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.

Lexia Core5 Foundational		Australian Curriculum	NSW Curriculum	Y	O	S	L
Foundational / Reception. Level 1 in programme	**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.	ACELA 1438 ACELA 1439 ACELA 1820	ENe-2A	K/R	Y	Y	Y
Foundational / Reception. Level 1 in programme	**Phonics** **Letter Matching** Upper and Lower Case Letters (visual matching) The goal of this activity is for students to recognise all upper- and lower-case letters of the alphabet. Students begin by matching letters that are the same and progress to match upper-case letters to lower-case letters.	ACELA 1432 ACELA 1433 ACELA 1438 ACELA 1440	ENe-3A	K/R	Y	Y	Y

Foundational / Reception. Level 1 in programme	**Automaticity/Fluency** • Automaticity with Foundational Concepts Warm-ups: Picture Matching and Basic Categories Increase automaticity with previously acquired skills	ACELA 1433 ACELA 1438 ACELA 1786 ACELA 1817 ACELA 1820	ENe-3A	K/R	Y	Y	Y
Foundational / Reception. Level 1 in programme	**Vocabulary** • Basic Categories Categorising Pictures The goal of this activity is for students to build their knowledge of word relationships through categorising. Students sort pictures into basic categories as they learn to think about common attributes between objects	ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1438 ACELA 1440 ACELA 1786 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820	ENe-2A ENe-4A ENe-5A	K/R	Y	Y	Y
Foundational / Reception. Level 1 in programme	**Comprehension Nursery Rhymes:** • Listening Comprehension • Picturing • Print Concepts The goal of this activity is for students to build their understanding of narrative story structure and learn to focus on keywords. Students listen to a common nursery rhyme and then choose the picture that matches the beginning, middle, or end of the nursery rhyme.	ACELA 1430 ACELA 1431 ACELA 1432 ACELA 1433 ACELA 1434 ACELA 1435 ACELA 1437 ACELA 1438 ACELA 1439 ACELA 1440 ACELA 1786 ACELA 1817 ACELA 1820 ACELT 1575 ACELT 1577 ACELT 1578 ACELT 1783 ACELT 1785 ACELY 1649 ACELY 1654 ACELY 1784	ENe-2A ENe-3A ENe-4A ENe-6B ENe-8B ENe-9B ENe-10C	K/R	Y	Y	Y

	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 / Year 1 Levels 2 to 5 in programme	**Phonological Awareness**. Blending & Segmenting Syllables & Sounds • Beginning Sounds • Ending Sounds • Short & Long Vowel Sounds • Manipulating Sounds **Blending & Segmenting 1** The goal of this activity is for students to build their awareness of syllables 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. **Beginning Sounds** The goal of this activity is for students to isolate the beginning sound in spoken words. Students match	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	ENe-5A EN1-6B	1	Y	Y	Y

	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 complete words.							
Foundational / Year 1 Levels 2 to 5 in programme	**Phonics.** Alphabetising • Letter-Sound Correspondence • Letter Names • Timed Silent Reading at Word Level	ACELA 1432 ACELA 1438 ACELA 1440 ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1467 ACELA 1471	ENe-4A ENe-5A EN1-3A EN1-4A EN1-6B	1	Y	Y	Y

	Letter Names The goal of this activity is for students to recognise the letter names for upper and 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. **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. **Short Vowel Sounds** The goal of this activity is for students to build their knowledge of letter-sound correspondences for the five major	ACELA 1474 ACELA 1478 ACELA 1821 ACELA 1822					

	vowels. Through this activity, students choose the picture that begins with a presented vowel letter and choose the vowel letter that matches the beginning sound of the picture. **Beginning Sounds & Letters** The goal of this activity is for students to build their knowledge of letter-sound correspondences for beginning consonant sounds in words. Students choose the letter that completes the spoken word. **Simple Word Chains** The goal of this activity is for students to strengthen their sound manipulation skills while reinforcing their letter-sound knowledge. Students change one letter in a single-syllable CVC word to make a new word. **Medial Vowels** The goal of this activity is for students to identify medial short vowel sounds and corresponding letters in CVC words. Students choose the letter associated with the medial short vowel sound of a dictated word.						

