

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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The goal for each student is proficiency in all requirements at current and previous grades.	
Strand: Oral and Visual Communications	
Standard 1. <i>Speaking</i>:	
Students shall demonstrate effective oral communication skills to express ideas and to present information.	
Speaking vocabulary	
OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	The opportunity to address this objective is available. See the following: Level I: Rhyme Time
Speaking behaviors	
OV.1.K.2 Focus on audience	This objective falls outside the scope of <i>Lexia Early Reading</i> .
OV.1.K.3 Express ideas in complete sentences when speaking	This objective falls outside the scope of <i>Lexia Early Reading</i> .
OV.1.K.4 Make appropriate comments about the ideas of others	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Speaking to share understanding of information	
OV.1.K.5 Give simple one-step directions	This objective falls outside the scope of <i>Lexia Early Reading</i> .
OV.1.K.6 Participate in discussions about a variety of topics, including books and personal experiences	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Speaking for literary response and expression	
OV.1.K.7 Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts	This objective falls outside the scope of <i>Lexia Early Reading</i> .
OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Speaking for critical analysis and evaluation	
OV.1.K.9 Accept contributions of teacher to improve speaking performance	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework
Kindergarten**

Arkansas English Language Arts Curriculum Framework Kindergarten	Lexia Early Reading ©2006
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Strand: Oral and Visual Communication	
Standard 2: <i>Listening</i>	
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.	
Listening for information and understanding	
OV.2.K.1 Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention)	<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 I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs</p>
OV.2.K.2 Listen for a purpose	<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 I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs</p>

**Lexia *Early Reading* ©2006, Levels I-II
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Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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<p>OV.2.K.3 Follow one-step oral directions</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 I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs</p>
Listening and responding to literature	
<p>OV.2.K.4 Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording</p>	<p>This objective falls outside the scope of <i>Lexia Early Reading</i>.</p>
<p>OV.2.K.5 Listen to a variety of texts from various cultures read aloud every day</p>	<p>This objective falls outside the scope of <i>Lexia Early Reading</i>.</p>
Listening for critical analysis and evaluation	
<p>OV.2.K.6 Listen for specific 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 I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs</p>

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Strand: Oral and Visual Communication	
Standard 3: <i>Media Literacy</i>	
Students shall demonstrate knowledge and understanding of media as a mode of communication.	
Utilizing media for information and understanding	
OV.3.K.1 Listen to and view a variety of media to understand and extend learning	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 I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
OV.3.K.2 Identify the various types of media in daily life	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Utilizing media for personal response and expression	
OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Utilizing media for critical analysis and evaluation	
OV.3.K.4 Review audio and video recordings of class <i>presentations</i>	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Strand: Writing	
Standard 4: <i>Process</i>	
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.	
Prewriting	
W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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W.4.K.3	Participate in teacher led prewriting activities to develop an understanding of the <i>writing process</i>	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Drafting		
W.4.K.4	Use letters and phonetically spelled words to write about self-selected topics	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.5	Write from left to right and top to bottom and use return sweep	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.6	Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.7	Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.)	The opportunity to address this objective is available. See the following: Level I: Word Snip Sound Slide
W.4.K.8	Demonstrate understanding that letters must occur in a specific sequence within a word	Level I: Sound Match Sound Slide Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
W.4.K.9	Use strategies for applying phonemic awareness and <i>phonics</i> knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.)	Level I: Word Snip Sound Slide
W.4.K.10	Write simple messages independently to demonstrate the understanding that speech can be written	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Revising		
W.4.K.11	Reread message to check for accuracy and meaning	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.12	Participate in teacher-led revision	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Editing: <i>Note to teacher:</i> Align with Conventions Standard.		
Publishing		
W.4.K.13	Prepare pieces for publication (i.e., illustrations, rewriting, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.14	Share writing with others	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.15	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.4.K.16	Contribute to a writing <i>portfolio</i>	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Strand: Writing		
Standard 5: Purposes, Topics, Forms and Audiences		
Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.		
Purposes and Audiences		
W.5.K.1	Write for self	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.5.K.2	Write and/or draw to communicate ideas	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.5.K.3	Explain some of the purposes for writing, such as telephone messages, recipes, or lists	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Topics and Forms		
W.5.K.4	Write daily	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.5.K.5	Write brief personal narratives and simple informational text (i.e., journal writing, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.5.K.6	Respond by writing or drawing pictures to stories read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Strand: Writing		
Standard 6: Conventions		
Students shall apply knowledge of Standard English conventions in written work.		
Sentence Formation		
W.6.K.1	Write simple sentences around known words, repetitive phrases, and sentence beginnings	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Usage		
W.6.K.2	Use the <i>syntax</i> of oral language	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Spelling		
W.6.K.3	Use phonetic strategies to spell unknown words (i.e., segmentation)	The opportunity to address this objective is available. See the following: Level I: Word Snip Sound Slide
W.6.K.4	Spell a few high frequency words correctly	Level I: Sound Slide
Capitalization		
W.6.K.5	Capitalize own name	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.6.K.6	Capitalize pronoun <i>I</i>	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Punctuation		
W.6.K.7	Begin to use punctuation	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework
Kindergarten**

