

Alignment to the Common Core State Standards

This document explains how Lexia Reading aligns with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Reading Standards: Foundational Skills (K–5).

These standards were developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers in an effort to establish consistent and internationally competitive standards for America’s K–12 students. For more information on the Common Core State Standards, visit www.corestandards.org.

Grade Level	Page #	Aligned Levels within Lexia Reading*
Kindergartners	1	All Early Reading (ER) and Primary Reading (PR) Level 1
Grade 1 Students	3	All ER and PR Levels 1,2,3
Grade 2 Students	5	All PR
Grade 3 Students	6	All PR
Grade 4 Students	7	All Strategies for Older Students (SOS)
Grade 5 Students	8	All SOS

*This content alignment is based on the Lexia Reading levels that correspond to grade level content for each grade identified.

Kindergartners

PRINT CONCEPTS	
Common Core State Standards	Lexia Reading
1. Demonstrate understanding of the organization and basic features of print.	<i>See below</i>
a. Follow words from left to right, top to bottom, and page by page.	N/A
b. Recognize that spoken words are represented in written language by specific sequences of letters.	Primary Reading Level 1: <ul style="list-style-type: none"> • Sounds to Letters • Consonant Castle • Sight Word Search • Sort b, d, p • Short Vowel Match
c. Understand that words are separated by spaces in print.	Primary Reading Level 1: <ul style="list-style-type: none"> • Sight Word Search (phrases and sentences units)
d. Recognize and name all upper- and lowercase letters of the alphabet.	<i>Lexia Reading works on lower-case letters only.</i> Early Reading Level 2: <ul style="list-style-type: none"> • Consonant Tree I (t, b, m, s, k, f) • Consonant Tree II (p, g, r, n, d, z, l) • Consonant Tree III (c, h, j, v, w, y) • Short Vowel Crate (a, e, i, o, u)

Kindergartners *(continued)*

PHONOLOGICAL AWARENESS

Common Core State Standards	Lexia Reading
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>See below</i>
a. Recognize and produce rhyming words.	Early Reading Level 1: • Rhyme Time
b. Count, pronounce, blend, and segment syllables in spoken words.	Early Reading Level 1: • Word Snip • Sound Slide
c. Blend and segment onsets and rimes of single-syllable spoken words.	Early Reading Level 1: • Sound Slide
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Early Reading Level 1: • Word Snip • Sound Slide
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A

PHONICS AND WORD RECOGNITION

3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Early Reading Level 2: • Consonant Tree I (t, b, m, s, k, f) • Consonant Tree II (p, g, r, n, d, z, l) • Consonant Tree III (c, h, j, v, w, y) • Consonant Pairs (sh, th, wh, ch) Primary Reading Level 1: • Consonant Castle
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Early Reading Level 2: • Short Vowel Crate (a, e, i, o, u) Primary Reading Level 1: • Short Vowel Match
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	Primary Reading Level 1: • Sight Word Search
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Early Reading Level 2: • Consonant Tree III (c, h, j, v, w, y)/(b/p, d/t, f/v, g/k, s/z, m/n, l/r, y/w, c/g, h/w) Primary Reading Level 1: • Sort b, d, p • Consonant Castle

FLUENCY

4. Read emergent-reader texts with purpose and understanding.	N/A
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Grade 1 Students

PRINT CONCEPTS

Common Core State Standards	Lexia Reading
1. Demonstrate understanding of the organization and basic features of print.	<i>See below</i>
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Primary Reading Level 1: • Sight Word Search Primary Reading Level 2: • Sight Word Search II Primary Reading Level 3: • Sight Word Search III

PHONOLOGICAL AWARENESS

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>See below</i>
a. Distinguish long from short vowel sounds in spoken single-syllable words.	Primary Reading Level 3: • Silent-e Switch • Silent-e Score
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Early Reading Level 1: • Sound Slide Primary Reading Level 1: • Sounds to Letters Primary Reading Level 2: • Sounds to Letters II
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Early Reading Level 1: • Word Snip Primary Reading Level 1: • Sounds to Letters Primary Reading Level 2: • Sounds to Letters II
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Early Reading Level 1: • Word Snip Primary Reading Level 1: • Sounds to Letters Primary Reading Level 2: • Sounds to Letters II

