

<p><b>Lexia Primary Reading™ ©2005</b>          correlated to  <b>FL Grade Expectations for the Sunshine State Standards in Language Arts</b></p> <p style="text-align: center;"><b>Grade 1</b></p>	
<p><b>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 1</b></p>	<p><b>Lexia Primary Reading™ Activity</b></p>

<b>Strand A: Reading</b>	
<b>Standard 1: The student uses the reading process effectively</b>	
<i>Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations.</i>	
1. uses prior knowledge, illustrations, and text to make predictions.	
<i>Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</i>	
1. uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	<p><b>Level 1</b>            Consonant Castle            Bridge</p> <p><b>Level 2</b>            Change</p> <p><b>Level 3</b>            Super Change</p>
2. uses sound/symbol relationships as visual cues for decoding.	<p><b>Level 1</b>            Touch and Listen            Consonant Castle            Bridge</p> <p><b>Level 2</b>            Change            Spin It            Balloons            Score            Word Hunt</p> <p><b>Level 3</b>            Train            Super Change            Pirate Ship            Word Stairs            Elevator</p>

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<p>3. uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.</p>	<p><b>Level 1</b>          Consonant Castle          Bridge  <b>Level 2</b>          Change          Spin It          Balloons          Score          Word Hunt  <b>Level 3</b>          Train          Super Change          Pirate Ship          Word Stairs</p>
<p>4. uses structural cues to decode words (for example, word order, sentence boundaries).</p>	<p><b>Level 3</b>          Word Stairs          Elevator</p>
<p>5. uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).</p>	<p><b>Level 3</b>          Elevator</p>
<p>6. cross checks visual, structural, and meaning cues to figure out unknown words</p>	<p><b>Level 3</b>          Elevator</p>
<p><i>Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.</i></p>	
<p>1. identifies and classifies common words from within basic categories.</p>	
<p>2. uses knowledge of individual words in unknown compound words to predict their meaning.</p>	<p>Level 3  <b>Elevator</b></p>
<p>3. uses resources and references (for example, illustrations, knowledge of the story and topic) beginning dictionaries, available technology to build upon word meanings.</p>	
<p>4. uses knowledge of suffixes (including -er, -est, -ful) to determine meanings of words.</p>	

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5. develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	
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*Benchmark LA.A.1.1.4.: The student increases comprehension by rereading, retelling, and discussion.*

1. uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	
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**Standard 2: The student determines the main idea or essential message from text and identifies supporting information.**

*Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.*

1. knows the main idea or theme and supporting details of a story or informational piece.	
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2. uses specific details and information from a text to answer literal questions.	
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3. makes inferences based on text and prior knowledge (for example, regarding a character’s traits, feelings, or actions).	
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4. identifies similarities and differences between two texts (for example, in topics, characters, and problems).	
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*Benchmark LA.A.2.1.2: The student selects material to read for pleasure.*

1. selects material to read for pleasure (for example, favorite books and stories).	
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2. reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	
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*Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.*

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1. reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).	
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*Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.*

1. uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.	
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*Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information.*

1. uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	
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2. alphabetizes words according to the initial letter.	<b>Alpha Series Activities</b> Alpha Rocket
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3. uses alphabetical order to locate information.	
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**Strand B: Writing**

**Standard 1: The student uses writing processes effectively.**

*Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.*

1. generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming, observing surroundings, reading texts, discussion with peer).	
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2. makes a plan before writing the first draft.	
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3. focuses on a central idea (for example, familiar person, place, object, experience).	
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<p><i>Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.</i></p>	
1. writes legibly using manuscript form (for example, prints numbers and upper- and lower-case letters; uses left to right sequencing; spaces between words and sentences).	
2. knows the differences among individual letters, words, sentences, and paragraphs.	
3. maintains a single idea or topic in writing.	
4. uses descriptive words to convey ideas in writing.	
5. uses an organizational structure in writing (including beginning, middle, and ending; using supporting details).	
6. uses strategies for narrative writing (for example, including story elements, using some dialogue).	
7. evaluates own and other's writing (for example, rereads own writing to check for meaning; responds constructively to other's writing).	
8. revises by adding or substituting text and using a caret.	
<p><i>Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.</i></p>	
1. uses spelling approximations and some conventional spelling.	<p>Supported by            Level 1 (all activities)            Level 2 (all activities)            Level 3 (all activities)</p>

