

<p><b>Lexia Primary 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 1</b></p>	
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<p><b>(1.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.</b></p>	
<p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p>	
<p>(B) respond appropriately and courteously to directions and questions (K-3);</p>	
<p>(C) participate in rhymes, songs, conversations, and discussions (K-3);</p>	
<p>(D) listen critically to interpret and evaluate (K-3);</p>	
<p>(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and</p>	
<p>(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).</p>	
<p><b>(1.2) 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>	
<p>(A) connect experiences and ideas with those of others through speaking and listening (K-3); and</p>	
<p>(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)</p>	
<p><b>(1.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</b></p>	
<p>(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);</p>	

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<p>(B) use verbal and nonverbal communication in effective ways such as in 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>(1.4) 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, and charts (K-3); And</p>	
<p>(D) retell a spoken message by summarizing or clarifying (K-3).</p>	
<p><b>(1.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</b></p>	

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<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 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</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 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
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<p>(C) understand that written words are separated by spaces (K-1);</p>	<p><b>Level 1</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II Picture-Word Match</p> <p><b>Level 3-</b> Sight Word Search III</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV Word Stairs Pirate Ship Group It I</p> <p><b>Level 5-</b> Super Change Add It! Sight Word Search V Elevator Group It II</p>
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<p>(D) know the difference between individual letters and printed words (K-1);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I  Sort B, D, P  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Short Vowel Bridge  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
<p>(E) know the order of the alphabet (1);</p>	

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<p>(F) know the difference between capital and lowercase letters (K-1);</p>	
<p>(G) recognize how readers use capitalization and punctuation to comprehend (K-1);</p>	<p><b>Level 4-</b> Word Hunt</p> <p><b>Level 5-</b> Add It! Elevator</p>

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<p>(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
<p>(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);</p>	

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<p>(J) recognize that there are correct spellings for words (1); and</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Short Vowel Bridge  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
<p>(K) recognize the distinguishing features of a paragraph (1).</p>	<p><b>Level 4-</b>  Word Hunt</p> <p><b>Level 5-</b>  Add It!  Elevator</p>

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<p><b>(1.6) 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>(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);</p>	
<p>(D) identify and isolate the initial and final sound of a spoken word (K-1);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast</p> <p><b>Level 3-</b>  Sound Change</p> <p><b>Level 5-</b>  Super Change</p>
<p>(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and</p>	

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<p>(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and</p>	<p><b>Level 1-</b> Sounds to Letters</p> <p><b>Level 2-</b> Sounds to Letters II</p> <p><b>Level 3-</b> Sound Change</p> <p><b>Level 4-</b> Word Stairs</p>
<p><b>(1.7) 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>	

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<p>(B) understand that written words are composed of letters that represent sounds (K-1);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Short Vowel Bridge  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
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<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 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I  Sort B, D, P  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Short Vowel Bridge  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
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<p>(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Short Vowel Bridge</p> <p><b>Level 3-</b>  Sound Change  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Pirate Ship</p> <p><b>Level 5-</b>  Super Change</p>
<p>(E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);</p>	<p><b>Level 1-</b>  Consonant Castle</p> <p><b>Level 2-</b>  Consonant Blast</p> <p><b>Level 4-</b>  Pirate Ship</p>

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<p>(F) decode by using all lettersound correspondences within regularly spelled words (1-3); and</p>	<p><b>Level 1-</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II Picture-Word Match</p> <p><b>Level 3-</b> Sight Word Search III Silent –e Switch Fast Find</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV Pirate Ship Group It I</p> <p><b>Level 5-</b> Add It! Sight Word Search V Elevator Group It II</p>
<p>(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).</p>	<p><b>Level 4-</b> Word Hunt</p> <p><b>Level 5-</b> Add It! Elevator</p>
<p><b>(1.8) Reading/word identification. The student uses a variety of word identification strategies.</b></p>	

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<p>(A) decode by using all lettersound correspondences within a word (1-3);</p>	<p><b>Level 1-</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II Picture-Word Match</p> <p><b>Level 3-</b> Sight Word Search III Silent –e Switch Fast Find</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV Pirate Ship Group It I</p> <p><b>Level 5-</b> Add It! Sight Word Search V Elevator Group It II</p>
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<p>(B) use common spelling patterns to read words (1);</p>	<p><b>Level 2-</b> Picture-Word Match</p> <p><b>Level 3-</b> Silent –e Switch Fast Find</p> <p><b>Level 4-</b> Word Stairs Pirate Ship Group It I</p> <p><b>Level 5-</b> Add It! Elevator Group It II</p>
<p>(C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);</p>	<p><b>Level 5-</b> Add It! Elevator Group It II</p>
<p>(D) identify multisyllabic words by using common syllable patterns (1-3);</p>	<p><b>Level 5-</b> Add It! Elevator Group It II</p>

