



## Placement Test Overview:

*What does your student's placement level mean?*

The Reading Eggs Placement Test assesses what students already know. This ensures that each student begins at the right level.

## Step 1 • Starting Out

If the student was placed at lesson 1, they are beginning the program.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
1	Starting from the beginning, assuming no prior knowledge.	1-10	<b>Letters:</b> m, s, a, t, b, c, f, i <b>Word families:</b> am, at <b>High frequency words:</b> I, am, at, a
11	<b>Knows:</b> a, b, c, f, i, m, s, t <b>Can read:</b> am & at words	11-20	<b>Letters:</b> n, p, h, r, z, e <b>Word families:</b> ap, an, ee <b>High frequency words:</b> man, can, see, the
21	<b>Knows:</b> a, b, c, e, f, h, i, m, n, p, r, s, t, z <b>Can read:</b> am, at, ap, an & ee words	21-30	<b>Letters:</b> v, d, j, o, q <b>Word families:</b> ad, is, on <b>High frequency words:</b> and, in, had, is, good, has, on
31	<b>Knows:</b> a, b, c, d, e, f, h, i, j, m, n, o, p, q, r, s, t, v, z <b>Can read:</b> am, at, ap, an, ee, and & ad words	31-40	<b>Letters:</b> g, l, k, y, x, w <b>Word families:</b> ag <b>High frequency words:</b> he, she, as, yes, you



## Step 2 • Beginning to Read

If the student was placed between lessons 41 and 80, they have been assessed as an Emergent Reader.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
41	<b>Knows:</b> a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y, z <b>Can read:</b> short vowel /a/ and long vowel /ee/ CVC words	41-50	<b>Letters:</b> u, revise the whole alphabet <b>Word families:</b> id, ix, it, ig, ip, ill, ing <b>High frequency words:</b> words, him, it, like, said, this, little, black, blue, bird, two, cannot
51	<b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long /ee/ sound <b>Can read:</b> short vowel /a/ & /i/ and long vowel /ee/ CVC and CVCC words	51-60	<b>Word families:</b> ot, og, op, od, ox, ock, y at the end <b>High frequency words:</b> go, by, look, got, play, are, happy, not, his, her, we, very
61	<b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long /ee/ sound <b>Can read:</b> short vowel /a/, /i/ & /o/ and long vowel /ee/ CVC and CVCC words, words ending in -y	61-70	<b>Word families:</b> ut, up, un, ug, uck, us <b>High frequency words:</b> me, be, three, green, to, there, that, have, they, do
71	<b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long /ee/ sound <b>Can read:</b> short vowel /a/, /i/, /o/ & /u/ and long vowel /ee/ CVC and CVCC words, words ending in -y	71-80	<b>Word families:</b> e, eg, ed, en, et, ell <b>Suffix:</b> -ing <b>High frequency words:</b> come, my, here, goes, day, baby, where, when, down, up, who, lives, into, what, seven



