

Lexia Primary Reading™ ©2005
 correlated to
Virginia English Standards of Learning
Kindergarten

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The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction selections will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

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| Oral Language | |
| K.1 The student will demonstrate growth in the use of oral language. | |
| d) Begin to discriminate between spoken sentences, words, and syllables. | The opportunity to address this objective is available. See the following: Level III: Train, Pirate Ship, Word Stairs, Silent e Switch Level IV: Word Stairs, Pirate Ship Level V: Elevator |
| e) Recognize rhyming words. | The opportunity to address this objective is available. See the following: Level II: Change Level III: Sound Change Level V: Super Change |
| f) Generate rhyming words in a rhyming pattern. | The opportunity to address this objective is available. See the following: Level II: Change Level III: Sound Change Level V: Super Change |

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| K.2 The student will use listening and speaking vocabularies. | |
| a) Use number words. | Level II: Sight Word Search II Level V: Search/Spell |
| b) Use words to describe/name people, places, and things. | The opportunity to address this objective is available. See the following: Level II: Spin It Level V: Group It |
| c) Use words to describe location, size, color, and shape. | The opportunity to address this objective is available. See the following: Level I: Sight Word Search I Level II: Sight Word Search II Level IV: Search/Spell IV, Group It Level V: Search/Spell, Group It |
| d) Use words to describe actions. | Level IV: Group It |
| e) Ask about words not understood. | 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, Fast Find Level IV: Search/Spell IV, Group It Level V: Search/Spell, Group It |

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| K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. | |
| a) Identify orally words that rhyme. | The opportunity to address this objective is available. See the following: Level II: Change Level III: Sound Change Level V: Super Change |
| b) Identify words orally according to shared beginning or ending sounds. | The opportunity to address this objective is available. See the following: Level I: Sounds to Letters I, Consonant Castle Level II: Change, Sounds to Letters II, Consonant Blast Level III: Sound Change |
| c) Blend sounds orally to make words or syllables. | The opportunity to address this objective is available. See the following: Level I: Sounds to Letters I Level II: Sounds to Letters II Level III: Elevator |
| d) Divide one-syllable words into sounds (phonemes). | Level I: Sounds to Letters I Level II: Sounds to Letters II, Consonant Blast, Short Vowel Bridge |

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| Reading | |
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| K.6 The student will demonstrate an understanding that print makes sense. | |
| c) Read ten high-frequency words. | Level I: Sight Word Search I Level II: Sight Word Search II, Picture-Word Match Level III: Sight Word Search III, Fast Find Level IV: Search/Spell IV Level V: Search/Spell |
| K.7 The student will develop an understanding of basic phonetic principles. | |
| a) Identify and name the uppercase and lowercase letters of the alphabet. | Level I: Sort b, d, p Alpha Series: ABC Race, Alpha Rocket |
| b) Match consonant and short vowel sounds to appropriate letters. | Level I: Sounds to Letters I, Sort b, d, p Level II: Sounds to Letters II, Consonant Blast, Short Vowel Bridge Level III: Sound Change, Silent e Score Level V: Super Change |
| c) Identify beginning consonant sounds in single-syllable words. | Level I: Touch and Listen, Consonant Castle, Bridge, Sounds to Letters I Level II: Change, Balloons, Sounds to Letters II, Consonant Blast, Picture-Word Match Level III: Super Change, Sound Change Level V: Super Change |

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| Writing | |
| K.11 The student will write to communicate ideas. | |
| K.12 The student will explore the uses of available technology for reading and writing. | The opportunity to address this objective is available throughout. See, for example: Level I: Touch and Listen, Bridge Level II: Change, Score Level III: Super Change, Elevator Level V: Super Change Alpha Series: ABC Race |