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<p>(E) recognize high frequency irregular words such as said, was, where, and is (1-2);</p>	<p><b>Level 1-</b> Sight Word Search I</p> <p><b>Level 2-</b> Sight Word Search II</p> <p><b>Level 3-</b> Sight Word Search III</p> <p><b>Level 4-</b> Word Hunt Sight Word Search IV</p> <p><b>Level 5-</b> Add It! Sight Word Search V Elevator</p>
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<p>(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and</p>	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I  Sort B, D, P  Short Vowel Match</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II  Short Vowel Bridge  Picture-Word Match</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Switch  Fast Find  Silent –e Score</p> <p><b>Level 4-</b>  Word Hunt  Sight Word Search IV  Word Stairs  Pirate Ship  Group It I</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V  Elevator  Group It II</p>
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<p>(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).</p>	<p><b>Level 3-</b> Fast Find</p> <p><b>Level 4-</b> Word Hunt Word Stairs Pirate Ship</p> <p><b>Level 5-</b> Add It! Elevator</p>
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**(1.9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.**

<p>(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words</p>	
<p>(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);</p>	
<p>(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and</p>	
<p>(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1- 3).</p>	

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<p><b>(1.10) Reading/variety of texts. The student reads widely for different purposes in varied sources.</b></p>	
<p>(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and</p>	
<p>(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).</p>	
<p><b>(1.11) 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 both familiar and 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>Level 4-</b> Group It I</p> <p><b>Level 5-</b> Group It II</p>
<p><b>(1.12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	
<p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p>	<p><b>Level 4-</b> Word Hunt</p> <p><b>Level 5-</b> Add It! Elevator</p>

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<p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p>	
<p>(C) retell or act out the order of important events in stories (K-3);</p>	
<p>(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);</p>	
<p>(E) draw and discuss visual images based on text descriptions (1-3);</p>	
<p>(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); And</p>	
<p>(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); And</p>	
<p><b>(1.13) 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>	

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(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);	
(D) connect ideas and themes across texts (1-3); and	
(E) describe how illustrations contribute to the text (K-1).	
<b>(1.14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.</b>	
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	
(B) understand simple story structure (K-1);	<p><b>Level 4-</b>  Word Hunt  <b>Level 5-</b>  Add It!  Elevator</p>
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1- 3);	
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	
(F) 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);	

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<p>(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);</p>	
<p>(H) identify the importance of the setting to a story's meaning (1-3); and</p>	
<p>(I) recognize the story problem(s) or plot (1-3).</p>	
<p><b>(1.15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.</b></p>	
<p>(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (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);</p>	
<p>(D) use alphabetical order to locate information (1-3);</p>	
<p>(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and</p>	
<p>(F) locate important areas of the library/media center (K-1).</p>	
<p><b>(1.16) 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, languages, customs, and culture of others (K-3); and</p>	
<p>(B) compare experiences of characters across cultures (K-3).</p>	
<p><b>(1.17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing.</b></p>	
<p>(A) write his/her own name and other important words (K- 1);</p>	

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(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);	
(C) use phonological knowledge to map sounds to letters to write messages (K-1);	
(D) write messages that move left-to-right and top-to-bottom on the page (K-1);	
(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);	
(F) use word and letter spacing and margins to make messages readable (1-2); And	
(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).	
<b>(1.18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.</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, and centers (K-1);	
(C) write to record ideas and reflections (K-3);	
(D) write to discover, develop, and refine ideas (1-3);	
(E) write to communicate with a variety of audiences (1-3); And	
(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	

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<p><b>(1.19) Writing/writing processes. The student selects and uses writing processes to compose original text.</b></p>	
(A) generate ideas before writing on self-selected topics (K-1);	
(B) generate ideas before writing on assigned tasks (K-1);	
(C) develop drafts (1-3);	
(E) use available technology to compose text (K-3).	
<p><b>(1.20) Writing/spelling. The student spells proficiently.</b></p>	
(A) write with more proficient spelling of regularly spelled patterns such as consonantvowel- consonant (CVC) (hop), consonant-vowelconsonant- silent e (CVCe) (hope), and one-syllable words with blends (drop) (1- 3);	<p><b>Level 1-</b>  Sounds to Letters  Consonant Castle  Sight Word Search I</p> <p><b>Level 2-</b>  Sounds to Letters II  Consonant Blast  Sight Word Search II</p> <p><b>Level 3-</b>  Sound Change  Sight Word Search III  Silent –e Score</p> <p><b>Level 4-</b>  Sight Word Search IV  Word Stairs  Pirate Ship</p> <p><b>Level 5-</b>  Super Change  Add It!  Sight Word Search V</p>
(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);	<p><b>Level 5-</b>  Add It!</p>

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(C) spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1);	<b>Level 4-</b> Word Stairs
(D) use resources to find correct spellings, synonyms, and replacement words (1-3); And	
(E) use conventional spelling of familiar words in final drafts (1).	
<b>(1.21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage.</b>	
(A) use nouns and verbs in sentences (1); and	
(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).	
<b>(1.22) Writing/evaluation. The student evaluates his/her own writing and the writing of others.</b>	
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	
(B) respond constructively to others' writing (1-3); and	
(C) determine how his/her own writing achieves its purposes (1-3).	
<b>(1.23) 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).	