

**Lexia Reading S.O.S. ©2005, Levels I-V  
correlated to  
Indiana Academic Standards for English/Language Arts  
Grade 2**

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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.*

*Phonemic Awareness*

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:

<ul style="list-style-type: none"> <li>• distinguishing beginning, middle, and ending sounds in words.</li> </ul>	<p><b>Level I:</b> Short Vowel Key Consonant Blast Master b, d, p Short Vowel Trap Short Vowel Spin</p> <p><b>Level II:</b> Letter Switch E-Maze Search &amp; Spell Find &amp; Combine</p> <p><b>Level III:</b> Sea Hunt At the Mall Add It Quick Link Trails West</p> <p><b>Level IV:</b> Detect &amp; File Success! Syllable Puzzler Winners Old &amp; New</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns</p>
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<ul style="list-style-type: none"> <li>• rhyming words.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level I:</b>  Consonant Blast  Master b, d, p  Short Vowel Trap  Short Vowel Spin</p> <p><b>Level II:</b>  Letter Switch  E-Maze  Search &amp; Spell</p> <p><b>Level III:</b>  Sea Hunt</p>
<ul style="list-style-type: none"> <li>• clearly pronouncing blends and vowel sounds.</li> </ul>	<p><b>Level I:</b>  Short Vowel Key  Consonant Blast  Short Vowel Trap  Short Vowel Spin</p> <p><b>Level II:</b>  Letter Switch  E-Maze  Find &amp; Combine</p> <p><b>Level III:</b>  Sea Hunt  At the Mall  Add It  Quick Link  Trails West</p> <p><b>Level IV:</b>  Detect &amp; File  Syllable Puzzler</p> <p><b>Level V:</b>  Anglo-Saxon Affixes  Latin Affixes  Special Accent Patterns</p>

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<i>Decoding and Word Recognition</i>	
2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i> ) when reading.	<p><b>Level III:</b> Add It Trails West</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
2.1.3 Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).	<p><b>Level II:</b> Find &amp; Combine</p> <p><b>Level III:</b> At the Mall Quick Link Trails West</p> <p><b>Level IV:</b> Detect &amp; File Success! Syllable Puzzler Winners Old &amp; New</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns</p>
2.1.4 Recognize common abbreviations ( <i>Jan., Fri.</i> ).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.1.5 Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	<b>Level III:</b> Add it Trails West

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<p>2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level II:</b> Letter Switch Find &amp; Combine Picture It</p> <p><b>Level III:</b> Sea Hunt At the Mall Add It Trails West</p> <p><b>Level IV:</b> Success! Syllable Puzzler Winners Old &amp; New</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
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*Vocabulary and Concept Development*

<p>2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>
<p>2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).</p>	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>

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<p>2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as <i>-ful</i>).</p>	<p><b>Level III:</b> Add It Trails West</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<p>2.1.10 Identify simple multiple-meaning words (<i>change, duck</i>).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level I:</b> Short Vowel Spin</p> <p><b>Level II:</b> Letter Switch Find &amp; Combine Picture It</p> <p><b>Level III:</b> At the Mall Add It Trails West</p> <p><b>Level IV:</b> Success! Winners Old &amp; New</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>

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<b>Standard 2 READING: Comprehension</b>	
<i>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 <b>Indiana Reading List</b> (available online at <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children’s magazines and newspapers, dictionaries and other reference materials, and online information).</i>	
<i>Structural Features of Informational and Technical Materials</i>	
2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.2.2 State the purpose for reading.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.2.5 Restate facts and details in the text to clarify and organize ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.2.6 Recognize cause-and-effect relationships in a text.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.2.7 Interpret information from diagrams, charts, and graphs.	The opportunity to address this objective is available. See the following:  <b>Level I:</b> Master b, d, p  <b>Level II:</b> E-Maze Search & Spell  <b>Level III:</b>  <b>Level IV:</b> Detect & File Syllable Puzzler

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2.2.8 Follow two-step written instructions.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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**Standard 3 READING: Literary Response and Analysis**

*Students read and respond to a wide variety of significant works 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](http://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*

2.3.1 Compare plots, settings, and characters presented by different authors.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.3.3 Compare versions of same stories from different cultures.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

**Standard 4 WRITING: Process**

*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*

2.4.1 Create a list of ideas for writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.4.2 Organize related ideas together to maintain a consistent focus.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