## Step 3 • Building Confidence

If the student was placed between lessons 81 and 120, they have been assessed as an Early Reader.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
81	<p><b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long /ee/ sound</p> <p><b>Can read:</b> short vowel /a/, /e/, /i/, /o/ &amp; /u/ and long vowel /ee/ CVC and CVCC words, words ending in -y &amp; -ing</p>	81-90	<p><b>Sounds:</b> revise short vowel sounds, long i sound: ie, ile, ine, ike, ide, consonant digraphs: sh, ch, th</p> <p><b>High frequency words:</b> with, going, want, shoe, car, table, too, off, over, shop, bike, buy, tried, these, new, white, nine, girl, boy, says, ask, why, none, stayed, home, made, together</p>
91	<p><b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long vowel /ee/ &amp; /i-e/ sounds, consonant digraphs sh, ch &amp; th</p> <p><b>Can read:</b> CVC &amp; CVCC words using short vowel sounds and the long vowel /ee/, long vowel /i-e/ CVCe words, words ending with -y &amp; -ing, words using consonant digraphs</p>	91-100	<p><b>Sounds:</b> soft c: ice, soft g, long a sound: ake, ane, ace, age, revise known vowel sounds and -y on the end</p> <p><b>High frequency words:</b> one, four, five, fly, fine, today, park, Saturday, snake, giraffe, wheel, shark, flew, bowl, brother, everywhere, about, another, cloud, sky, stars, above, hours, outside, purple, yellow, orange, out, eight, sleep, party, work, easy, plane, high, night</p>
101	<p><b>Knows:</b> all consonant letters/sounds, all short vowel sounds, long vowel /a-e/, /ee/ &amp; /i-e/ sounds, consonant digraphs sh, ch &amp; th, soft c &amp; g sounds</p> <p><b>Can read:</b> CVC &amp; CVCC words using short vowel sounds and the long vowel /ee/, long vowel /i-e/ &amp; /a-e/ CVCe words, words ending with -y &amp; -ing, words using consonant digraphs and soft c &amp; g sounds</p>	101-110	<p><b>Sounds:</b> long &amp; short oo sounds, long ea sound, long o sound: ole, oke, one, ode, ote, ose, oat, long u sound: une, ute, uke, ube, blends: fr, cl, sl, sw, gr, cr, pl, fl, tr, pr, dr, gl, str</p> <p><b>Suffix:</b> -er</p> <p><b>High frequency words:</b> book, took, delicious, excited, foot, ground, phone, own, wrong, boat, through, behind, tiny, suddenly, friends, open, swam, eat, hungry, tree, leaf, asleep, nice, light, worried, choose, teeth, ears, sister, bigger, better, anything, clean, flower, drank, brown, grey</p>
111	<p><b>Knows:</b> all consonant letters/sounds, short &amp; long vowel sounds, consonant digraphs sh, ch &amp; th, soft c &amp; g sounds, blends</p> <p><b>Can read:</b> short vowels including the digraph /oo/, long vowel digraphs /ee/, /oo/, /ea/ &amp; /oa/, long vowel CVCe words, words ending with -y, -ing &amp; -er, consonant digraphs, soft c &amp; g sounds, and blends</p>	111-120	<p><b>Sounds:</b> revise blends, identify syllables, end blends: st, ld, lp, nd, ng, ft, nk, mp, nt, ck, lk, long vowel sounds: oa, igh, ay, ir &amp; or</p> <p><b>Word types:</b> nouns &amp; verbs</p>

If you would like to change the level that a student is working on, you can do this in the **Manage Lessons** section of the **Teacher Dashboard**.



## Spelling Placement Test Overview:

*What does your student's placement level mean?*

The Reading Eggs Spelling Placement Test assesses what students already know. This ensures that each student begins at the right level.

## Kindergarten Spelling Lessons

If the student was placed between lessons 1 and 32, they have been placed in the Kindergarten level of the program.

Placement lesson	What do they know?	Next lessons	What will they study next?
<b>A – Ants Lesson 1</b>	Starting from the beginning.	<b>1-8</b>	<b>Focus sound words:</b> short /a/ and /e/ CVC words; plural -s on CVC words <b>High frequency words:</b> a, at, it, am, as, has, an, and, had, the, to, in, no, me, is, my, he, go, get, for, went, we, if, of
<b>B – Butterflies Lesson 9</b>	<b>Can spell:</b> short /a/ and /e/ CVC words, plural s, some high frequency words	<b>9-16</b>	<b>Focus sound words:</b> short /a/, /i/ and /o/ CVC words; plural -s on CVC words <b>High frequency words:</b> his, him, you, it, they, she, said, that, all, with, are, her, what, out, on, there, this, have, come, some, not, but, be, like
<b>C – Cats Lesson 17</b>	<b>Can spell:</b> short /a/, /e/, /i/ and /o/ CVC words, plural s, some high frequency words	<b>17-24</b>	<b>Focus sound words:</b> short /u/ CVC words; plural -s on CVC words; blends pl- and -sk; consonant digraph -ck <b>High frequency words:</b> then, one, do, were, them, me, down, dad, when, up, see, come, will, into, from, she, play, get, just, now, came, got, their, your
<b>D – Dogs Lesson 25</b>	<b>Can spell:</b> short /a/, /e/, /i/, /o/ and /u/ CVC words, plural s, some consonant blends, digraph -ck, some high frequency words	<b>25-32</b>	<b>Focus sound words:</b> end blends -ft, -lt, -mp, -nt; consonant digraph -ll; short and long /oo/ CVC words; plural -s word ending; words ending with -er <b>High frequency words:</b> could, house, too, was, old, by, day, made, make, time, shine, away, called, here, off, saw, help, Mrs, Mr, going, see, very, children, about





# Year 1 Spelling Lessons

If the student was placed between lessons 33 and 64, they have been placed in the Year 1 level of the program.

