

<p><b>Lexia Early Reading ©2003, Levels 1-2</b>  <b>correlated to</b>  <b>Washington Essential Academic Learning Requirements with Grade Level</b>  <b>Expectations for Reading</b></p>	
<p><b>Grade 1</b></p>	
<p><b>Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading</b>  <b>Grade 1</b></p>	<p><b>Lexia Early Reading</b></p>

<p><b>EALR 1: The student understands and uses different skills and strategies to read.</b></p>	
<p><b>Component 1.1: Use word recognition skills and strategies to read and comprehend text.</b></p>	
<p><b>1.1.1 Understand and apply concepts of print.</b></p>	
<ul style="list-style-type: none"> <li>• Identify a word and its beginning and ending letters.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level II:</b>  Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate , Consonant Pair Pond</p>
<p><b>1.1.2 Understand and apply phonological awareness and phonemic awareness.</b></p>	
<ul style="list-style-type: none"> <li>• Identify syllables in a word auditorially.</li> </ul>	<p><b>Level I:</b>  Word Snip</p>
<ul style="list-style-type: none"> <li>• Identify and generate rhyme.</li> </ul>	<p><b>Level I:</b>  Rhyme Time</p>
<ul style="list-style-type: none"> <li>• Segment and blend multi-syllabic words, including compound words.</li> </ul>	<p><b>Level I:</b>  Word Snip, Sound Slide</p>
<ul style="list-style-type: none"> <li>• Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level I:</b>  Sound Match</p>
<ul style="list-style-type: none"> <li>• Segment and blend words orally containing three to five phonemes.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level I:</b>  Word Snip, Sound Slide</p>
<ul style="list-style-type: none"> <li>• Generate words that begin or end with the same sound or different sounds.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level I:</b>  Sound Match</p>

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Washington Essential Academic Learning Requirements with Grade Level  
Expectations for Reading**

**Grade 1**

<b>Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading Grade 1</b>	<b><i>Lexia Early Reading</i></b>
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<ul style="list-style-type: none"> <li>Blend and segment onset and rime.</li> </ul>	<p><b>Level I:</b> Sound Slide</p>
<b>1.1.4 Apply understanding of phonics.</b>	
<ul style="list-style-type: none"> <li>Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).</li> </ul>	<p><b>Level II:</b> Consonant Tree 1, Consonant Tree 2, Consonant Tree 3, Short Vowel Crate, Consonant Pair Pond</p>
<ul style="list-style-type: none"> <li>Use onset and rime/word families to decode words in isolation and in context.</li> </ul>	<p>The opportunity to address this objective is available. See the following: <b>Level I:</b> Sound Slide</p>