*Research and Technology*

2.4.3 Find ideas for writing stories and descriptions in pictures or books.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.4.5 Use a computer to draft, revise, and publish writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<i>Evaluation and Revision</i>	
2.4.6 Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

**Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)**

*At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. 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.*

*In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Process to:*

2.5.1 Write brief narratives (stories) based on their experiences that:	
<ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> <li>• describe the setting, characters, objects, and events in detail.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.5.2 Write a brief description of a familiar object, person, place, or event that:	
<ul style="list-style-type: none"> <li>• develops a main idea.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> <li>• uses details to support the main idea.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i> ), body, closing, and signature.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.5.4 Write rhymes and simple poems.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.5.5 Use descriptive words when writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.5.6 Write for different purposes and to a specific audience or person.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<b>Standard 6 WRITING: English Language Conventions</b>	
<i>Students write using Standard English conventions appropriate to this grade level.</i>	
<i>Handwriting</i>	
2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Sentence Structure</i>	
2.6.2 Distinguish between complete ( <i>When Tom hit the ball, he was proud.</i> ) and incomplete sentences ( <i>When Tom hit the ball</i> ).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.6.3 Use the correct word order in written sentences.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Grammar</i>	
2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	<p><b>Level II:</b> Letter Switch Find &amp; Combine Picture It</p> <p><b>Level III:</b> At the Mall Add It Trails West</p> <p><b>Level IV:</b> Success! Winners Old &amp; New</p> <p><b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<i>Punctuation</i>	
2.6.5 Use commas in the greeting ( <i>Dear Sam,</i> ) and closure of a letter ( <i>Love, or Your friend,</i> ) and with dates ( <i>March 22, 2000</i> ) and items in a series ( <i>Tony, Steve, and Bill</i> ).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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2.6.6	Use quotation marks correctly to show that someone is speaking.	
	<ul style="list-style-type: none"> <li>Correct: “You may go home now,” she said.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> <li>Incorrect: “You may go home now she said.”</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

*Capitalization*

2.6.7	Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i> ), words at the beginning of sentences and greetings, months and days of the week, and titles ( <i>Dr., Mr., Mrs., Miss</i> ) and initials in names.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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*Spelling*

2.6.8	Spell correctly words like <i>was, were, says, said, who, what, and why</i> , which are used frequently but do not fit common spelling patterns.	<p><b>Level I:</b> Consonant Blast</p> <p><b>Level II:</b> Search &amp; Spell</p>
2.6.9	Spell correctly words with short and long vowel sounds ( <i>a, e, i, o, u</i> ), r-controlled vowels ( <i>ar, er, ir, or, ur</i> ), and consonant-blend patterns ( <i>bl, dr, st</i> ).	
	<ul style="list-style-type: none"> <li>short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless</li> </ul>	<p><b>Level I:</b> Short Vowel Key Short Vowel Trap Short Vowel Spin</p> <p><b>Level II:</b> Letter Switch E-Maze Find &amp; Combine</p> <p><b>Level III:</b> Quick Link Trails West</p>
	<ul style="list-style-type: none"> <li>long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se</li> </ul>	<p><b>Level II:</b> Letter Switch E-Maze Find &amp; Combine</p> <p><b>Level III:</b> Quick Link Trails West</p>

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<ul style="list-style-type: none"> <li><i>r</i>-controlled: <u>park</u>, <u>supper</u>, <u>bird</u>, <u>corn</u>, <u>further</u></li> </ul>	<p><b>Level III:</b> At the Mall Quick Link Trails West</p> <p><b>Level IV:</b> Detect &amp; File Syllable Puzzler</p>
<ul style="list-style-type: none"> <li>consonant blends: <u>blue</u>, <u>crash</u>, <u>desk</u>, <u>spea</u>k, <u>coa</u>st</li> </ul>	<p><b>Level I:</b> Consonant Blast</p>

**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*

2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.2	Ask for clarification and explanation of stories and ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.4	Give and follow three- and four-step oral directions.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

*Organization and Delivery of Oral Communication*

2.7.5	Organize presentations to maintain a clear focus.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.7	Tell experiences in a logical order.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.8	Retell stories, including characters, setting, and plot.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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2.7.9	Report on a topic with supportive facts and details.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Speaking Applications</i>		
2.7.10	Recount experiences or present stories that:	
	<ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> <li>• describe story elements, including characters, plot, and setting.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.