Placement lesson	What do they know?	Next lessons	What will they study next?
<b>E – Elephants Lesson 33</b>	<b>Can spell:</b> short vowel CVC words, long /oo/ CVC words, plural s, consonant blends, digraphs -ck & -ll, -er word ending, high frequency words	<b>33-40</b>	<b>Focus sound words:</b> revise short vowel CVC words; consonant digraphs ch, sh, th, wh; beginning blends bl-, cl-, fl-, gl-, sl-, br-, cr-, gr-, fr-, dr-, tr- <b>High frequency words:</b> am, but, can, much, ask, get, which, both, thank, cut, did, got, at, big, him, had, has, got, green, grow, always, not, of, then
<b>F – Fish Lesson 41</b>	<b>Can spell:</b> short vowel CVC words, long /oo/ CVC words, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>41-48</b>	<b>Focus sound words:</b> beginning blends st-, sc-, sm-, sn-, sp-, sw-, tw-; long /a/, /i/, /o/ and /u/ CVCe words <b>High frequency words:</b> or, put, pull, on, that, red, run, ran, went, upon, us, ten, came, made, make, like, ride, white, well, will, with, be, eat, her, come, live, open, him
<b>G – Goats Lesson 49</b>	<b>Can spell:</b> short vowel CVC words, long /oo/ CVC words, long vowel CVCe words, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>49-56</b>	<b>Focus sound words:</b> long /a/ using -ai- and -ay; long /e/ using -ee-, -ie- and -y; long /i/ using -ie-, -igh- and -y; long /o/ using -oe-, -ow and -oa-; long /u/ using -ue and -ew <b>High frequency words:</b> away, say, today, again, we, been, funny, he, these, about, find, here, my, four, gave, never, seven, new, myself, buy, no, know, out, said, some, look, read, soon, wish, who
<b>H – Hippos Lesson 57</b>	<b>Can spell:</b> short vowel CVC words, long /oo/ CVC words, long vowel CVCe words, vowel digraphs, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>57-64</b>	<b>Focus sound words:</b> consonant digraphs -ss, -ll, -zz, -ff, -ck, -ng; end blends -lp, -st, -nd, -nt; R controlled vowels -ar, -ir; plural -s word ending <b>High frequency words:</b> shall, fall, full, sniff, write, yellow, black, going, pick, best, just, must, want, too, they, people, pretty, little, over, very, eight, right, their, could, clean, please, together, because



## Year 2 Spelling Lessons

If the student was placed at lesson 65, they have been placed in the Year 2 level of the program.

Placement lesson	What do they know?	Next lessons	What will they study next?
<b>I – Iguanas Lesson 65</b>	<b>Can spell:</b> short vowel CVC words, long / oo/ CVC words, long vowel CVCe words, vowel digraphs, R controlled vowels, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>65-72</b>	<b>Focus sound words:</b> beginning blends scr-, spl-, spr-, str-, thr-, shr-; end blends -mp-, -ld-, -lm-, -lt-, -nch; CCCe end blends -nkle-, -ncle-, -ble-, -ttle-, -ddle; digraphs qu-, -tt-, -nn-, -bb-, -pp-, -mm-, -ll- <b>High frequency words:</b> things, eat, two, long, want, over, where, away, there, think, that's, through, who, didn't, want, home, our, play, take, stop, find, been, must, well, these, next, people, stopped, carry, yellow
<b>J – Jaguars</b>	<b>Can spell:</b> short vowel CVC words, long / oo/ CVC words, long vowel CVCe words, vowel digraphs, R controlled vowels, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>73-80</b>	<b>Focus sound words:</b> /ch/ sound spelt -tch, -t-; /eer/ sound, also spelt -ere; /air/ sound spelt -ere, -ear, -are; /or/ sound spelt -al-, -our, -aw, -ough-; short /oo/ sound spelt -ould-, -ull; /er/ sound, also spelt -ear, -or; /ow/ sound, also spelt -ou- <b>High frequency words:</b> need, many, ever, first, great, why, valley, let's, room, three, green, soon, still, inside, under, small, laughed, thing, lived, wouldn't, shouldn't, much, were, shout, round, mouse, house, around, down
<b>K – Kangaroos</b>	<b>Can spell:</b> short vowel sounds, long vowel sounds, vowel digraphs, R controlled vowels, plural s, consonant blends, consonant digraphs, -er word ending, high frequency words	<b>81-88</b>	<b>Focus sound words:</b> /ee/ sound on the end spelt -y, -ey; /ork/ sound, also spelt -alk; hard and soft 'g' and 'c' sounds ; silent letters in wr- and kn- words <b>High frequency words:</b> floppy, really, every, best, wind, wish, than, most, he's, liked, miss, each, which, town, cried, across, cold, head, work, lots, going, again, began, garden, grandfather, dragon, gave
<b>L – Leopards</b>	<b>Can spell:</b> short vowel sounds, long vowel sounds, vowel digraphs, R controlled vowels, plural s, consonant blends, consonant digraphs, -er word ending, hard and soft c & g sounds, silent letters, high frequency words	<b>89-96</b>	<b>Focus sound words:</b> /er/ sound, also spelt -or-; /or/ sound; word ending -ing; prefixes un- and dis-; plural -s and -es word endings <b>High frequency words:</b> gone, night, boat, school, other, never, another, before, horse, along, looking, morning, something, walking, anything, nothing, because, please, right, different, windows, mothers, animals, everyone, thought, shouted