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2. spells commonly used, phonetically regular words at first grade or higher level.	Supported by Level 1 (all activities) Level 2 (all activities) Level 3 (all activities)
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3. uses end punctuation and capitalizes initial words of sentences, names of people, the pronoun “I”, days of the week, and months of the year.	
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4. uses complete sentences in writing.	
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**Standard 2: The student writes to communicate ideas and information effectively.**

*Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences.*

1. writes stories or informative pieces about experiences, people, objects, or events.	
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2. contributes ideas during a group writing activity.	
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3. writes questions or makes notes about familiar topics, stories, or new experiences.	
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*Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.*

1. writes informal texts (for example, journal entries, reading response).	
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2. writes for familiar occasions, audiences, and purposes (including but not limited to explaining a process, telling a story).	
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*Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.*

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1. uses basic word processing skills and basic educational software for writing (including but not limited to typing words and sentences, using software to draw and label, printing pictures and stories, locating and opening a file, saving and naming a file).	
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*Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps.*

1. writes simple informational texts (for example, two-step instructions in sequence, directions, reports).	
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**Strand C: Listening, Viewing, and Speaking**

**Standard 1: The student uses listening strategies effectively.**

*Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.*

1. follows three-step oral directions.	
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*Benchmark LA.C.1.1.2: The student recognizes personal preferences in listening to literature and other material.*

1. knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books).	
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*Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.*

1. uses basic conversation strategies (including but not limited to asking questions to clarify or get information, taking turns, raising hand to speak, staying on topic and conveying a message, facing the speaker).	
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*Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events.*

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1. listens for specific information in stories (including but not limited to sequence, story details).	
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**Standard 2: The student uses viewing strategies effectively.**

*Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication.*

1. understands the main idea or common theme in a nonprint communication.	
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*Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.*

1. understands simple nonverbal cues (for example, use of eye contact, facial expressions, gesturing).	
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**Standard 3: The student uses speaking strategies effectively.**

*Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings.*

1. speaks clearly and uses appropriate volume in a variety of settings (for example, large or small groups, learning centers).	
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*Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people's ideas.*

1. asks questions to seek answers and further explanation of other people's ideas.	
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*Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others.*

1. uses speaking vocabulary to convey a message in conversation (for example, descriptive words, singular and plural nouns, compound words).	
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*Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery.*

1. uses eye contact and appropriate gestures to enhance oral delivery.	
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**Strand D: Language**

**Standard 1: The student understands the nature of language.**

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<p><i>Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).</i></p>	
<p>1. uses repetition, rhyme, and rhythm in a variety of activities (for example, chants, songs, or story innovations).</p>	
<p>2. knows different functions of language (for example, explaining, describing an experience).</p>	
<p><i>Benchmark LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school.</i></p>	
<p>1. recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.</p>	
<p><b>Standard 2: The student understands the power of language.</b></p>	
<p><i>Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions.</i></p>	
<p>1. understands that word choice can shape ideas, feelings, and actions (for example, multiple meaning words, figurative language).</p>	
<p><i>Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text.</i></p>	
<p>1. uses repetition, rhyme, and rhythm in oral and written texts (for example, uses rhyming words orally; distinguishes between rhyming and nonrhyming words).</p>	
<p>2. understands the use of alliteration.</p>	
<p><i>Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels.</i></p>	
<p>1. understands that the use of more than one medium increases the power to influence how one thinks and feels.</p>	
<p><i>Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television).</i></p>	

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1. knows various types of mass media (for example, radio, television, billboards, newspapers).	
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<b>Strand E: Literature</b>	
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<b>Standard 1: The student understands the common features of a variety of literary forms.</b>
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*Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends.*

1. knows various broad literary forms (for example, nonfiction, fiction, poetry, picture and predictable books).	
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*Benchmark LA.E.1.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution.*

1. knows beginning, middle, and end of a story.	
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2. knows main characters, setting, and simple plot in a story.	
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3. identifies problem(s) and solutions(s) in a story.	
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<b>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</b>
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*Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.*

1. relates characters and simple events in a story or biography to own life.	
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*Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children's texts.*

1. knows rhymes, rhythm, and patterned structures in children's text (for example, poetry, prose).	
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