

**Lexia Early Reading ©2005, Levels 1-2
correlated to
Indiana Academic Standards for English/Language Arts
Kindergarten**

Indiana Academic Standards for English/Language Arts Kindergarten	Lexia Early Reading
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Kindergarten	
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</i>	
<i>Concepts About Print</i>	
K.1.1 Identify the front cover, back cover, and title page of a book.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.1.2 Follow words from left to right and from top to bottom on the printed page.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.1.3 Understand that printed materials provide information.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.1.4 Recognize that sentences in print are made up of separate words.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.1.5 Distinguish letters from words.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.1.6 Recognize and name all capital and lowercase letters of the alphabet.	This objective falls outside the scope of Lexia Early Reading ©2005.
<i>Phonemic Awareness* When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.</i>	
K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.	The opportunity to address this objective is available. See the following: Level I: Sound Match Sound Slide
K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	The opportunity to address this objective is available. See the following: Level I: Rhyme Time Word Snip Sound Match Sound Slide
K.1.9 Blend consonant-vowel-consonant (cvc) sounds aloud to make words.	The opportunity to address this objective is available. See the following: Level II: Consonant Pairs

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K.1.10 Say rhyming words in response to an oral prompt.	Level I: Rhyme Time
K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.	Level I: Rhyme Time Sound Match
K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	The opportunity to address this objective is available. See the following: Level I: Sound Slide Level II: Consonant Tree I Consonant Tree II Consonant Tree III Short Vowel Crate Consonant Pairs
K.1.13 Count the number of sounds in a syllable; count the number of syllables in words.	The opportunity to address this objective is available. See the following: Level I: Sound Match Word Snip Level II:
<i>Decoding and Word Recognition</i>	
K.1.14 Match all consonant sounds (<u>ma</u> d, <u>re</u> d, <u>pi</u> n, <u>to</u> p, <u>su</u> n) to appropriate letters.	Level I: Sound Match Level II: Consonant Tree I Consonant Tree II Consonant Tree III
K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.	Level I: Sound Match
K.1.16 Use self-correcting strategies when reading simple sentences.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
K.1.17 Read their own names.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.

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K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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Vocabulary and Concept Development

K.1.20 Identify and sort common words in basic categories.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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K.1.21 Identify common signs and symbols.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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Standard 2 READING: Comprehension

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

Structural Features of Informational and Technical Materials

K.2.1 Locate the title and the name of the author of a book.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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Comprehension and Analysis of Grade-Level-Appropriate Text

K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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K.2.3 Connect the information and events in texts to life experiences.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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K.2.4 Retell familiar stories.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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K.2.5 Identify and summarize the main ideas and plot of a story.	This objective falls outside the scope of Lexia <i>Early Reading</i> ©2005.
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Standard 3 READING: Literary Response and Analysis	
<i>Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i>	
<i>Analysis of Grade-Level-Appropriate Narratives (Stories)</i>	
K.3.1 Distinguish fantasy from reality.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.3.2 Identify types of everyday print materials.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.3.3 Identify characters, settings, and important events in a story.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.3.4 Identify favorite books and stories.	This objective falls outside the scope of Lexia Early Reading ©2005.
Standard 4 WRITING: Process	
<i>Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.</i>	
<i>Organization and Focus</i>	
K.4.1 Discuss ideas to include in a story.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.4.2 Tell a story that the teacher or some other person will write.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.4.3 Write using pictures, letters, and words.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).	This objective falls outside the scope of Lexia Early Reading ©2005.
K.4.5 Write by moving from left to right and from top to bottom.	This objective falls outside the scope of Lexia Early Reading ©2005.
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)	
<i>In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).</i>	
K.5.1 Draw pictures and write words for a specific reason.	This objective falls outside the scope of Lexia Early Reading ©2005.

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K.5.2 Draw pictures and write for specific people or persons.	This objective falls outside the scope of Lexia Early Reading ©2005.
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Standard 6 WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	This objective falls outside the scope of Lexia Early Reading ©2005.
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Spelling

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.	This objective falls outside the scope of Lexia Early Reading ©2005.
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Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1 Understand and follow one- and two-step spoken directions.	This objective falls outside the scope of Lexia Early Reading ©2005.
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Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.	This objective falls outside the scope of Lexia Early Reading ©2005.
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Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.7.4 Recite short poems, rhymes, and songs.	This objective falls outside the scope of Lexia Early Reading ©2005.
K.7.5 Tell an experience or creative story in a logical sequence.	This objective falls outside the scope of Lexia Early Reading ©2005.