If you would like to change the level that a student is working on, you can do this in the **Manage Lessons** section of the **Teacher Dashboard**.



## Placement Test Overview: *What does your student's placement level mean?*

The Reading Eggspress Placement Test assesses what students already know. This ensures that each student begins at the right level.

## Year 1 Lessons • Map 1 to 4

If the student was placed at Lesson 1, Map 1 – they have been placed in the First Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
<b>Map 1, Lesson 1</b>	Starting from the beginning.	<b>Map 1</b>	<b>Fiction</b> <u>Comprehension strategies:</u> think marks, main idea & details, literal questions, answer questions <u>Text types:</u> narrative, first person narrative <u>Genres:</u> fantasy, humour, realistic fiction	<u>Reading levels:</u> 8–10  <u>Lexile levels:</u> 200L–270L
	<u>Comprehension strategies:</u> think marks, main idea & details, literal questions <u>Text types:</u> narrative, first person narrative	<b>Map 2</b>	<b>Nonfiction</b> <u>Comprehension strategies:</u> literal questions, think marks, main idea & details, word study, visualisation <u>Text types:</u> procedure, information <u>Genres:</u> art, society & culture, history	<u>Reading levels:</u> 10–12  <u>Lexile levels:</u> 250L–340L
	<u>Comprehension strategies:</u> think marks, main idea & details, literal questions, word study, visualisation <u>Text types:</u> narrative, first person narrative, procedure, information	<b>Map 3</b>	<b>Fiction</b> <u>Comprehension strategies:</u> word study, main idea & details, visualisation, think marks <u>Text types:</u> narrative, first person narrative <u>Genres:</u> fantasy, realistic fiction	<u>Reading levels:</u> 11–14  <u>Lexile levels:</u> 300L–380L
	<u>Comprehension strategies:</u> think marks, main idea & details, literal questions, word study, visualisation <u>Text types:</u> narrative, first person narrative, procedure, information	<b>Map 4</b>	<b>Nonfiction</b> <u>Comprehension strategies:</u> literal questions, main idea & details, think marks, visualisation <u>Text types:</u> procedure, information <u>Genres:</u> cooking, society, biology, space	<u>Reading levels:</u> 12–15  <u>Lexile levels:</u> 250L–430L



If you would like to change the level that a student is working on, you can do this in the **Manage Lessons** section of the **Teacher Dashboard**.





