

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

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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

1-R1.16	Begin following one-step written directions to complete a task.	<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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1-R1.17	Begin using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	<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>
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Analysis of Texts

Phonics and Word Study

1-R3	The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
1-R3.4	Demonstrate the ability to recognize that words are made up of letters and that words make sentences.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
1-R3.5	Demonstrate the ability to identify rhyming words .	Level I: Rhyme Time

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1-R3.6	Demonstrate the ability to identify and sort common words by category and sound.	The opportunity to address this objective is available. See the following: Level I: Rhyme Time, Sound Match Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
1-R3.7	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
1-R3.8	Demonstrate the ability to identify the beginning and ending letter/sounds in single-syllable words.	The opportunity to address this objective is available. See the following: Level I: Sound Match Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
1-R3.10	Demonstrate the ability to blend sounds to make words.	Level I: Sound Slide
1-R3.12	Begin identifying base words and their inflectional endings .	The opportunity to address this objective is available. See the following: Level I: Word Snip

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1-R3.14	Demonstrate the ability to read and recognize compound words .	The opportunity to address this objective is available. See the following: Level I: Word Snip
Writing Goal (W) The student will write for different audiences and purposes .		
Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.		
Communication: Listening		
1-C2	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
1-C2.1	Demonstrate the ability to follow one- and two-step oral directions.	Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
1-C2.2	Begin following multi-step oral directions.	Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond

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1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	The opportunity to address this objective is available. See the following: Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond
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Communication: Viewing

1-C3 The student will comprehend and analyze information he or she receives from nonprint sources .	
1-C3.1 Demonstrate the ability to recognize nonprint sources .	The opportunity to address this objective is available. See the following: Level I: Rhyme Time, Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond

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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	
1-RS2	The student will gather information from a variety of sources.
1-RS2.1	<p>Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</p> <p>The opportunity to address this objective is available. See the following: 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>
1-RS2.2	<p>Continue gathering information from a variety of sources, including those accessed through the use of technology.</p> <p>The opportunity to address this objective is available. See the following: 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>