Arkansas English Language Arts Curriculum Framework Kindergarten	Lexia <i>Early Reading</i> ©2006
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Formatting

W.6.K.8	Write left to right with return sweep	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.6.K.9	Leave spaces between words	The opportunity to address this objective is available. See the following: Level I: Word Snip Sound Slide
W.6.K.10	Use correct letter formation	This objective falls outside the scope of <i>Lexia Early Reading</i> .

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Purposefully shaping and controlling language

W.7.K.1	Include drawings that support meaning	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.7.K.2	Incorporates language acquired from reading and/or conversation	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.7.K.3	Incorporate into personal writing literary language and <i>styles</i> heard or read in the classroom	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.7.K.4	Use predictable texts as model for own writing	This objective falls outside the scope of <i>Lexia Early Reading</i> .
W.7.K.5	Listen and respond to writings of others	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework
Kindergarten**

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Strand: Reading		
Standard 8: <i>Foundations of Reading</i>		
Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.		
Utilizing concepts about print		
R.8.K.1	Demonstrate understanding of the relationship between written and oral language	The opportunity to address this objective is available. See the following: Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.8.K.2	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.8.K.3	Apply knowledge of letter and word	The opportunity to address this objective is available. See the following: Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.8.K.4	Apply knowledge of first and last (i.e., letter, sounds, words, etc.)	Level I: Sound Match Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.8.K.5	Track known print using one-to-one correspondence	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.8.K.6	Identify the front cover and back cover of a book	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.8.K.7	Identify what an author does and what an illustrator does	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Developing phonological awareness		
R.8.K.8	Identify and produce oral rhymes	Level I: Rhyme Time
R.8.K.9	Segment oral language into sentences and words	The opportunity to address this objective is available. See the following: Level I: Word Snip
R.8.K.10	Identify and work with syllables, <i>onsets, rimes</i> in spoken words	Level I: Sound Match Word Snip Sound Slide
R.8.K.11	Isolate individual <i>phonemes</i> in a word	Level I: Sound Match Word Snip Sound Slide Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.8.K.12	*Recognize like <i>phonemes</i> in different words (<i>phoneme</i> identity)	The opportunity to address this objective is available. See the following: Level I: Sound Match
R.8.K.13	Categorize words with like and unlike <i>phonemes</i>	Level I: Rhyme Time Sound Match
R.8.K.14	Blend separate <i>phonemes</i> orally into one-syllable words	Level I: Sound Slide
R.8.K.15	Segment individual <i>phonemes</i> orally in one-syllable words	Level I: Word Snip