	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 / Year 1 Levels 2 to 5 in programme	**Automaticity / Fluency.** Automaticity with Foundational Concepts • High-Frequency Sight Words **Letter Matching and Basic Categories** (Review) Increase automaticity with previously acquired skills. **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.	ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1478 ACELA 1821 ACELA 1823 ACELA 1824	ENe-4A ENe-5A EN1-3A EN1-4A EN1-6B EN1-9B	1	Y	Y	Y

	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 Levels 2 to 5 in programme	**Vocabulary.** • Vocabulary Concepts • Advanced Adjectives **Basic Concepts** The goal of this activity is for students to build an awareness of some basic language concepts that are important to everyday life and academic learning. Students develop an understanding of basic concepts (i.e., shape, emotion, characteristics, and function) as they follow spoken	ACELA 1432 ACELA 1433 ACELA 1437 ACELA 1438 ACELA 1440 ACELA 1454 ACELA 1455 ACELA 1457 ACELA 1458 ACELA 1459 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1478 ACELA 1817 ACELA 1818 ACELA 1819 ACELA 1820 ACELA 1821 ACELA 1822 ACELA 1824 ACELA 1825	ENe-4A ENe-5A EN1-4A EN1-6B	1	Y	Y	Y

	directions to choose 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. **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.	ACELY 1661					
Foundational / Year 1 Levels 2 to 5 in programme	**Comprehension.** • Listening Comprehension • Picturing • Comprehension Strategies with Narrative & Informational Text **Picturing Stories 1** The goal of this activity is for students to build their understanding of narrative story structure as they learn	ACELA 1430 ACELA 1431 ACELA 1432 ACELA 1433 ACELA 1434 ACELA 1435 ACELA 1437 ACELA 1439 ACELA 1448 ACELA 1451 ACELA 1454 ACELA 1463 ACELA 1464 ACELA 1465 ACELA 1468 ACELA 1470 ACELA 1786 ACELY 1649	ENe-4A ENe-5A ENe-6B ENe-8B ENe-9B ENe-10C EN1-2A EN1-3A EN1-4A EN1-6B EN1-8B EN1-9B EN1-10C	1	Y	Y	Y

	to focus on key word imaging. Students listen for key details in alliterative stories and choose pictures that match the beginning, middle, or end of the story. **Picturing Stories 2** The goal of this activity is for students to build their understanding of narrative story 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	ACELY 1651 ACELY 1652 ACELY 1653 ACELY 1654 ACELY 1656 ACELY 1658 ACELY 1659 ACELY 1660 ACELY 1661 ACELY 1664 ACELY 1668 ACELY 1669 ACELY 1670 ACELY 1671 ACELY 1672					

	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 1462 ACELA 1467 ACELA 1468 ACELA 1470 ACELA 1471 ACELA 1472 ACELA 1474 ACELA 1822 ACELA 1823 ACELA 1824 ACELA 1825		2	Y	Y	Y

	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.						
	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.						
	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 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. **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.						

	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. **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. **R-Controlled Vowels** The goal of this activity is for students to build their letter-sound knowledge for						

	r-controlled vowels. Students recognise and construct words with r-controlled vowels in isolation and in sentences.						
Foundational / Year 2 Levels 6 to 9 in programme	**Automaticity / Fluency.** • Automaticity with Foundational Concepts • High-Frequency Sight Words • Sentence Structure **Picture Word Match and Sight Words** (Review) Increase automaticity with previously acquired skills. **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)	ACELA 1451 ACELA 1460 ACELA 1462 ACELA 1463 ACELA 1467 ACELA 1468 ACELA 1470 ACELA 1472 ACELA 1471 ACELA 1474 ACELA 1821 ACELA 1823 ACELA 1824 ACELA 1825 ACELY 1672		2	Y	Y	Y

	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 / Year 2 Levels 6 to 9 in programme	**Vocabulary.** • 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 words.	ACELA 1438 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 1824 ACELA 1825 ACELA 1459 ACELA 1821 ACELA 1822 ACELA 1823 ACELA 1824 ACELA 1472		2	Y	Y	Y

	Multiple Meaning Words 1 The goal of this activity is for students 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.	ACELA 1474 ACELA 1825 ACELY 1661 ACELY 1672					
Foundational / Year 2 Levels 6 to 9 in programme	**Comprehension.** • Listening Comprehension • Understanding Text Structure Sequencing Sentences • Comprehension Strategies with Narrative & Informational Text • Reading Comprehension Matching Words/Phrases with Pictures Close Sentence	ACELA 1430 ACELA 1431 ACELA 1432 ACELA 1433 ACELA 1434 ACELA 1435 ACELA 1437 ACELA 1439 ACELA 1447 ACELA 1448 ACELA 1449 ACELA 1450 ACELA 1451 ACELA 1453 ACELA 1454 ACELA 1460	EN2-2A EN2-4A	2	Y	Y	Y

	Comprehension	ACELA 1462					
		ACELA 1463					
	Picture-Phrase Match	ACELA 1464					
	The goal of this activity is for students to read and comprehend grade-appropriate text with CVC and irregular words. Students read phrases and match these phrases to pictures. They also read and answer yes/no questions about pictures.	ACELA 1465					
		ACELA 1467					
		ACELA 1468					
		ACELA 1470					
		ACELA 1471					
		ACELA 1474					
		ACELA 1477					
		ACELA 1786					
		ACELA 1823					
		ACELY 1666					
		ACELY 1668					
		ACELY 1670					
		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.						
	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 answers to multiple-						

	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 1822 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

	Silent 'e' Combinations Consonant le • Rules for Syllable Division • 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.	ACELA 1826 ACELA 1779 ACELA 1780 ACELA 1828					

| | Students identify and sort written and dictated words with the hard and soft c and g, in isolation and 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.

