comprehension				
skills to varied types				
of texts, organised				
around engaging,				
content-area themes.				
Students use critical				
thinking strategies				
to answer questions				
related to each				
passage. Following				
each text set,				
students complete an				
interactive, text-				
construction task to				
apply what they've				
learned.				
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	Grammar Concepts 2						
	The goal of this						
	activity for students is						
	to build reading						
	comprehension skills						
	through an						
	exploration of						
	grammar at the						
	sentence level.						
	Students learn the						
	parts of speech and						
	their functions, and						
	they apply their						
	knowledge across						
	simple, compound,						
	and complex						
	sentences. Students						
	also practise						
	combining and						
	expanding sentences.						
Foundational	Structural Analysis.	ACELA 1500	EN3-1A	6	Υ	Υ	Υ
/ Year 6	Accent Placement	ACELA 1502	EN3-2A				
	Prefix & Suffix	ACELA 1504	EN3-3A				
Levels 19 to	Meanings	ACELA 1505	EN3-4A				
21 in	Greek Combining	ACELA 1506					
programme	Forms	ACELA 1507					
	Word Analysis	ACELA 1508					
	Strategies	ACELA 1512					
	Morphological	ACELA 1513					
	Awareness Context	ACELA 1514					
	Clues	ACELA 1518					
		ACELA 1520					
	Greek Combining	ACELA 1522					
	Forms 1	ACELA 1526					
	The goal of this	ACELA 1827					
	activity is for students	ACELA 1828					
	to build their	ACELA 1829					
	knowledge of the	ACELA 1779					
	meanings of Greek	ACELA 1829					
	combining forms.	ACELY 1702					
	Students match Greek	ACELY 1712					
	combining forms to						
	pictures, sort words,						
	combine forms to						
	match definitions, and						
	choose words to						
	complete sentences.						
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Greek Combining				
Forms 2				
The goal of this				
activity is for students				
to build their				
knowledge of the				
meanings of Greek				
combining forms.				
Students match Greek				
combining forms to				
pictures, sort words,				
combine forms to				
match definitions, and				
choose words to				
complete sentences.				
Special Accent Rules				
The goal of this				
activity is for students				
to build their				
knowledge of accent				
placement rules in				
multisyllabic Latin-				
based words to				
enhance word				
identification.				
Students identify				
dictated words,				
determine accented				
syllables within words				
and choose words to				
complete sentences.				
complete sentences.				
Vocabulary Strategies 3				
The goal of this				
activity is for students				
to develop strategies				
for determining or				
clarifying the meaning				
of unknown words in				
context. Students will				
learn meaningful				
word parts (e.g.,				
affixes), how to use				
these parts to				
transform words into				
new forms, and how				
to use meaningful				
word parts in				
combination with				
context clues to infer				

	word meanings in	1					
	texts.						
Foundational	Automaticity/Fluency	ACELA 1477	EN3-1A	6	Υ	Υ	Υ
/ Year 6	Automaticity with	ACELA 1478	EN3-2A		-	-	
,	Foundational	ACELA 1479	EN3-3A				
Levels 19 to	Concepts High-	ACELA 1480	EN3-4A				
21 in	Frequency Sight	ACELA 1481	EN3-6B				
programme	Words. Timed Silent	ACELA 1826	2.10 02				
programme	Reading at Paragraph	ACELA 1491					
	Level. Modelled	ACELA 1500					
	Prosody with	ACELA 1502					
	Connected Text	ACELA 1504					
	Rhyme Scheme	ACELA 1505					
	Intonation, Stress and	ACELA 1506					
	Phrasing.	ACELA 1507					
		ACELA 1508					
	Vocabulary Strategies	ACELA 1512					
	and Academic	ACELA 1513					
	Vocabulary (Review)	ACELA 1518					
	Increase automaticity	ACELA 1520					
	with previously	ACELA 1522					
	acquired skills.	ACELA 1523					
		ACELA 1526					
	Passage Fluency 6	ACELA 1829					
	The goal of this	ACELA 1830					
	activity is for students	ACELT 1610					
	to read on-level	ACELT 1615					
	text accurately and	ACELY 1702					
	fluently to support	ACELY 1712					
	comprehension.	ACELY 1713					
	Students silently read	ACELY 1801					
	passages and fill-in						
	missing words in close						
	passages during a						
	timed task.						
	Signal Words and						
	Greek Combining						
	Forms (Review)						
	Increase automaticity						
	with previously						
	acquired skills.						
	acquired skins.						
	Passage Fluency 7						
	The goal of this						
	activity is for students						
	to read on-level						
	text accurately and						
	fluently to support						
	comprehension.						
	comprehension.	1				<u> </u>	