## Year 2 Lessons • Map 5 to 12

If the student was placed at Lesson 21, Map 5 – they have been placed in the Second Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
<b>Map 5, Lesson 21</b>	<p><u>Comprehension strategies</u>: think marks, main idea &amp; details, literal questions, word study, visualisation</p> <p><u>Text types</u>: narrative, first person narrative, procedure, information</p>	<b>Map 5</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: think marks, literal questions, make inferences, main idea &amp; details</p> <p><u>Text types</u>: narrative, first person narrative</p> <p><u>Genres</u>: humour, realistic fiction, fable</p>	<p><u>Reading levels</u>: 16–17</p> <p><u>Lexile levels</u>: 440L–480L</p>
		<b>Map 6</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: literal questions, main idea &amp; details, compare &amp; contrast, sequence events</p> <p><u>Text types</u>: procedure, information, report, flowchart</p> <p><u>Genres</u>: society &amp; culture, earth science, cooking</p>	<p><u>Reading levels</u>: 16–18</p> <p><u>Lexile levels</u>: 460L–520L</p>
	<p><u>Comprehension strategies</u>: think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events</p> <p><u>Text types</u>: narrative, first person narrative, procedure, information, report, flowchart</p>	<b>Map 7</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: make inferences, visualisation, sequence events, think marks</p> <p><u>Text types</u>: narrative, first person narrative, ballad</p> <p><u>Genres</u>: realistic fiction, humour, poetry, fable</p>	<p><u>Reading levels</u>: 17–18</p> <p><u>Lexile levels</u>: 480L–520L</p>
		<b>Map 8</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: sequence events, word study, compare &amp; contrast, make connections, make inferences</p> <p><u>Text types</u>: explanation, flowchart, report, factual recount, directions</p> <p><u>Genres</u>: society &amp; culture, earth science, history</p>	<p><u>Reading levels</u>: 18–20</p> <p><u>Lexile levels</u>: 520L–560L</p>
	<p><u>Comprehension strategies</u>: think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections</p> <p><u>Text types</u>: narrative, first person narrative, ballad, procedure, information, report, flowchart, explanation, factual recount, directions</p>	<b>Map 9</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: think marks, main idea &amp; details, visualisation, make inferences</p> <p><u>Text types</u>: narrative, first person narrative, script</p> <p><u>Genres</u>: humour, realistic fiction, fable</p>	<p><u>Reading levels</u>: 18–20</p> <p><u>Lexile levels</u>: 520L–580L</p>
		<b>Map 10</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: sequence events, compare &amp; contrast, visualisation, make inferences</p> <p><u>Text types</u>: report, flowchart, explanation</p> <p><u>Genres</u>: earth science, biology, design &amp; technology, society &amp; culture</p>	<p><u>Reading levels</u>: 20–21</p> <p><u>Lexile levels</u>: 560L–600L</p>
	<p><u>Comprehension strategies</u>: think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections</p> <p><u>Text types</u>: narrative, first person narrative, ballad, script, procedure, information, report, flowchart, explanation, factual recount, directions</p>	<b>Map 11</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: make inferences, draw conclusions, make predictions, main idea &amp; details, visualisation</p> <p><u>Text types</u>: narrative, first person narrative, structured poetry</p> <p><u>Genres</u>: fantasy, realistic fiction, poetry, fable</p>	<p><u>Reading levels</u>: 21</p> <p><u>Lexile levels</u>: 600L–620L</p>
		<b>Map 12</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: visualisation, compare &amp; contrast, sequence events, make inferences</p> <p><u>Text types</u>: report, explanation</p> <p><u>Genres</u>: society &amp; health, biology, physical science, culture, history</p>	<p><u>Reading levels</u>: 21</p> <p><u>Lexile levels</u>: 620L–640L</p>





## Year 3 Lessons • Map 13 to 20

If the student was placed at Lesson 61, Map 13 – they have been placed in the Third Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
Map 13, Lesson 61	<p><u>Comprehension strategies:</u> think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions</p>	Map 13	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> draw conclusions, point of view, think marks, make predictions</p> <p><u>Text types:</u> narrative, first person narrative, drama script</p> <p><u>Genres:</u> humour, realistic fiction, fable, adventure</p>	<p><u>Reading levels:</u> 20–22</p> <p><u>Lexile levels:</u> 560L–640L</p>
		Map 14	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> compare &amp; contrast, cause &amp; effect, sequence events, word study</p> <p><u>Text types:</u> explanation, flowchart, diagrams, procedure, factual recount</p> <p><u>Genres:</u> biology, cooking, history</p>	<p><u>Reading levels:</u> 21–23</p> <p><u>Lexile levels:</u> 630L–710L</p>
	<p><u>Comprehension strategies:</u> think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams</p>	Map 15	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> visualisation, make connections, main idea &amp; details, make inferences, sequence events</p> <p><u>Text types:</u> narrative, first person narrative, structured poetry</p> <p><u>Genres:</u> poetry, realistic fiction, fable, fantasy, humour</p>	<p><u>Reading levels:</u> 21–22</p> <p><u>Lexile levels:</u> 620L–660L</p>
		Map 16	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> compare &amp; contrast, point of view, draw conclusions, main idea &amp; details, cause &amp; effect</p> <p><u>Text types:</u> information, timetable, review, persuasive, report</p> <p><u>Genres:</u> forensics, society &amp; culture, health, geography, biology</p>	<p><u>Reading levels:</u> 23</p> <p><u>Lexile levels:</u> 680L–720L</p>
	<p><u>Comprehension strategies:</u> think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive</p>	Map 17	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> analyse characters, literal questions, sequence events, point of view, make connections</p> <p><u>Text types:</u> narrative, first person narrative, drama script</p> <p><u>Genres:</u> humour, fantasy, literary description, realistic fiction, fable</p>	<p><u>Reading levels:</u> 22–23</p> <p><u>Lexile levels:</u> 640L–700L</p>
		Map 18	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> literal questions, make connections, cause &amp; effect, visualisation, main idea &amp; details</p> <p><u>Text types:</u> factual recount, procedure, report, explanation, flowchart</p> <p><u>Genres:</u> history, biology, physical science, society &amp; culture</p>	<p><u>Reading levels:</u> 23–24</p> <p><u>Lexile levels:</u> 700L–740L</p>
	<p><u>Comprehension strategies:</u> think marks, main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive</p>	Map 19	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> cause &amp; effect, make inferences, make connections, sequence events, visualisation</p> <p><u>Text types:</u> narrative, first person narrative, structured poetry</p> <p><u>Genres:</u> humour, mystery, fable, poetry</p>	<p><u>Reading levels:</u> 23–25</p> <p><u>Lexile levels:</u> 690L–780L</p>
		Map 20	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> point of view, main idea &amp; details, sequence events, make inferences</p> <p><u>Text types:</u> factual recount, report, procedure</p> <p><u>Genres:</u> diary, biology, art, earth science, design &amp; technology</p>	<p><u>Reading levels:</u> 23–25</p> <p><u>Lexile levels:</u> 680L–790L</p>