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.

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. | | | | | | |

Foundational / Year 3 Levels 10 to 12 in programme	**Structural Analysis.** • Simple Suffixes • Prefixes **Simple Suffixes** The goal of this activity is for students 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.	ACELA 1481 ACELA 1482 ACELA 1484 ACELA 1486 ACELA 1826 ACELA 1827	EN2-5A	3	Y	Y	Y
Foundational / Year 3 Levels 10 to 12 in programme	**Automaticity / Fluency.** • Automaticity with Foundational Concepts • High-Frequency Sight Words • Timed Silent Reading at Paragraph Level • Modelled Prosody with Connected Text	ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1480 ACELA 1481 ACELA 1482 ACELA 1484 ACELA 1485 ACELA 1486 ACELA 1826 ACELA 1491	EN2-2A EN2-4A EN2-5A EN2-8B EN2-9B	3	Y	Y	Y

| | **Vowel Combinations and Sight Words** (Review) Increase automaticity with previously acquired skills.

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.

Syllable Types and Sight Words (Review) Increase automaticity with previously acquired skills.

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. | | | | | | |
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| Foundational / Year 3 Levels 10 to 12 in programme | **Vocabulary.** • Synonyms and Antonyms • Similes and Metaphors • Parts of Speech **Synonyms & 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 metaphors. | ACELA 1477 ACELA 1478 ACELA 1480 ACELA 1484 ACELA 1486 ACELA 1498 ACELA 1780 | EN2-5A | 3 | Y | Y | Y |
| Foundational / Year 3 Levels 10 to 12 in programme | **Comprehension.** • Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & | ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1480 ACELA 1481 ACELA 1482 ACELA 1484 ACELA 1489 ACELA 1490 ACELA 1491 ACELA 1492 | EN2-2A EN2-4A EN2-4A EN2-8B EN2-9B EN2-10C | 3 | Y | Y | Y |

	Conclusions Cause & Effect Compare & Contrast Summarising Paraphrasing Perspective Fact vs. Opinion 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 **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.	ACELA 1494 ACELA 1495 ACELA 1498 ACELA 1780 ACELT 1675 ACELY 1685 ACELY 1692					

	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 / Year 4 Levels 13 to 15 in programme	**Structural Analysis.** • Prefix & Suffix Meanings • Spelling Rules for Adding Affixes • Word Analysis Strategies	ACELA 1487 ACELA 1498 ACELA 1500 ACELA 1779 ACELA 1780 ACELA 1827 ACELA 1828 ACELY 1695	EN2-5A	4	Y	Y	Y

	• 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. **Prefix Meanings** 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.						

	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 / Year 4 Levels 13 to 15 in programme	**Automaticity / Fluency.** • Automaticity with Foundational Concepts • High-Frequency Sight Words • Timed Silent Reading at Paragraph Level • Modelled Prosody with Connected Text • Rhyme Scheme • Intonation, Stress and Phrasing **Irregular Plurals and Suffixes** (Review) Increase automaticity with previously acquired skills. **Passage Fluency 2** The goal of this activity is for students to read on-level text accurately and fluently to support comprehension. Students silently read	ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1480 ACELA 1481 ACELA 1482 ACELA 1487 ACELA 1489 ACELA 1490 ACELA 1491 ACELA 1492 ACELA 1493 ACELA 1494 ACELA 1495 ACELA 1498 ACELA 1500 ACELA 1505 ACELA 1779 ACELA 1780 ACELA 1826 ACELA 1828 ACELY 1691 ACELY 1692 ACELY 1695	EN2-2A EN2-4A EN2-4A EN2-5A EN2-8B EN2-9B	4	Y	Y	Y

| | passages and fill-in missing words in close passages during a timed task.

Suffixes and Spelling Rules (Review) Increase automaticity with previously acquired skills.

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.

