

<p><b>Lexia Primary Reading™ ©2005, Levels 1-5</b>  <b>correlated to</b>  <b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading</b>  <b>Grade 2</b></p>	
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<p><b>(2.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.</b></p>	
<p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p>	
<p>(B) respond appropriately and courteously to directions and questions (K-3);</p>	
<p>(C) participate in rhymes, songs, conversations, and discussions (K-3);</p>	
<p>(D) listen critically to interpret and evaluate (K-3);</p>	
<p>(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and</p>	
<p>(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).</p>	
<p><b>(2.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b></p>	
<p>(A) connect experiences and ideas with those of others through speaking and listening (K-3); and</p>	
<p>(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</p>	
<p><b>(2.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</b></p>	
<p>(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);</p>	

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<p>(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);</p>	
<p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K- 3);</p>	
<p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and</p>	
<p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).</p>	
<p><b>(2.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.</b></p>	
<p>(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);</p>	
<p>(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); And</p>	
<p>(C) retell a spoken message by summarizing or clarifying (K-3).</p>	
<p><b>(2.5) Reading/word identification. The student uses a variety of word identification strategies.</b></p>	

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<p>(A) decode by using all lettersound correspondences within a word (1-3);</p>	<p><b>Level 1-</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II Picture-Word Match</p> <p><b>Level 3-</b> Sight Word Search III Silent –e Switch Fast Find</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV Pirate Ship Group It I</p> <p><b>Level 5-</b> Add It! Sight Word Search V Elevator Group It II</p>
<p>(B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);</p>	<p><b>Level 1-</b> Consonant Castle</p> <p><b>Level 2-</b> Consonant Blast</p> <p><b>Level 4-</b> Pirate Ship</p>

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<p>(C) recognize high frequency irregular words such as said, was, where, and is (1-2);</p>	<p><b>Level 1-</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II</p> <p><b>Level 3-</b> Sight Word Search III</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV</p> <p><b>Level 5-</b> Add It! Sight Word Search V Elevator</p>
<p>(D) identify multisyllabic words by using common syllable patterns (1-3);</p>	<p><b>Level 5-</b> Add It! Elevator Group It II</p>
<p>(E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2);</p>	<p><b>Level 5-</b> Add It! Elevator Group It II</p>
<p>(F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2);</p>	<p><b>Level 5-</b> Add It!</p>

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<p>(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and</p>	<p><b>Level 3-</b> Fast Find</p> <p><b>Level 4-</b> Word Hunt Word Stairs Pirate Ship</p> <p><b>Level 5-</b> Add It! Elevator</p>
<p>(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).</p>	<p><b>Level 3-</b> Fast Find</p> <p><b>Level 4-</b> Word Hunt Word Stairs Pirate Ship</p> <p><b>Level 5-</b> Add It! Elevator</p>
<p><b>(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b></p>	
<p>(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);</p>	
<p>(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);</p>	

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<p>(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);</p>	
<p>(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and</p>	
<p>(E) read silently for increasing periods of time (2-3).</p>	
<p><b>(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.</b></p>	
<p>(A) read classic and contemporary works (2-8);</p>	
<p>(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); And</p>	
<p>(C) read to accomplish various purposes, both assigned and self-selected (2-3).</p>	
<p><b>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</b></p>	
<p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p>	
<p>(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p>	
<p>(C) develop vocabulary through reading (2-3); and</p>	

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<p>(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2- 3).</p>	
<p><b>(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	
<p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p>	<p><b>Level 4-</b>  Word Hunt</p> <p><b>Level 5-</b>  Add It!  Elevator</p>
<p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p>	
<p>(C) retell or act out the order of important events in stories (K-3);</p>	
<p>(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);</p>	
<p>(E) draw and discuss visual images based on text descriptions (1-3);</p>	
<p>(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);</p>	
<p>(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);</p>	
<p>(H) produce summaries of text selections (2-3); and</p>	

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<p>(I) represent text information in different ways, including story maps, graphs, and charts (2-3).</p>	
<p><b>(2.10) Reading/literary response. The student responds to various texts.</b></p>	
<p>(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);</p>	
<p>(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);</p>	
<p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p>	
<p>(D) connect ideas and themes across texts (1-3).</p>	
<p><b>(2.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b></p>	
<p>(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);</p>	
<p>(B) identify text as written for entertainment (narrative) or for information (expository) (2);</p>	
<p>(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);</p>	
<p>(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1- 3);</p>	

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(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2- 8);	
(F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);	
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	
(H) analyze characters, including their traits, relationships, and changes (1-3);	
(I) identify the importance of the setting to a story's meaning (1-3); and	
(J) recognize the story problem(s) or plot (1-3).	
<b>(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.</b>	
(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);	
(B) use alphabetical order to locate information (1-3); (C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	

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(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	
(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);	(Method of tracking progress throughout the Primary Reading program)
(F) locate and use important areas of the library media center (2-3);	
(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and	
(H) draw conclusions from information gathered (K-3).	
<b>(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.</b>	
(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and	
(B) compare experiences of characters across cultures (K-3).	
<b>(2.14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms.</b>	
(A) write to record ideas and reflections (K-3);	
(B) write to discover, develop, and refine ideas (1-3);	
(C) write to communicate with a variety of audiences (1-3); and	
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	
<b>(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</b>	

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<p>(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);</p>	
<p>(B) use word and letter spacing and margins to make messages readable (1-2);</p>	
<p>(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and</p>	
<p>(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).</p>	
<p><b>(2.16) Writing/spelling. The student spells proficiently.</b></p>	
<p>(A) use resources to find correct spellings, synonyms, and replacement words (1-3);</p>	

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<p>(B) write with more proficient spelling of regularly spelled patterns such as consonantvowel- consonant (CVC) (hop), consonant-vowelconsonant- silent e (CVCe) (hope), and one-syllable words with blends (drop) (1- 3);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Score</p> <p><b>Level 4-</b>  Sight Word Search IV  Word Stairs  Pirate Ship</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V</p>
<p>(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1- 2); and</p>	<p><b>Level 5-</b>  Add It</p>
<p>(D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2).</p>	<p><b>Level 4-</b>  Pirate Ship</p> <p><b>Level 5-</b>  Add It!</p>
<p><b>(2.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</b></p>	

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(A) use singular and plural forms of regular nouns (2);	
(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);	
(C) compose sentences with interesting, elaborated subjects (2-3); and	
(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).	
<b>(2.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</b>	
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	
(B) develop drafts (1-3);	
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);	
(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); And	
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).	

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<b>(2.19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.</b>	
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	
(B) respond constructively to others' writing (1-3);	
(C) determine how his/her own writing achieves its purposes (1-3);	
(D) use published pieces as models for writing (2-3); And	
(E) review a collection of his/her own written work to monitor growth as a writer (2-3).	
<b>(2.20) Writing/inquiry/research. The student uses writing as a tool for learning and research.</b>	
(A) write or dictate questions for investigating (2-3);	
(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	
(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and (D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	