

**Lexia Early Reading ©2003, Levels 1-2
correlated to
South Carolina English Language Arts Curriculum Standards
Kindergarten**

South Carolina English Language Arts Curriculum Standards Kindergarten	Lexia Early Reading
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Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

K-R1	The student will integrate various cues and strategies to comprehend what he or she reads.	
K-R1.1	Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>

Phonics and Word Study

K-R3	The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
K-R3.5	Continue recognizing that words are made up of letters and that letters make sounds.	<p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
K-R3.7	Demonstrate the ability to identify rhyming words .	<p>Level I: Rhyme Time</p>
K-R3.8	Demonstrate the ability to identify and sort words by category and sound.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Rhyme Time, Sound Match</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>

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K-R3.9 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.	The opportunity to address this objective is available. See the following: Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
K-R3.10 Demonstrate the ability to identify the beginning letter/sounds in single-syllable words; begin identifying the ending letter/sounds in single-syllable words.	Level I: Sound Match Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
K-R3.11 Demonstrate the ability to blend sounds to make words.	Level I: Sound Slide
Writing Goal (W) The student will write for different audiences and purposes .	
Legibility	
K-W4 The student will create legible texts.	
K-W4.1 Demonstrate the ability to copy or print letters and words, including his or her name.	The opportunity to address this objective is available. See the following: Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond

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---	----------------------------

Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.			
Communication: Listening			
K-C2	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.		
K-C2.1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Demonstrate the ability to follow one- and two-step oral directions.</td> <td> <p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p> </td> </tr> </table>	Demonstrate the ability to follow one- and two-step oral directions.	<p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
Demonstrate the ability to follow one- and two-step oral directions.	<p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>		
Communication: Viewing			
K-C3	The student will comprehend and analyze information he or she receives from nonprint sources .		
K-C3.1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Continue recognizing nonprint sources.</td> <td> <p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p> </td> </tr> </table>	Continue recognizing nonprint sources .	<p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
Continue recognizing nonprint sources .	<p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>		

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Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
Gathering Information and Refining a Topic	
K-RS2 The student will gather information from a variety of sources.	
K-RS2.1 Continue identifying pictures and charts as sources of information.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
K-RS2.2 Begin gathering information from a variety of sources, including those accessed through the use of technology.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>