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. | | | | | | |
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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 contexts.						
Foundational / Year 4 Levels 13 to 15 in programme	**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 1504 ACELA 1779 ACELA 1780 ACELA 1505 ACELT 1605 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 **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 / Year 5 Levels 16 to 18 in programme	**Structural Analysis** Root, Prefix & Suffix Meanings • Spelling Rules for Adding Affixes • Word Analysis Strategies Morphological Awareness Context Clues **Root Meanings** The goal of this activity is for students to build their knowledge of the 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	ACELA 1500 ACELA 1502 ACELA 1504 ACELA 1505 ACELA 1506 ACELA 1507 ACELA 1508 ACELA 1512 ACELA 1513 ACELA 1514 ACELA 1827 ACELA 1828 ACELA 1829 ACELA 1779 ACELA 1829 ACELY 1702	EN3-4A	5	Y	Y	Y

	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

Levels 16 to 18 in programme | **Automaticity / Fluency.**
• Automaticity with Foundational Concepts
• High-Frequency Sight Words
• Timed Silent Reading at Paragraph Level
• Modelled Prosody with Connected Text
• Rhyme Scheme
• Intonation, Stress and Phrasing | ACELA 1477
ACELA 1478
ACELA 1479
ACELA 1480
ACELA 1481
ACELA 1826
ACELA 1491
ACELA 1500
ACELA 1502
ACELA 1504
ACELA 1505
ACELA 1506
ACELA 1507
ACELA 1508
ACELA 1512 | EN3-1A
EN3-2A
EN3-3A
EN3-4A
EN3-6B | 5 | Y | Y | Y |

| | Vocabulary Strategies and Academic Vocabulary (Review) Increase automaticity with previously 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.

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	ACELA 1513 ACELA 1514 ACELA 1829 ACELT 1610 ACELY 1702						

	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. **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 / Year 5 Levels 16 to 18 in programme	**Comprehension.** • Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & Conclusions	ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1481 ACELA 1482 ACELA 1489 ACELA 1490 ACELA 1491 ACELA 1492 ACELA 1494 ACELA 1495 ACELA 1498 ACELA 1502	EN3-1A EN3-2A EN3-3A EN3-4A EN3-6B	5	Y	Y	Y

	Cause & Effect	ACELA 1504					
	Compare & Contrast	ACELA 1505					
	Summarising	ACELA 1513					
	Paraphrasing	ACELA 1780					
	Perspective	ACELA 1505					
	Fact vs. Opinion	ACELA 1506					
	Illustrations & Visual Information	ACELA 1507					
		ACELA 1508					
	Sequence & Procedure	ACELA 1512					
		ACELA 1514					
	Text Features	ACELT 1599					
	Using Evidence	ACELT 1601					
	• Application of Higher-	ACELY 1675					
		ACELY 1678					
	Order Comprehension Skills	ACELY 1679					
		ACELY 1680					
	• Vocabulary and Knowledge Building	ACELY 1685					
		ACELY 1691					
	• Connection and Integration of Ideas Within and Across Texts	ACELY 1692					
		ACELA 1829					
		ACELT 1610					
		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,						

	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.						
	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.						

	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 / Year 6 Levels 19 to 21 in programme	**Structural Analysis.** Accent Placement Prefix & Suffix Meanings Greek Combining Forms Word Analysis Strategies Morphological Awareness Context Clues **Greek Combining Forms 1** 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.	ACELA 1500 ACELA 1502 ACELA 1504 ACELA 1505 ACELA 1506 ACELA 1507 ACELA 1508 ACELA 1512 ACELA 1513 ACELA 1514 ACELA 1518 ACELA 1520 ACELA 1522 ACELA 1526 ACELA 1827 ACELA 1828 ACELA 1829 ACELA 1779 ACELA 1829 ACELY 1702 ACELY 1712	EN3-1A EN3-2A EN3-3A EN3-4A	6	Y	Y	Y

| | 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.

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

	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 1829 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.						
Foundational / Year 6 Levels 19 to 21 in programme	**Comprehension.** Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & Conclusions Cause & Effect Compare & Contrast Summarising Paraphrasing Perspective Fact vs. Opinion Illustrations & Visual Information Sequence & Procedure Text	ACELA 1477 ACELA 1478 ACELA 1479 ACELA 1481 ACELA 1482 ACELA 1489 ACELA 1490 ACELA 1491 ACELA 1492 ACELA 1494 ACELA 1495 ACELA 1498 ACELA 1502 ACELA 1504 ACELA 1505 ACELA 1513	EN3-1A EN3-2A EN3-3A EN3-6B	6	Y	Y	Y

	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	ACELA 1522 ACELA 1523 ACELA 1780 ACELA 1505 ACELA 1506 ACELA 1507 ACELA 1508 ACELA 1512 ACELA 1514 ACELA 1518 ACELA 1520 ACELA 1526 ACELT 1599 ACELT 1601 ACELT 1615 ACELY 1675 ACELY 1678 ACELY 1679 ACELY 1680 ACELY 1685 ACELY 1691 ACELY 1692 ACELA 1829 ACELA 1830 ACELT 1610 ACELY 1702 ACELY 1712 ACELY 1713 ACELY 1801					
	Signal Words The goal of this activity is for students to build their understanding and use of words and phrases that signal addition, contrast, 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. **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						

| | 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						

	each text set, students complete an interactive, text-construction task to apply what they've learned. **Grammar Concepts 3** 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 practice combining and expanding sentences.						