

<p>Lexia Primary Reading ©2005, Levels 1-5 correlated to Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading</p>	
<p>Grade 1</p>	
<p>Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading Grade 1</p>	<p><i>Lexia Primary Reading</i></p>

<p>EALR 1: The student understands and uses different skills and strategies to read.</p>	
<p>Component 1.1: Use word recognition skills and strategies to read and comprehend text.</p>	
<p>1.1.1 Understand and apply concepts of print.</p>	
<ul style="list-style-type: none"> • Use directionality when reading independently. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sight Word Search I</p> <p>Level II: Sight Word Search II, Picture-Word Match</p> <p>Level III: Sight Word Search III</p> <p>Level IV: Word Hunt, Sight Word Search IV</p> <p>Level V: Add It, Sight Word Search V, Elevator</p>

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<ul style="list-style-type: none"> Recognize that print represents spoken language. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters, Consonant Castle, Sight Word Search I</p> <p>Level II: Sounds to Letters II, Consonant Blast, Sight Word Search II, Short Vowel Bridge</p> <p>Level III: Sound Change, Sight Word Search III, Silent-E Switch, Silent-E Score</p> <p>Level IV: Sight Word Search IV, Word Stairs, Pirate Ship</p> <p>Level V: Super Change</p>
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<ul style="list-style-type: none"> Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation). 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sight Word Search I</p> <p>Level II: Sight Word Search II</p> <p>Level III: Sight Word Search III</p> <p>Level IV: Word Hunt, Sight Word Search IV, Word Stairs</p> <p>Level V: Add It, Sight Word Search V, Elevator</p>
<ul style="list-style-type: none"> Identify a word and its beginning and ending letters. 	<p>Level I: Sounds to Letters, Consonant Castle</p> <p>Level II: Sounds to Letters II, Consonant Blast</p> <p>Level IV: Word Stairs</p> <p>Level V: Super Change</p>

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<p>1.1.2 Understand and apply phonological awareness and phonemic awareness.</p>	
<ul style="list-style-type: none"> Identify syllables in a word auditorially. 	<p>The opportunity to address this objective is available. See the following: Level V: Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> Identify and generate rhyme. 	<p>The opportunity to address this objective is available. See the following: Level III: Sound Change</p> <p>Level V: Super Change</p>
<ul style="list-style-type: none"> Segment and blend multi-syllabic words, including compound words. 	<p>The opportunity to address this objective is available. See the following: Level V: Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word. 	<p>Level III: Sound Change</p> <p>Level V: Super Change</p>

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<ul style="list-style-type: none"> Segment and blend words orally containing three to five phonemes. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters, Consonant Castle</p> <p>Level II: Sounds to Letters II, Consonant Blast, Short Vowel Bridge</p> <p>Level IV: Word Stairs, Pirate Ship</p> <p>Level V: Super Change</p>
<ul style="list-style-type: none"> Generate words that begin or end with the same sound or different sounds. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Sounds to Letters, Consonant Castle, Short Vowel Match</p> <p>Level II: Sounds to Letters II, Consonant Blast, Short Vowel Bridge</p>
<ul style="list-style-type: none"> Blend and segment onset and rime. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Consonant Castle</p>

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<p>1.1.4 Apply understanding of phonics.</p>	
<ul style="list-style-type: none"> Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations). 	<p>Level I: Sounds to Letters, Consonant Castle, Short Vowel Match</p> <p>Level II: Sounds to Letters II, Consonant Blast, Short Vowel Bridge, Picture-Word Match</p> <p>Level III: Sound Change, Silent-E Switch, Fast Find, Silent-E Score</p> <p>Level IV: Word Hunt, Word Stairs, Pirate Ship, Group It I</p> <p>Level V: Super Change, Add It, Elevator Group It II</p>
<ul style="list-style-type: none"> Use onset and rime/word families to decode words in isolation and in context. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Consonant Castle</p> <p>Level II: Picture-Word Match</p> <p>Level III: Sound Change, Silent-E Switch, Fast Find</p> <p>Level IV: Pirate Ship, Group It I</p> <p>Level V: Super Change</p>

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<ul style="list-style-type: none"> • Decode words in isolation and in context following common vowel patterns. 	<p>Level II: Consonant Blast, Picture-Word Match</p> <p>Level III: Sound Change, Silent-E Switch, Fast Find, Silent-E Score</p> <p>Level IV: Word Hunt, Word Stairs, Pirate Ship, Group It I</p> <p>Level V: Super Change, Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> • Use knowledge of phonics to read unfamiliar words in isolation and in context. 	<p>Level II: Consonant Blast, Picture-Word Match</p> <p>Level III: Sound Change, Silent-E Switch, Fast Find, Silent-E Score</p> <p>Level IV: Word Hunt, Word Stairs, Pirate Ship, Group It I</p> <p>Level V: Super Change, Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> • Read compound words, contractions, and words with common inflectional endings in isolation and in context. 	<p>Level V: Add It, Elevator, Group It II</p>

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<p>Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.</p>	
<p>1.2.2 Apply vocabulary strategies in grade level text.</p>	
<ul style="list-style-type: none"> Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est. 	<p>Level V: Add It</p>
<ul style="list-style-type: none"> Use strategies including context and re-reading to self-correct. 	<p>The opportunity to address this objective is available. See the following: Level IV: Word Hunt</p> <p>Level V: Add It, Elevator</p>
<ul style="list-style-type: none"> Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance. 	<p>The opportunity to address this objective is available. See the following: Level IV: Word Hunt</p> <p>Level V: Add It, Elevator</p>

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<p>Component 1.4: Apply word recognition skills and strategies to read fluently.</p>	
<p>1.4.1 Know common sight words appropriate to grade-level.</p>	
<ul style="list-style-type: none"> • Read selected sight words with automaticity. 	<p>Level I: Sight Word Search I</p> <p>Level II: Sight Word Search II</p> <p>Level III: Sight Word Search III</p> <p>Level IV: Sight Word Search IV</p> <p>Level V: Sight Word Search V</p>
<p>1.4.2 Apply fluency to enhance comprehension.</p>	
<ul style="list-style-type: none"> • Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level IV: Word Hunt</p> <p>Level V: Elevator</p>
<ul style="list-style-type: none"> • Read aloud unpracticed grade-level text with fluency in a range of 50–65+ words correct per minute. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level IV: Word Hunt</p> <p>Level V: Elevator</p>