

**Lexia Primary Reading ©2005, Levels 1-5
correlated to
South Carolina English Language Arts Curriculum Standards
Second Grade**

South Carolina English Language Arts Curriculum Standards Second Grade	Lexia Primary Reading
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Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.			
Reading Process and Comprehension			
2-R1	The student will integrate various cues and strategies to comprehend what he or she reads.		
2-R1.1	<table border="1"> <tr> <td style="width: 50%;"> Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts fluently. </td> <td style="width: 50%;"> The opportunity to address this objective is available. See the following: 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 Word Stairs Level V: Add It Sight Word Search V Elevator </td> </tr> </table>	Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts fluently .	The opportunity to address this objective is available. See the following: 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 Word Stairs Level V: Add It Sight Word Search V Elevator
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Phonics and Word Study			
2-R3	The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.		
2-R3.2	<table border="1"> <tr> <td style="width: 50%;"> Demonstrate the ability to identify beginning, middle, and ending letters/sounds in polysyllabic words. </td> <td style="width: 50%;"> Level V: Add It Elevator Group It II </td> </tr> </table>	Demonstrate the ability to identify beginning, middle, and ending letters/sounds in polysyllabic words .	Level V: Add It Elevator Group It II
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2-R3.4	<table border="1"> <tr> <td style="width: 50%;"> Demonstrate the ability to identify base words and their inflectional endings. </td> <td style="width: 50%;"> Level V: Add It Group It II </td> </tr> </table>	Demonstrate the ability to identify base words and their inflectional endings .	Level V: Add It Group It II
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2-R3.6	Demonstrate the ability to read and recognize compound words .	Level V: Elevator Group It II
2-R3.9	Begin identifying common prefixes such as <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis</i> , <i>dis-</i> and suffixes such as to <i>-er</i> , <i>-est</i> , <i>-ful</i> to determine the meanings of words.	Level V: Add It
2-R3.12	Begin recognizing simple analogies .	The opportunity to address this objective is available. See the following: Level IV: Group It I Level V: Group It II