## Year 4 Lessons • Map 21 to 28

If the student was placed at Lesson 101, Map 21 – they have been placed in the Fourth Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
Map 21, Lesson 101	<p>Comprehension strategies: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters</p> <p>Text types: narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive</p>	Map 21	<p><b>Fiction</b></p> <p>Comprehension strategies: make predictions, figurative language, make connections, main idea &amp; details</p> <p>Text types: narrative, drama script</p> <p>Genres: humour, adventure, Dreaming story, fable</p>	<p>Reading levels: 25–26</p> <p>Lexile levels: 780L–810L</p>
		Map 22	<p><b>Nonfiction</b></p> <p>Comprehension strategies: main idea &amp; details, compare &amp; contrast, sequence events, point of view, draw conclusions</p> <p>Text types: report, explanation, flowchart, persuasive letter</p> <p>Genres: society &amp; culture, biology, citizenship, physical science</p>	<p>Reading levels: 25–26</p> <p>Lexile levels: 790L–820L</p>
	<p>Comprehension strategies: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language</p> <p>Text types: narrative, first person narrative, ballad, script, structured poetry, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter</p>	Map 23	<p><b>Fiction</b></p> <p>Comprehension strategies: point of view, cause &amp; effect, visualisation, sequence events, analyse characters</p> <p>Text types: narrative, first person narrative, rhyming nonsense poem</p> <p>Genres: realistic fiction, mystery, humour, poetry, world tales</p>	<p>Reading levels: 25–26</p> <p>Lexile levels: 800L–840L</p>
		Map 24	<p><b>Nonfiction</b></p> <p>Comprehension strategies: word study, main idea &amp; details, audience &amp; purpose, visualisation, important information</p> <p>Text types: report, procedure, flowchart, discussion, opinion, persuasive, explanation</p> <p>Genres: earth science, physical science, society, health &amp; culture</p>	<p>Reading levels: 26</p> <p>Lexile levels: 810L–840L</p>
	<p>Comprehension strategies: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information</p> <p>Text types: narrative, first person narrative, ballad, script, structured poetry, rhyming nonsense poem, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion</p>	Map 25	<p><b>Fiction</b></p> <p>Comprehension strategies: figurative language, analyse characters, audience &amp; purpose, make inferences, important information</p> <p>Text types: narrative, first person narrative, description, drama script</p> <p>Genres: realistic fiction, science fiction, mystery, legend, fable</p>	<p>Reading levels: 27</p> <p>Lexile levels: 840L–860L</p>
		Map 26	<p><b>Nonfiction</b></p> <p>Comprehension strategies: compare &amp; contrast, make inferences, cause &amp; effect, word study</p> <p>Text types: report, explanation, discussion, opinion, editorial, exposition</p> <p>Genres: physical science, earth science, society &amp; culture, biology</p>	<p>Reading levels: 27</p> <p>Lexile levels: 820L–850L</p>
	<p>Comprehension strategies: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information</p> <p>Text types: narrative, first person narrative, ballad, script, structured poetry, rhyming nonsense poem, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition</p>	Map 27	<p><b>Fiction</b></p> <p>Comprehension strategies: make connections, make inferences, word study, cause &amp; effect, compare &amp; contrast</p> <p>Text types: narrative, first person narrative, rhyming free verse</p> <p>Genres: science fiction, mystery, realistic fiction, poetry, fable</p>	<p>Reading levels: 27–28</p> <p>Lexile levels: 840L–870L</p>
		Map 28	<p><b>Nonfiction</b></p> <p>Comprehension strategies: make connections, fact &amp; opinion, compare &amp; contrast, draw conclusions</p> <p>Text types: procedural recount, report, information, factual recount</p> <p>Genres: environment, earth science, society &amp; health, biology</p>	<p>Reading levels: 27–28</p> <p>Lexile levels: 850L–870L</p>



