







**Lexia® Core5® Reading** covers the six areas of reading instruction, including activities focused on academic vocabulary through structural analysis. This begins with oral language and listening comprehension, building to reading comprehension. The program aligns to rigorous reading standards, including the Common Core State Standards.

## AREA OF READING INSTRUCTION AND SKILLS

| LEVEL                            | Phonological Awareness  | Phonics  | Structural Analysis  | Automaticity/ Fluency   | Vocabulary   | Comprehension   |
|----------------------------------|---|--|--|---|--|---|
| <b>Level 1</b><br>(Pre-K)        | <ul style="list-style-type: none"> <li>Rhyming</li> </ul>   | <ul style="list-style-type: none"> <li>Upper and Lower Case Letters (visual matching)</li> </ul>   | —  | <ul style="list-style-type: none"> <li>Automaticity with Foundational Concepts</li> </ul>   | <ul style="list-style-type: none"> <li>Basic Categories</li> </ul>   | <ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Picturing</li> </ul>  |
| <b>Levels 2-5</b><br>(K)         | <ul style="list-style-type: none"> <li>Blending &amp; Segmenting Syllables &amp; Sounds</li> <li>Beginning Sounds</li> <li>Ending Sounds</li> <li>Short &amp; Long Vowel Sounds</li> <li>Manipulating Sounds</li> </ul> | <ul style="list-style-type: none"> <li>Alphabetizing</li> <li>Letter-Sound Correspondence</li> <li>Letter Names</li> <li>Timed Silent Reading at Word Level</li> </ul>   | —  | <ul style="list-style-type: none"> <li>Automaticity with Foundational Concepts</li> <li>High-Frequency Sight Words</li> </ul>   | <ul style="list-style-type: none"> <li>Basic Concepts</li> <li>Advanced Adjectives</li> </ul>                                  | <ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Picturing</li> <li>Comprehension Strategies with Narrative &amp; Informational Text</li> </ul>  |
| <b>Levels 6-9</b><br>(Grade 1)   | <ul style="list-style-type: none"> <li>Short &amp; Long Vowel Sounds</li> <li>Manipulating Sounds (substitutions)</li> </ul>  | <ul style="list-style-type: none"> <li>Digraphs</li> <li>Easily Reversible Letters (b, d, p)</li> <li>Word Families</li> <li>Contractions</li> <li>Six Syllable Types                             <ul style="list-style-type: none"> <li>Closed</li> <li>Open</li> <li>Silent e</li> </ul> </li> <li>Timed Silent Reading at Word Level</li> </ul>   | —  | <ul style="list-style-type: none"> <li>Automaticity with Foundational Concepts</li> <li>High-Frequency Sight Words</li> <li>Sentence Structure</li> </ul>   | <ul style="list-style-type: none"> <li>Categorizing &amp; Associations</li> <li>Multiple Meaning Words</li> </ul>              | <ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Understanding Text Structure                             <ul style="list-style-type: none"> <li>Sequencing Sentences</li> </ul> </li> <li>Comprehension Strategies with Narrative &amp; Informational Text</li> <li>Reading Comprehension                             <ul style="list-style-type: none"> <li>Matching Words/ Phrases with Pictures</li> <li>Cloze Sentence Comprehension</li> </ul> </li> </ul>   |
| <b>Levels 10-12</b><br>(Grade 2) | <ul style="list-style-type: none"> <li>Manipulating Sounds (additions &amp; deletions)</li> </ul>   | <ul style="list-style-type: none"> <li>Irregular Plurals and Verbs</li> <li>Hard and Soft c &amp; g</li> <li>Six Syllable Types                             <ul style="list-style-type: none"> <li>Closed</li> <li>Open</li> <li>Silent e</li> <li>Vowel r</li> <li>Vowel Combinations</li> <li>Consonant le</li> </ul> </li> <li>Rules for Syllable Division</li> <li>Spelling Generalizations and Rules</li> </ul> | <ul style="list-style-type: none"> <li>Simple Suffixes</li> <li>Prefixes</li> </ul>  | <ul style="list-style-type: none"> <li>Automaticity with Foundational Concepts</li> <li>High-Frequency Sight Words</li> <li>Sentence Structure</li> <li>Timed Silent Reading at Word Level</li> <li>Timed Silent Reading at Paragraph Level</li> <li>Modeled Prosody with Connected Text</li> </ul> | <ul style="list-style-type: none"> <li>Synonyms and Antonyms</li> <li>Similes and Metaphors</li> </ul>                         | <ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Understanding Text Structure                             <ul style="list-style-type: none"> <li>Building Sentences</li> <li>Analyzing Sentence Structure</li> <li>Signal Words</li> </ul> </li> <li>Comprehension Strategies with Narrative &amp; Informational Text                             <ul style="list-style-type: none"> <li>Main Idea/Mainly About</li> <li>Details</li> <li>Vocabulary</li> <li>Prediction</li> <li>Inferencing</li> <li>Conclusion</li> <li>Cause and Effect</li> <li>Compare and Contrast</li> <li>Summarizing</li> <li>Paraphrasing</li> <li>Perspective</li> <li>Fact vs. Opinion</li> </ul> </li> </ul> |
| <b>Levels 13-14</b><br>(Grade 3) | —   | —  | <ul style="list-style-type: none"> <li>Suffixes</li> <li>Spelling Rules for Adding Affixes</li> <li>Prefix Meanings</li> </ul> |   | <ul style="list-style-type: none"> <li>Idioms</li> <li>Analogies</li> <li>Affix and Root Meanings</li> </ul>                   |   |
| <b>Levels 15-16</b><br>(Grade 4) | —   | —  | <ul style="list-style-type: none"> <li>Spelling Rules for Adding Affixes</li> <li>Root Meanings</li> </ul>                     |   | <ul style="list-style-type: none"> <li>Multiple Meaning Words</li> <li>Idioms</li> <li>Affix and Root Meanings</li> </ul>      |   |
| <b>Levels 17-18</b><br>(Grade 5) | —   | —  | <ul style="list-style-type: none"> <li>Greek Combining Form Meanings</li> <li>Accent Placement</li> </ul>                      |   | <ul style="list-style-type: none"> <li>Shades of Meaning</li> <li>Advanced Analogies</li> <li>Greek Combining Forms</li> </ul> |   |

