

**Lexia Primary Reading ©2004, Levels 1-5  
correlated to  
Virginia English Standards of Learning**

**Grade One**

<b>Virginia English Standards of Learning Grade One</b>	<b>Lexia Primary Reading</b>
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**Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading age-appropriate materials across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction selections through classroom discussion and will begin to communicate ideas in writing. The student will become an independent reader by the end of first grade.**

**Oral Language**

1.1 The student will continue to demonstrate growth in the use of oral language.	
a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.	<p><b>Level I:</b> Touch and Listen, Match It!, Sounds to Letters I</p> <p><b>Level II:</b> Balloons, Score, Mix-Up, Sounds to Letters II, Short Vowel Bridge</p> <p><b>Level III:</b> Train, Pirate Ship, Word Stairs, Sound Change, Silent e Switch, Silent e Score</p> <p><b>Level IV:</b> Word Stairs, Pirate Ship</p> <p><b>Level V:</b> Super Change</p>
1.2 The student will continue to expand and use listening and speaking vocabularies.	
e) Use singular and plural nouns.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level V:</b> Add It</p>

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1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.	
a) Count phonemes (sounds) in syllables or words with a maximum of three syllables.	<p><b>Level I:</b> Bridge, Sounds to Letters I</p> <p><b>Level II:</b> Change, Sounds to Letters II</p> <p><b>Level III:</b> Elevator</p>
b) Add or delete phonemes (sounds) orally to change syllables or words.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level V:</b> Super Change</p>
c) Create rhyming words orally.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level II:</b> Change</p> <p><b>Level III:</b> Sound Change</p> <p><b>Level V:</b> Super Change</p>
d) Blend sounds to make word parts and words with one to three syllables.	<p><b>Level I:</b> Bridge</p> <p><b>Level II:</b> Change, Short Vowel Bridge</p> <p><b>Level III:</b> Elevator</p> <p><b>Level V:</b> Elevator</p>

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<b>Reading</b>	
1.5 The student will apply knowledge of how print is organized and read.	
a) Read from left to right and from top to bottom.	The opportunity to address this objective is available. See the following: <b>Level I:</b> Sight Word Search I <b>Level II:</b> Word Hunt, Sight Word Search II, Picture-Word Match <b>Level III:</b> Sight Word Search III, Fast Find <b>Level IV:</b> Word Hunt
b) Match spoken words with print.	The opportunity to address this objective is available. See the following: <b>Level III:</b> Sound Change, Silent e Switch
c) Identify letters, words, and sentences.	The opportunity to address this objective is available throughout. See, for example: <b>Level I:</b> Sort b, d, p, Match It!, Sounds to Letters I, Sight Word Search I <b>Level II:</b> Balloons, Word Hunt, Sounds to Letters II, Consonant Blast, Sight Word Search II, Picture-Word Match <b>Level III:</b> Pirate Ship, Elevator, Sound Change, Sight Word Search III, Silent e Switch, Fast Find <b>Level IV:</b> Word Hunt, Pirate Ship <b>Level V:</b> Elevator

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1.6 The student will apply phonetic principles to read and spell.	
a) Use beginning and ending consonants to decode and spell single-syllable words.	<p><b>Level I:</b> Consonant Castle, Sounds to Letters I</p> <p><b>Level II:</b> Change, Sounds to Letters II, Consonant Blast</p> <p><b>Level III:</b> Sound Change</p> <p><b>Level IV:</b> Group It</p> <p><b>Level V:</b> Super Change, Add It</p>
b) Use two-letter consonant blends to decode and spell single-syllable words.	<p><b>Level II:</b> Sounds to Letters II, Consonant Blast</p> <p><b>Level III:</b> Fast Find</p> <p><b>Level IV:</b> Group It</p> <p><b>Level V:</b> Super Change, Group It</p>
c) Use beginning consonant digraphs to decode and spell single-syllable words.	<p><b>Level II:</b> Consonant Blast</p> <p><b>Level III:</b> Fast Find</p> <p><b>Level IV:</b> Group It</p> <p><b>Level V:</b> Super Change, Group It</p>

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d) Use short vowel sounds to decode and spell single-syllable words.	<p><b>Level I:</b> Bridge, Sounds to Letters I</p> <p><b>Level II:</b> Change, Balloons, Score, Word Hunt, Sounds to Letters II, Short Vowel Bridge, Picture-Word Match</p> <p><b>Level III:</b> Super Change, Sound Change, Silent e Switch, Fast Find, Silent e Score</p> <p><b>Level IV:</b> Word Hunt, Group It</p> <p><b>Level V:</b> Super Change, Group It</p>
e) Blend beginning, middle, and ending sounds to recognize and read words.	<p><b>Level II:</b> Change, Word Hunt</p> <p><b>Level III:</b> Sound Change</p> <p><b>Level IV:</b> Word Hunt, Group It</p> <p><b>Level V:</b> Group It</p>
f) Use word patterns to decode unfamiliar words.	<p><b>Level II:</b> Word Hunt</p> <p><b>Level III:</b> Super Change, Elevator, Sound Change, Silent e Switch</p> <p><b>Level IV:</b> Word Hunt, Group It</p> <p><b>Level V:</b> Super Change, Group It</p>
g) Use compound words.	<p><b>Level V:</b> Elevator, Group It</p>

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h) Read and spell common, high-frequency sight words, including <i>the</i> , <i>said</i> , and <i>come</i> .	<p><b>Level I:</b> Sight Word Search I</p> <p><b>Level II:</b> Sight Word Search II, Picture-Word Match</p> <p><b>Level III:</b> Sight Word Search III, Fast Find</p> <p><b>Level IV:</b> Search/Spell IV</p> <p><b>Level V:</b> Search/Spell</p>
1.7 The student will use meaning clues and language structure to expand vocabulary when reading.	
a) Use titles and pictures.	<p><b>Level I:</b> Match It</p> <p><b>Level II:</b> Spin It, Mix Up, Picture-Word Match</p> <p><b>Level III:</b> Fast Find</p>
b) Use knowledge of the story and topic to read words.	<p><b>Level II:</b> Word Hunt</p> <p><b>Level IV:</b> Word Hunt</p>
c) Use knowledge of sentence structure.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level I:</b> Sight Word Search I</p> <p><b>Level II:</b> Word Hunt, Sight Word Search II</p> <p><b>Level III:</b> Word Stairs, Elevator, Sight Word Search III, Fast Find</p> <p><b>Level IV:</b> Word Hunt, Word Stairs</p> <p><b>Level V:</b> Elevator</p>

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1.10 The student will use simple reference materials.	
a) Use knowledge of alphabetical order by first letter.	<b>Alpha Series:</b> ABC Race, Alpha Rocket
<b>Writing</b>	
h) Use available technology.	The opportunity to address this objective is available throughout. See, for example: <b>Level I:</b> Touch and Listen, Bridge <b>Level II:</b> Change, Score <b>Level III:</b> Super Change, Elevator <b>Level IV:</b> Pirate Ship <b>Level V:</b> Elevator <b>Alpha Series:</b> ABC Race