PHONICS AND WORD RECOGNITION

Common Core State Standards	Lexia Reading
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Know the spelling-sound correspondences for common consonant digraphs.	Early Reading Level 2: • Consonant Pairs (sh, th, wh, ch) Primary Reading Level 2: • Consonant Blast Primary Reading Level 3: • Fast Find
b. Decode regularly spelled one-syllable words.	Primary Reading Level 1: • Sounds to Letters • Consonant Castle Primary Reading Level 2: • Sounds to Letters II Primary Reading Level 3: • Sound Change • Fast Find
c. Know final –e and common vowel team conventions for representing long vowel sounds.	Primary Reading Level 3: • Silent-e Switch • Silent-e Score
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Early Reading Level 1: • Word Snip
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	N/A
f. Read words with inflectional endings.	N/A
g. Recognize and read grade-appropriate irregularly spelled words.	Primary Reading Level 1: • Sight Word Search Primary Reading Level 2: • Sight Word Search II Primary Reading Level 3: • Sight Word Search III

FLUENCY

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See below</i>
a. Read on-level text with purpose and understanding.	N/A
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	N/A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	N/A

Grade 2 Students

PHONICS AND WORD RECOGNITION

Common Core State Standards	Lexia Reading
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Primary Reading Level 3: • Silent-e Switch • Silent-e Score
b. Know spelling-sound correspondences for additional common vowel teams.	Primary Reading Level 4: • Word Stairs • Elevator
c. Decode regularly spelled two-syllable words with long vowels.	Primary Reading Level 5: • Elevator
d. Decode words with common prefixes and suffixes.	Primary Reading Level 5: • Add It
e. Identify words with inconsistent but common spelling-sound correspondences.	N/A
f. Recognize and read grade-appropriate irregularly spelled words.	Primary Reading Level 1: • Sight Word Search Primary Reading Level 2: • Sight Word Search II Primary Reading Level 3: • Sight Word Search III Primary Reading Level 4: • Sight Word Search IV Primary Reading Level 5: • Sight Word Search V

FLUENCY

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See below</i>
a. Read on-level text with purpose and understanding.	Primary Reading Level 4: • Word Hunt
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Primary Reading Level 4: • Word Hunt
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Primary Reading Level 4: • Word Hunt

Grade 3 Students

PHONICS AND WORD RECOGNITION

Common Core State Standards	Lexia Reading
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Primary Reading Level 5: • Add It
b. Decode words with common Latin suffixes.	N/A
c. Decode multisyllable words.	Primary Reading Level 5: • Elevator
d. Read grade-appropriate irregularly spelled words.	Primary Reading Level 4: • Sight Word Search IV Primary Reading Level 5: • Sight Word Search V

FLUENCY

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See below</i>
a. Read on-level text with purpose and understanding.	Primary Reading Level 4: • Word Hunt Primary Reading Level 5: • Elevator
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Primary Reading Level 4: • Word Hunt Primary Reading Level 5: • Elevator
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Primary Reading Level 4: • Word Hunt Primary Reading Level 5: • Elevator

Grade 4 Students

PHONICS AND WORD RECOGNITION

Common Core State Standards	Lexia Reading
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Vowel Digraphs • Vowel –r • Suffixes • 2 Syllable Words II <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Syllable Types • 2 Sounds of c & g • 3 Syllable Words <p>Strategies for Older Students Level 5:</p> <ul style="list-style-type: none"> • Anglo Saxon • Latin • Special Accents • Prefix & Root Meanings • Greek

FLUENCY

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See below</i>
a. Read on-level text with purpose and understanding.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II

Grade 5 Students

PHONICS AND WORD RECOGNITION

Common Core State Standards	Lexia Reading
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below</i>
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Vowel Digraphs • Vowel –r • Suffixes • 2 Syllable Words II <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Syllable Types • 2 Sounds of c & g • 3 Syllable Words <p>Strategies for Older Students Level 5:</p> <ul style="list-style-type: none"> • Anglo Saxon • Latin • Special Accents • Prefix & Root Meanings • Greek

FLUENCY

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See below</i>
a. Read on-level text with purpose and understanding.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Strategies for Older Students Level 3:</p> <ul style="list-style-type: none"> • Paragraphs I <p>Strategies for Older Students Level 4:</p> <ul style="list-style-type: none"> • Paragraphs II