# Scope & Sequence: by Levels

AREA OF READING INSTRUCTION AND SKILLS

| GLM _____ LEVEL _____ |          |                                      |  Phonological Awareness |  Phonics |  Structural Analysis |  Automaticity / Fluency |  Vocabulary |  Comprehension |
|-----------------------|----------|--------------------------------------|--|--|---|--|--|---|
| Pre-K                 | LEVEL 1  | <i>A Picnic in the Woods</i>         | ●  | ●  |   | ●  | ●  | ●   |
| Kindergarten          | LEVEL 2  | <i>A Day at the Beach</i>            | ●  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 3  | <i>A Snow Day in the City</i>        | ●  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 4  | <i>The Amazon Rainforest</i>         | ●  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 5  | <i>The Scottish Cliffs</i>           |  | ●  |   | ●  |  | ●   |
| Grade 1               | LEVEL 6  | <i>A Day in Paris</i>                |  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 7  | <i>The African Serengeti</i>         |  | ●  |   | ●  |  | ●   |
|                       | LEVEL 8  | <i>The South Pole</i>                |  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 9  | <i>The Egyptian Desert</i>           |  | ●  |   | ●  | ●  | ●   |
| Grade 2               | LEVEL 10 | <i>An English Garden</i>             |  | ●  | ●   | ●  |  | ●   |
|                       | LEVEL 11 | <i>The Swiss Alps</i>                |  | ●  |   | ●  | ●  | ●   |
|                       | LEVEL 12 | <i>A Russian Circus</i>              |  | ●  | ●   | ●  | ●  | ●   |
| Grade 3               | LEVEL 13 | <i>The Indian Rainforest</i>         |  |  | ●   | ●  | ●  | ●   |
|                       | LEVEL 14 | <i>A Japanese Garden</i>             |  |  | ●   | ●  | ●  | ●   |
| Grade 4               | LEVEL 15 | <i>The Great Barrier Reef</i>        |  |  | ●   | ●  | ●  | ●   |
|                       | LEVEL 16 | <i>A Hawaiian Paradise</i>           |  |  | ●   | ●  | ●  | ●   |
| Grade 5               | LEVEL 17 | <i>The Southwest, USA</i>            |  |  | ●   | ●  | ●  | ●   |
|                       | LEVEL 18 | <i>The Ancient Greek Countryside</i> |  |  | ●   | ●  | ●  | ●   |