## Year 5 Lessons • Map 29 to 36

If the student was placed at Lesson 141, Map 29 – they have been placed in the Fifth Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
<b>Map 29, Lesson 141</b>	<p><u>Comprehension strategies:</u> main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, rhyming nonsense poem, rhyming free verse, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount</p>	<b>Map 29</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> compare &amp; contrast, analyse character, sequence events</p> <p><u>Text types:</u> narrative, persuasive</p> <p><u>Genres:</u> fantasy, realistic fiction, opinion, fable</p>	<p><u>Reading levels:</u> 28</p> <p><u>Lexile levels:</u> 870L–890L</p>
		<b>Map 30</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> visualisation, make inferences, word study</p> <p><u>Text types:</u> factual recount, discussion, procedure, statement, report</p> <p><u>Genres:</u> history, biology, society &amp; culture</p>	<p><u>Reading levels:</u> 28</p> <p><u>Lexile levels:</u> 880L–910L</p>
	<p><u>Comprehension strategies:</u> main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, rhyming nonsense poem, rhyming free verse, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement</p>	<b>Map 31</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> word study, point of view, character, figurative language, draw conclusions</p> <p><u>Text types:</u> narrative, rhyming poem</p> <p><u>Genres:</u> realistic fiction, historical adventure, poetry, fairytale</p>	<p><u>Reading levels:</u> 28–29</p> <p><u>Lexile levels:</u> 880L–920L</p>
		<b>Map 32</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> cause &amp; effect, draw conclusions, main idea &amp; details, summarise, point of view</p> <p><u>Text types:</u> factual recount, chart, explanation report, discussion, flowchart, persuasive, opinion</p> <p><u>Genres:</u> earth science, physical science, science fiction</p>	<p><u>Reading levels:</u> 28–29</p> <p><u>Lexile levels:</u> 900L–930L</p>
	<p><u>Comprehension strategies:</u> main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, rhyming poem, nonsense poem, free verse, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart</p>	<b>Map 33</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> cause &amp; effect, make connections, make predictions, sequence events, figurative language</p> <p><u>Text types:</u> narrative, drama script</p> <p><u>Genres:</u> realistic fiction, historical adventure, mystery, fairytale</p>	<p><u>Reading levels:</u> 29</p> <p><u>Lexile levels:</u> 920L–940L</p>
		<b>Map 34</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> read diagrams, fact &amp; opinion, audience &amp; purpose</p> <p><u>Text types:</u> report, factual recount, explanation, procedure, diagrams</p> <p><u>Genres:</u> biology, earth science, physical science</p>	<p><u>Reading levels:</u> 29–30</p> <p><u>Lexile levels:</u> 930L–960L</p>
	<p><u>Comprehension strategies:</u> main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise, read diagrams</p> <p><u>Text types:</u> narrative, first person narrative, ballad, script, structured poetry, rhyming poem, nonsense poem, free verse, description, procedure, report, information, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart</p>	<b>Map 35</b>	<p><b>Fiction</b></p> <p><u>Comprehension strategies:</u> main ideas &amp; details, cause &amp; effect, figurative language, make connections, make inferences</p> <p><u>Text types:</u> narrative, free verse</p> <p><u>Genres:</u> realistic fiction, mystery, historical adventure, poetry, fairytale</p>	<p><u>Reading levels:</u> 29–30</p> <p><u>Lexile levels:</u> 940L–960L</p>
		<b>Map 36</b>	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies:</u> compare &amp; contrast, fact &amp; opinion, audience &amp; purpose, make connections, word study</p> <p><u>Text types:</u> factual recount, report, description, opinion letter, explanation, diagrams</p> <p><u>Genres:</u> history, geography, biology, society &amp; culture</p>	<p><u>Reading levels:</u> 30–31</p> <p><u>Lexile levels:</u> 960L–980L</p>



## Year 6 Lessons • Map 37 to 44

If the student was placed at Lesson 181, Map 37 – they have been placed in the Sixth Year level of the program.

