

Lexia Early Reading ©2003 Levels 1-2
correlated to
North Carolina English Language Arts Standard Course of Study
Kindergarten

North Carolina English Language Arts Standard Course of Study Kindergarten	Lexia Early Reading
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Strands: Oral Language, Written Language, and Other Media/Technology	
Competency Goal 1	
The learner will develop and apply enabling strategies and skills to read and write.	
1.01 Develop book and print awareness:	
<ul style="list-style-type: none"> demonstrate an understanding of letters, words, sentence and story. 	<p>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</p>
1.02 Develop phonemic awareness and knowledge of alphabetic principle:	
<ul style="list-style-type: none"> demonstrate understanding that spoken language is a sequence of identifiable speech sounds. 	<p>Level I: Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
<ul style="list-style-type: none"> demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. 	<p>The opportunity to address this objective is available. See the following: Level I: Sound Match, Word Snip, Sound Slide Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
<ul style="list-style-type: none"> demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). 	<p>Level I: Rhyme Time, Sound Match Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>

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1.03 Demonstrate decoding and word recognition strategies and skills:	
<ul style="list-style-type: none"> recognize and name upper and lower case letters of the alphabet. 	<p>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</p>
<ul style="list-style-type: none"> recognize most beginning consonant letter-sound associations in one-syllable words. 	<p>Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3</p>

**Competency Goal 2
The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

<p>2.06 Understand and follow oral-graphic 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 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
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**Competency Goal 4
The learner will apply strategies and skills to create oral, written, and visual texts.**

4.04 Maintain conversation and discussions:

<ul style="list-style-type: none"> • attending to oral presentations. 	<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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4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).

<ul style="list-style-type: none"> • write most letters and some words when dictated 	<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>
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**Competency Goal 5
The learner will apply grammar and language conventions to communicate effectively.**

5.01 Develop spelling strategies and skills by:

<ul style="list-style-type: none"> • writing most letters of the alphabet. 	<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>
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<ul style="list-style-type: none"> • analyzing sounds in a word and writing dominant consonant letters. 	<p>The opportunity to address this objective is available. See the following: Level II: Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Consonant Pair Pond</p>
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