

<p><b>Lexia Early Reading™ ©2005, Levels 1-5</b>  <b>correlated to</b>  <b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading</b>  <b>Grade Kindergarten</b></p>	
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<p><b>(K.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.</b></p>	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	
(B) respond appropriately and courteously to directions and questions (K-3);	
(C) participate in rhymes, songs, conversations, and discussions (K-3);	<p><b>Level 1-</b> Rhyme Time</p>
(D) listen critically to interpret and evaluate (K-3);	
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	
(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).	<p><b>Level 1-</b> Rhyme Time Sound Match</p>
<p><b>(K.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b></p>	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).	
<p><b>(K.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</b></p>	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	

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<p>(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);</p>	
<p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K- 3);</p>	
<p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and</p>	
<p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).</p>	
<p><b>(K.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.</b></p>	
<p>(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);</p>	
<p>(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);</p>	
<p>(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); And</p>	
<p>(D) retell a spoken message by summarizing or clarifying (K-3).</p>	
<p><b>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</b></p>	
<p>(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>

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<p>(B) know that print moves left-to-right across the page and top-to-bottom (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(C) understand that written words are separated by spaces (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(D) know the difference between individual letters and printed words (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(E) know the difference between capital and lowercase letters (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(E) know the difference between capital and lowercase letters (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>

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<p>(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and</p>	<p><b>Level 1-</b>  Word Snip  Sound Slide</p> <p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).</p>	
<p><b>(K.6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b></p>	
<p>(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);</p>	
<p>(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);</p>	<p><b>Level 1-</b>  Sound Slide</p>
<p>(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);</p>	<p><b>Level 1-</b>  Rhyme Time</p>

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<p>(D) identify and isolate the initial and final sound of a spoken word (K-1);</p>	<p><b>Level 1-</b>  Sound Match  Word Snip</p> <p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and</p>	<p><b>Level 1-</b>  Sound Slide</p>
<p>(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).</p>	<p><b>Level 1-</b>  Word Snip</p>
<p><b>(K.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</b></p>	
<p>(A) name and identify each letter of the alphabet (K-1);</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>

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<p>(B) understand that written words are composed of letters that represent sounds (K-1); and</p>	<p><b>Level 1-</b>  Sound Match  Word Snip  Sound Slide</p> <p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p>(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).</p>	<p><b>Level 2-</b>  Consonant Tree 1  Consonant Tree 2  Consonant Tree 3  Short Vowel Crate  Consonant Pairs</p>
<p><b>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</b></p>	
<p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p>	
<p>(B) develop vocabulary by listening to and discussing conceptually challenging selections read aloud (K-3); And</p>	
<p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p>	
<p><b>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</b></p>	
<p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p>	

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<p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and</p>	
<p>(C) retell or act out the order of important events in stories (K-3).</p>	
<p><b>(K.10) Reading/literary response. The student responds to various texts.</b></p>	
<p>(A) listen to stories being read aloud (K-1);</p>	
<p>(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);</p>	
<p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and</p>	
<p>(D) describe how illustrations contribute to the text (K-1).</p>	
<p><b>(K.11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.</b></p>	
<p>(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);</p>	
<p>(B) understand simple story structure (K-1);</p>	
<p>(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);</p>	
<p>(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and</p>	

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<p>(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).</p>	
<p><b>(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</b></p>	
<p>(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);</p>	
<p>(B) use pictures, print, and people to gather information and answer questions (K-1);</p>	
<p>(C) draw conclusions from information gathered (K-3); And</p>	
<p>(D) locate important areas of the library/media center (K-1).</p>	
<p><b>(K.13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b></p>	
<p>(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and</p>	
<p>(B) compare experiences of characters across cultures (K-3).</p>	
<p><b>(K.14) Writing/spelling/penmanship. The student develops the foundations of writing.</b></p>	
<p>(A) write his/her own name and other important words (K-1);</p>	
<p>(B) write each letter of the alphabet, both capital and lowercase (K);</p>	
<p>(C) use phonological knowledge to map sounds to letters to write messages (K-1);</p>	
<p>(D) write messages that move left-to-right and top-to-bottom on the page (K-1); And</p>	

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(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).	
<b>(K.15) Writing/composition. The student composes original texts.</b>	
(A) dictate messages such as news and stories for others to write (K-1);	
(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);	
(C) write to record ideas and reflections (K-3);	
(D) generate ideas before writing on self-selected topics (K-1);	
(E) generate ideas before writing on assigned tasks (K-1); and	
(F) use available technology to compose text (K-3).	
<b>(K.16) Writing/inquiry/research. The student uses writing as a tool for learning and research.</b>	
(A) record or dictate questions for investigating (K-1); and	
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).	