

Lexia Primary Reading ©2005, Levels 1-5
correlated to
North Carolina English Language Arts Standard Course of Study
First Grade

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| North Carolina English Language Arts Standard Course of Study First Grade | Lexia Primary 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 phonemic awareness and demonstrate knowledge of alphabetic principle: | |
| <ul style="list-style-type: none"> • count syllables in a word. | <p>The opportunity to address this objective is available. See the following:</p> <p>Level V: Add It Elevator Group It II</p> |
| <ul style="list-style-type: none"> • blend the phonemes of one-syllable words. | <p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Sound Change Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p> |

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| <ul style="list-style-type: none"> segment the phonemes of one-syllable words. | <p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Sound Change Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p> |
| <ul style="list-style-type: none"> change the beginning, middle, and ending sounds to produce new words. | <p>Level III: Sound Change</p> <p>Level V: Super Change</p> |
| <ul style="list-style-type: none"> create and state a series of rhyming words that may include consonant blends (e.g., flag, brag) | <p>The opportunity to address this objective is available. See the following:</p> <p>Level III: Sound Change</p> <p>Level V: Super Change</p> |

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| 1.02 Demonstrate decoding and word recognition strategies and skills: | |
| <ul style="list-style-type: none"> • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends, long and short vowels patterns | <p>Level I: Sounds to Letters Consonant Castle Short Vowel Match</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Fast Find Silent-E Score</p> <p>Level IV: Word Hunt Word Stairs Pirate Ship Group It I</p> <p>Level V: Super Change Add It Elevator Group It II</p> |

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| <ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. | <p>Level II: Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Silent-E Score</p> <p>Level IV: Word Hunt Word Stairs Pirate Ship Group It I</p> <p>Level V: Super Change Group It II</p> |
| <ul style="list-style-type: none"> • recognize many high frequency and/or common irregularly spelled words in text (e.g., <i>have said, where, two</i>). | <p>Level I: Sight Word Search I</p> <p>Level II: Sight Word Search II</p> <p>Level III: Sight Word Search III</p> <p>Level IV: Word Hunt Sight Word Search IV</p> <p>Level V: Sight Word Search V</p> |

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| <ul style="list-style-type: none"> • read compound words and contractions | <p>The opportunity to address this objective is available. See the following: Level V: Elevator Group It II</p> |
| <ul style="list-style-type: none"> • read inflectional form (e.g., -s, -ed, -ing) and root words (looks, looked, looking) | <p>Level V: Add It Group It II</p> |
| <ul style="list-style-type: none"> • read appropriate word families | <p>The opportunity to address this objective is available. See the following: Level III: Sound Change</p> <p>Level V: Super Change</p> |

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| <p>1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p> | <p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sight Word Search I</p> <p>Level II: Sight Word Search II Picture-Word Match</p> <p>Level III: Sound Change Sight Word Search III Silent-E Switch Fast Find</p> <p>Level IV: Word Hunt Sight Word Search IV Word Stairs</p> <p>Level V: Add It Sight Word Search V Elevator</p> |
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| <p>1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).</p> | <p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Picture-Word Match</p> <p>Level III: Sound Change Silent-E Switch Fast Find</p> <p>Level IV: Word Hunt Word Stairs Pirate Ship Group It I</p> <p>Level V: Super Change Add It Elevator Group It II</p> |
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Competency Goal 2
The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

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| <p>2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.</p> | <p>The opportunity to address this objective is available. See the following:</p> <p>Level IV: Word Hunt</p> <p>Level V: Elevator</p> |
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| 2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text. | The opportunity to address this objective is available. See the following: Level IV: Word Hunt Level V: Elevator |
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**Competency Goal 3
The learner will make connections through the use of oral language, written language, and media and technology.**

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| 3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts. | Level I: Sight Word Search I Level II: Sight Word Search II Level III: Sight Word Search III Level IV: Word Hunt Sight Word Search IV Group It I Level V: Sight Word Search V Group It II |
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| 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. | The opportunity to address this objective is available. See the following: Level IV: Word Hunt Level V: Elevator |
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**Competency Goal 5
The learner will apply grammar and language conventions to communicate effectively.**

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| <p>5.01 Use phonic knowledge and basic patterns (e.g., <i>an, ee, ake</i>) to spell correctly three-and four-letter words.</p> | <p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p> |
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| <p>5.02 Apply phonics to write independently, using temporary and/or conventional spelling.</p> | <p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters Consonant Castle</p> <p>Level II: Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p>Level III: Silent-E Score</p> <p>Level IV: Word Stairs Pirate Ship</p> <p>Level V: Super Change</p> |
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| <p>5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.</p> | <p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters Consonant Castle Sight Word Search I</p> <p>Level II: Sounds to Letters II Consonant Blast Sight Word Search II Short Vowel Bridge</p> <p>Level III: Sight Word Search III Silent-E Score</p> <p>Level IV: Sight Word Search IV Word Stairs Pirate Ship</p> <p>Level V: Super Change Sight Word Search V</p> |
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