Placement	What do they know?	Next map	What will they study?	What levels?
Map 37, Lesson 181	<p><u>Comprehension strategies</u>: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise, read diagrams</p> <p><u>Text types</u>: narrative, first person narrative, ballad, script, structured poetry, rhyming poem, nonsense poem, free verse, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart, newspaper report</p>	Map 37	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: analyse characters, draw conclusions, make inferences, audience &amp; purpose, summarise</p> <p><u>Text types</u>: narrative, script, recount</p> <p><u>Genres</u>: historical adventure, realistic fiction, comedy, Dreaming story</p>	<p><u>Reading levels</u>: 31</p> <p><u>Lexile levels</u>: 980L–1010L</p>
		Map 38	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: word study, main idea &amp; details, point of view, make connections, fact &amp; opinion</p> <p><u>Text types</u>: persuasive exposition, information, procedure, explanation, persuasive discussion</p> <p><u>Genres</u>: society &amp; culture, cooking, biology, space, environment</p>	<p><u>Reading levels</u>: 31–32</p> <p><u>Lexile levels</u>: 990L–1020L</p>
	<p><u>Comprehension strategies</u>: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise, read diagrams</p> <p><u>Text types</u>: narrative, first person narrative, ballad, script, structured poetry, rhyming poem, nonsense poem, free verse, description, procedure, information, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart, newspaper report</p>	Map 39	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: summarise, audience &amp; purpose, figurative language, word study</p> <p><u>Text types</u>: narrative, song lyrics, free verse</p> <p><u>Genres</u>: realistic fiction, humour, poetry, fable</p>	<p><u>Reading levels</u>: 31–32</p> <p><u>Lexile levels</u>: 1010L–1050L</p>
		Map 40	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: compare &amp; contrast, cause &amp; effect, main idea &amp; details, audience &amp; purpose, read diagrams</p> <p><u>Text types</u>: persuasive exposition, report, instructions, flowchart, explanation</p> <p><u>Genres</u>: space, environment, biology, society &amp; culture</p>	<p><u>Reading levels</u>: 32–33</p> <p><u>Lexile levels</u>: 1020L–1080L</p>
	<p><u>Comprehension strategies</u>: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise, read diagrams</p> <p><u>Text types</u>: narrative, first person, ballad, structured poetry, script, rhyming, nonsense poem, free verse, song lyrics, description, procedure, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart, newspaper report, instructions</p>	Map 41	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: make predictions, summarise, cause &amp; effect, visualisation</p> <p><u>Text types</u>: narrative, speech, script</p> <p><u>Genres</u>: science fiction, historical adventure, humour, legend</p>	<p><u>Reading levels</u>: 32–34</p> <p><u>Lexile levels</u>: 1050L–1100L</p>
		Map 42	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: make inferences, word study, sequence events, fact &amp; opinion, cause &amp; effect</p> <p><u>Text types</u>: factual recount, diary, explanation, chart, form, diagrams</p> <p><u>Genres</u>: space, history, society &amp; health, culture, earth science</p>	<p><u>Reading levels</u>: 33–34</p> <p><u>Lexile levels</u>: 1080L–1150L</p>
	<p><u>Comprehension strategies</u>: main idea &amp; details, literal questions, word study, visualisation, make inferences, compare &amp; contrast, sequence events, make connections, draw conclusions, make predictions, point of view, cause &amp; effect, analyse characters, figurative language, audience &amp; purpose, important information, fact &amp; opinion, summarise, read diagrams</p> <p><u>Text types</u>: narrative, first person, ballad, structured poetry, script, rhyming, nonsense poem, free verse, song lyrics, description, procedure, report, flowchart, explanation, factual recount, directions, diagrams, timetable, review, persuasive, letter, discussion, opinion, editorial, exposition, procedural recount, statement, chart, newspaper report, instructions, diary</p>	Map 43	<p><b>Fiction</b></p> <p><u>Comprehension strategies</u>: point of view, make connections, draw conclusions, cause &amp; effect</p> <p><u>Text types</u>: narrative, rhyming hexameter verse</p> <p><u>Genres</u>: realistic, legend, poetry, myth</p>	<p><u>Reading levels</u>: 34</p> <p><u>Lexile levels</u>: 1100L–1150L</p>
		Map 44	<p><b>Nonfiction</b></p> <p><u>Comprehension strategies</u>: compare &amp; contrast, sequence events, read diagrams, make connections, draw conclusions</p> <p><u>Text types</u>: information, procedure, report, diary, factual recount</p> <p><u>Genres</u>: society &amp; culture, geography, history, careers</p>	<p><u>Reading levels</u>: 34</p> <p><u>Lexile levels</u>: 1150L–1200L</p>