	Students silently read passages and fill-in missing words in close passages during a timed task. Greek Combining Forms and Accent Rules (Review) Increase automaticity with previously acquired skills. Fluent Reading 3 The goal of this activity is to provide students with opportunities to build fluent reading skills. Through listening and reading tasks, students demonstrate understanding of intonation, stress, and phrasing strategies and apply these techniques at the sentence-level and in short poems.						
Foundational / Year 6 Levels 19 to 21 in programme	Vocabulary. Shades of Meaning Advanced Analogies Academic Vocabulary General Academic Domain-specific Connectives Word Relationships Shades of Meaning The goal of this activity is for students to distinguish shades of meaning among related words. Students choose words that do not belong to a category and sequence words based on increasingly subtle shades of meaning.	ACELA 1484 ACELA 1486 ACELA 1496 ACELA 1498 ACELA 1500 ACELA 1513 ACELA 1525 ACELA 1526 ACELA 1779 ACELA 1780 ACELA 1830	EN3-4A EN3-6B	6	Y	Y	Y

	Complex Analogies The goal of this						
	activity is for students						
	to build their						
	understanding of						
	word relationships in						
	analogies by						
	identifying specific						
	associations between						
	words. In this activity, students select						
	related words,						
	identify the type of						
	relationship between						
	words and complete						
	full analogies.						
	Academic Vocabulary 3						
	The goal of this						
	activity is for students						
	to build deep						
	knowledge of						
	academic-word						
	meanings, relationships, and						
	uses. Students						
	demonstrate						
	understanding of						
	academic words in						
	texts, create						
	definition cards, and						
	determine						
	appropriate word						
	usage in multiple						
	contexts.		5310.44		.,	.,	.,
Foundational	Comprehension. Listening and Reading	ACELA 1477	EN3-1A EN3-2A	6	Υ	Υ	Υ
/ Year 6	Comprehension	ACELA 1478 ACELA 1479	EN3-2A EN3-3A				
Levels 19 to	across Genres Main	ACELA 1479 ACELA 1481	EN3-6B				
21 in	Idea/Mainly About	ACELA 1481 ACELA 1482	LINS-OB				
programme	Details Vocabulary	ACELA 1489					
	Prediction Inferences	ACELA 1490					
	& Conclusions Cause	ACELA 1491					
	& Effect Compare &	ACELA 1492					
	Contrast Summarising	ACELA 1494					
	Paraphrasing	ACELA 1495					
	Perspective Fact vs.	ACELA 1498					
	Opinion Illustrations &	ACELA 1502					
	Visual Information	ACELA 1504					
	Sequence &	ACELA 1505					
	Procedure Text	ACELA 1513				<u> </u>	

Features Using	ACELA 1522			
Evidence	ACELA 1523			
Application of Higher-	ACELA 1780			
Order Comprehension	ACELA 1505			
Skills	ACELA 1505			
	ACELA 1507			
Vocabulary and	ACELA 1507 ACELA 1508			
Knowledge Building	ACELA 1508 ACELA 1512			
Connection and	ACELA 1512 ACELA 1514			
Integration of Ideas				
Within and Across	ACELA 1518			
Texts	ACELA 1520			
Grammar Concepts	ACELT 1526			
for Comprehension	ACELT 1599			
Building and	ACELT 1601			
Combining Sentences	ACELT 1615			
Parts of Speech and	ACELY 1675			
Functions	ACELY 1678			
Pronoun Reference	ACELY 1679			
Connectives and	ACELY 1680			
Signal Words	ACELY 1685			
	ACELY 1691			
Signal Words	ACELY 1692			
The goal of this	ACELA 1829			
activity is for students	ACELA 1830			
to build their	ACELT 1610			
understanding and	ACELY 1702			
use of words and	ACELY 1712			
phrases that signal	ACELY 1713			
addition, contrast,	ACELY 1801			
time, comparison,				
example and				
summary. Students				
choose synonyms for				
a signal word in a				
sentence and select a				
phrase to complete a				
sentence based on				
the meaning of the				
signal word.				
Jigilai Wolu.				
Passage				
Comprehension 6				
The goal of this				
activity is for students				
to read and				
comprehend a diverse selection of texts				
organised around				
engaging, content				
area themes. Students	1			

demonstrate			
comprehension			
by answering			
multiple-choice			
questions that require			
higher-order thinking			
skills, such as using			
evidence, making			
inferences,			
connecting ideas, and			
analysing authors'			
perspectives.			
' '			
Passage			
Comprehension 7			
The goal of this			
activity is for students			
to read and			
comprehend a diverse			
selection of texts			
organised around			
engaging, content			
area themes. Students			
demonstrate			
comprehension by			
answering multiple-			
choice questions that			
require higher-order			
thinking skills, such as			
using evidence,			
making inferences,			
connecting ideas, and			
analysing authors'			
perspectives.			
Text Connections 4			
The goal of this			
activity is for students			
to apply reading and			
listening			
comprehension			
skills to varied types			
of texts, organised			
around engaging,			
content-area themes.			
Students use critical			
thinking strategies			
to answer questions			
related to each			
passage. Following			

	text set,			
	nts complete an			
	active, text-			
	ruction task to			
	what they've			
learne	ed.			
Gram	mar Concepts 3			
	oal of this			
	ty for students is			
	ild reading			
	rehension skills			
1	gh an			
	ration of			
1	mar at the			
sente	nce level.			
Stude	ents learn the			
parts	of speech and			
their	functions, and			
they a	apply their			
	ledge across			
	e, compound,			
	omplex			
	nces. Students			
1	oractice			
	ining and			
expar	nding sentences.			<u> </u>