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Strand: Reading		
Standard 9: <i>Comprehension</i>		
Students shall apply a variety of strategies to read and comprehend printed material.		
Using prior knowledge to make meaning		
R.9.K.1	Preview the selection and use prior knowledge to make reasonable predictions	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Using connections to make meaning		
R.9.K.2	Make connections from text to self during read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.3	Make connections from text to text during read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Using visualization to make meaning		
R.9.K.4	Form a mental picture from text read by the teacher, including story elements or descriptions	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Using questioning and monitoring to make meaning		
R.9.K.5	Ask and answer questions about the text	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.6	Ask and answer questions in response to what is heard or read	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Using inferences to make meaning		
R.9.K.7	Predict what will happen next in a text	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.8	Predict repetitive text	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.9	Use pictures to make predictions about the content	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Determining importance to make meaning		
R.9.K.10	Retell stories and events using beginning, middle, and end	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.11	Identify the topic or main idea of a selection	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Summarizing and synthesizing for meaning		
R.9.K.12	Use a few details to retell a simple story with a beginning, middle, and end	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.13	Create art work and/or a simple written response that shows comprehension of a story	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.9.K.14	Discuss reading with others	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Strand: Reading		
Standard 10: <i>Variety of texts</i>		
Students shall read, examine, and respond to a wide range of texts for a variety of purposes.		
Exhibit behaviors and habits of an active reader		
R.10.K.1	Read daily	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.2	Read and explain own writing and drawings	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.3	Distinguish different forms of text, such as story or informational	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.4	Demonstrate knowledge of the content of the works of a single author	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.5	Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.6	Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.7	Select familiar books to read from a variety of sources, including classroom, home, and school library	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Reading a variety of informational materials for enjoyment and critical analysis		
R.10.K.8	Identify the topics of nonfiction selections read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Reading a variety of literature for enjoyment and critical analysis		
R.10.K.9	Read a variety of simple repetitive texts, including poetry and nursery rhymes	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.10	Engage in literature (stories, songs, plays and poems, etc.)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.11	Participate in group innovations of text	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.12	Discuss beginning, middle, and end from books read aloud	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Reading a variety of poetry for enjoyment and critical analysis		
R.10.K.13	Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.14	Discuss familiar poems, nursery rhymes, and finger plays to determine meaning	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Reading a variety of practical materials for enjoyment and critical analysis		
R.10.K.15	Read labels and environmental print	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.16	Identify common signs and logos	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.10.K.17	Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia Early Reading ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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Strand: Reading	
Standard 11: <i>Vocabulary, Word Study, and Fluency</i>	
Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	
Meaning-based word recognition	
R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts)	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.11.K.2 Use story language in discussion and retellings	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Spelling-sound word recognition (phonics)	
R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds	Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.11.K.4 Identify upper- and lower-case letters fluently	The opportunity to address this objective is available. See the following: Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.11.K.5 Identify the most common sound associated with individual letters	Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate
R.11.K.6 Use letter-sound matches to decode simple words	Level I: Word Snip
R.11.K.7 Use picture clues to cross check for word meaning	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Sight word recognition	
R.11.K.8 Read approximately 25 high frequency words with automaticity during reading	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

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R.11.K.9	Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Word Study and vocabulary		
R.11.K.10	Sort and classify pictures or objects by concept or function	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.11.K.11	Talk about words and word meanings as they are encountered in books and conversation	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.11.K.12	Experiment with language, including word families, rhyming words, and playing with words	Level I: Rhyme Time Word Snip Level II: Consonant Pairs
R.11.K.13	Describe common objects with general and specific words	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Accuracy of reading		
R.11.K.14	Read grade level texts with accuracy of 90% or above	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.11.K.15	Demonstrate automaticity of letter names and sounds	The opportunity to address this objective is available. See the following: Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
R.11.K.16	Self-monitor using cues to make sense of the reading	This objective falls outside the scope of <i>Lexia Early Reading</i> .

**Lexia *Early Reading* ©2006, Levels I-II
correlated to
Arkansas English Language Arts Curriculum Framework**

Kindergarten

**Arkansas English Language Arts
Curriculum Framework
Kindergarten**

***Lexia Early Reading* ©2006**

Reading with fluency and expression	
R.11.K.17 Demonstrate automaticity of letter names at a minimum of 40 letters per minute	This objective falls outside the scope of <i>Lexia Early Reading</i> .
R.11.K.18 Retell a favorite story using appropriate rhythm, pace, phrasing, and intonation	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Strand: Inquiring/Researching	
Standard 12: <i>Research/Inquiry Process</i>	
Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.	
Accessing information	
IR.12.K.1 Label objects and places	This objective falls outside the scope of <i>Lexia Early Reading</i> .
IR.12.K.2 Understand the use of the library and access appropriate materials	This objective falls outside the scope of <i>Lexia Early Reading</i> .
IR.12.K.3 Use both print and non-print classroom resources for information	This objective falls outside the scope of <i>Lexia Early Reading</i> .
Interpreting Information	
IR.12.K.4 Share information about a topic	This objective falls outside the scope of <i>Lexia Early Reading</i> .