

**Lexia Primary Reading ©2005, Levels 1-5
correlated to
Indiana Academic Standards for English/Language Arts**

Grade 1

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Concepts About Print

<p>1.1.1 Match oral words to printed words.</p>	<p>Level I: Sounds to Letters Consonant Castle Sight Word Search I</p> <p>Level II: Sounds to Letters II Consonant Blast Sight Word Search II Short Vowel Bridge</p> <p>Level III: Sound Change Sight Word Search III Silent-E Switch Silent-E Score</p> <p>Level IV: Sight Word Search IV Word Stairs Pirate Ship</p> <p>Level V: Super Change Add It Sight Word Search V</p>
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<p>1.1.2 Identify letters, words, and sentences.</p>	<p>Level I: Sounds to Letters Consonant Castle Sight Word Search I Sort B, D, P Short Vowel Match</p> <p>Level II: Sounds to Letters II Consonant Blast Sight Word Search II Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Sight Word Search III Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs Pirate Ship Group It I</p> <p>Level V: Super Change Add It Sight Word Search V Elevator Group It II</p>
<p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p>This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005</p>

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<i>Phonemic Awareness</i>	
<p>1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</p>	<p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Sound Change</p> <p>Level IV: Word Stairs</p> <p>Level V: Super Change Add It</p>
<p>1.1.5 Recognize different vowel sounds in orally stated single-syllable words.</p>	<p>Level I: Sounds to Letters Short Vowel Match</p> <p>Level II: Sounds to Letters II Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p>

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<p>1.1.6 Recognize that vowels' sounds can be represented by different letters.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters Short Vowel Match</p> <p>Level II: Sounds to Letters II Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p>
<p>1.1.7 Create and state a series of rhyming words.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Level III: Sound Change</p> <p>Level V: Super Change</p>
<p>1.1.8 Add, delete, or change sounds to change words.</p>	<p>Level III: Sound Change Silent-E Switch</p> <p>Level V: Super Change Add It Elevator</p>

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<p>1.1.9 Blend two to four phonemes (sounds) into recognizable words.</p>	<p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Sound Change</p> <p>Level IV: Word Stairs</p> <p>Level V: Super Change Add It</p>
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Decoding and Word Recognition

<p>1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p>	<p>Level I: Sounds to Letters Consonant Castle Short Vowel Match</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p>
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<p>1.1.11 Read common sight words (words that are often seen and heard).</p>	<p>Level I: Sight Word Search I</p> <p>Level II: Consonant Blast Sight Word Search II</p> <p>Level III: Sound Change Sight Word Search III Silent-E Switch Fast Find</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs Pirate Ship</p> <p>Level V: Super Change Sight Word Search V Elevator</p>
<p>1.1.12 Use phonic and context clues as self-correction strategies when reading.</p>	<p>Level I: Short Vowel Match Sight Word Search I</p> <p>Level II: Sight Word Search II</p> <p>Level III: Sight Word Search III</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs</p> <p>Level V: Sight Word Search V Elevator</p>

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1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>).	<p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Elevator</p>
1.1.14 Read common word patterns (<i>-ite, -ate</i>).	<p>The opportunity to address this objective is available. See the following:</p> <p>Level III: Silent-E Switch Silent-E Score</p>
1.1.15 Read aloud smoothly and easily in familiar text.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005

Vocabulary and Concept Development

1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	<p>Level V: Elevator</p>
1.1.17 Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).	<p>The opportunity to address this objective is available. See the following:</p> <p>Level V: Add It</p>
1.1.18 Classify categories of words.	<p>Level IV: Group It I</p> <p>Level V: Group It II</p>

