

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

<b>North Carolina English Language Arts Standard Course of Study Second Grade</b>	<b>Lexia Primary Reading</b>
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<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>	
<b>Competency Goal 1</b>	
<b>The learner will develop and apply enabling strategies and skills to read and write.</b>	
1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	<b>Level V:</b> Add It Elevator
1.02 Read most high frequency and many irregularly spelled words accurately in text.	<b>Level I:</b> Sight Word Search I  <b>Level II:</b> Sight Word Search II  <b>Level III:</b> Sight Word Search III  <b>Level IV:</b> Word Hunt Sight Word Search IV  <b>Level V:</b> Sight Word Search V

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1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	<p><b>Level II:</b> Picture-Word Match</p> <p><b>Level III:</b> Sound Change Silent-E Switch Fast Find</p> <p><b>Level IV:</b> Word Hunt Word Stairs Pirate Ship Group It I</p> <p><b>Level V:</b> Super Change Add It Elevator Group It II</p>
1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level IV:</b> Word Hunt</p> <p><b>Level V:</b> Elevator</p>
<b>Competency Goal 4</b>	
<b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>	
4.03 Read aloud with fluency and expression any text appropriate for early independent readers.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level IV:</b> Word Hunt</p> <p><b>Level V:</b> Elevator</p>

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**Competency Goal 5  
The learner will apply grammar and language conventions to communicate effectively.**

<b>5.01 Spell correctly using:</b>	
<ul style="list-style-type: none"> <li>• previously studied words.</li> </ul>	<p><b>Level I:</b> Sight Word Search I</p> <p><b>Level II:</b> Sight Word Search II</p> <p><b>Level III:</b> Sight Word Search III</p> <p><b>Level IV:</b> Sight Word Search IV</p> <p><b>Level V:</b> Sight Word Search V</p>
<ul style="list-style-type: none"> <li>• spelling patterns.</li> </ul>	<p><b>Level I:</b> Sounds to Letters Consonant Castle</p> <p><b>Level II:</b> Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p><b>Level III:</b> Silent-E Score</p> <p><b>Level IV:</b> Word Stairs Pirate Ship</p> <p><b>Level V:</b> Super Change Add It</p>

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<ul style="list-style-type: none"> <li>• analysis of sounds to represent all the sounds in a word in one's own writing.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level I:</b> Sounds to Letters Consonant Castle</p> <p><b>Level II:</b> Sounds to Letters II Consonant Blast Short Vowel Bridge</p> <p><b>Level III:</b> Silent-E Score</p> <p><b>Level IV:</b> Word Stairs Pirate Ship</p> <p><b>Level V:</b> Super Change Add It</p>
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