Standard 2 READING: Comprehension

*Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).*

Structural Features of Informational and Technical Materials

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
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1.2.2	Identify text that uses sequence or other logical order.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
1.2.3	Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and discuss the main idea of what is read.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
1.2.4	Follow one-step written instructions.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<p>Level I: Short Vowel Match Sight Word Search I</p> <p>Level II: Sight Word Search II Picture-Word Match</p> <p>Level III: Sight Word Search III Fast Find</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs</p> <p>Level V: Sight Word Search V Elevator</p>
1.2.6	Confirm predictions about what will happen next in a text by identifying key words.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
1.2.7	Relate prior knowledge to what is read.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005

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Standard 3 READING: Literary Response and Analysis

*Students read and respond to a wide variety of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Narrative Analysis of Grade-Level-Appropriate Text

1.3.1	Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.3.2	Describe the roles of authors and illustrators.	This objective falls outside the scope of Lexia Primary Reading © 2005

Standard 4 WRITING: Process

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

1.4.1	Discuss ideas and select a focus for group stories or other writing.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.4.2	Use various organizational strategies to plan writing.	This objective falls outside the scope of Lexia Primary Reading © 2005

Evaluation and Revision

1.4.3	Revise writing for others to read.	This objective falls outside the scope of Lexia Primary Reading © 2005
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Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:

1.5.1	Write brief narratives (stories) describing an experience.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.5.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.5.3	Write simple rhymes.	This objective falls outside the scope of Lexia Primary Reading © 2005

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1.5.4 Use descriptive words when writing.	This objective falls outside the scope of Lexia Primary Reading © 2005
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1.5.5 Write for different purposes and to a specific audience or person.	This objective falls outside the scope of Lexia Primary Reading © 2005
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Standard 6 WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

1.6.1 Print legibly and space letters, words, and sentences appropriately.	This objective falls outside the scope of Lexia Primary Reading © 2005
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Sentence Structure

1.6.2 Write in complete sentences.	This objective falls outside the scope of Lexia Primary Reading © 2005
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Grammar

1.6.3 Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	The opportunity to address this objective is available. See the following: Level V: Add It
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1.6.4 Identify and correctly write contractions (<i>isn't, aren't, can't</i>).	This objective falls outside the scope of Lexia Primary Reading © 2005
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1.6.5 Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).	This objective falls outside the scope of Lexia Primary Reading © 2005
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Punctuation

1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	This objective falls outside the scope of Lexia Primary Reading © 2005
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Capitalization

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	This objective falls outside the scope of Lexia Primary Reading © 2005
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Spelling

1.6.8 Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).

Level I:

Sounds to Letters
Consonant Castle
Sight Word Search I

Level II:

Sounds to Letters II
Consonant Blast
Sight Word Search II
Short Vowel Bridge

Level III:

Sound Change
Sight Word Search III
Silent-E Score

Level IV:

Sight Word Search IV
Word Stairs
Pirate Ship

Level V:

Super Change
Sight Word Search V

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Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

1.7.1 Listen attentively.	<p>Level I: Sounds to Letters Consonant Castle Sight Word Search I Short Vowel Match</p> <p>Level II: Sounds to Letters II Consonant Blast Sight Word Search II Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Sight Word Search III Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs Pirate Ship</p> <p>Level V: Super Change Add It Sight Word Search V Elevator</p>
1.7.2 Ask questions for clarification and understanding.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005
1.7.3 Give, restate, and follow simple two-step directions.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005

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<i>Organization and Delivery of Oral Communication</i>	
1.7.4 Stay on the topic when speaking.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.7.5 Use descriptive words when speaking about people, places, things, and events.	This objective falls outside the scope of Lexia Primary Reading © 2005
<i>Speaking Applications</i>	
1.7.6 Recite poems, rhymes, songs, and stories.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.7.8 Relate an important life event or personal experience in a simple sequence.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.7.9 Provide descriptions with careful attention to sensory detail.	This objective falls outside the scope of Lexia Primary Reading © 2005
1.7.10 Use visual aids, such as pictures and objects, to present oral information.	This objective falls outside the scope of Lexia Primary Reading © 2005