

<p><b>Lexia Primary Reading ©2005, Levels 1-5</b>  <b>correlated to</b>  <b>Washington Essential Academic Learning Requirements with Grade Level</b>  <b>Expectations for Reading</b></p>	
<p><b>Grade 2</b></p>	
<p><b>Washington Essential Academic Learning Requirements with Grade Level Expectations for Reading</b>  <b>Grade 2</b></p>	<p><b>Lexia Primary 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>1.1.4 Apply understanding of phonics.</b></p>	
<ul style="list-style-type: none"> <li>Use knowledge of phonics to read unfamiliar words in grade-level text.</li> </ul>	<p><b>Level II:</b> Picture-Word Match</p> <p><b>Level IV:</b> Word Hunt, Word Stairs</p> <p><b>Level V:</b> Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> <li>Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).</li> </ul>	<p><b>Level IV:</b> Word Stairs, Pirate Ship, Group It I</p> <p><b>Level V:</b> Add It, Elevator, Group It II</p>
<ul style="list-style-type: none"> <li>Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., <i>super</i> follows v/cv pattern; <i>supper</i> follows vc/cv).</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level V:</b> Add It, Elevator, Group It II</p>

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<p><b>Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.</b></p>	
<p><b>1.2.2 Apply vocabulary strategies in grade level text.</b></p>	
<ul style="list-style-type: none"> <li>Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level V:</b>  Add It</p>
<ul style="list-style-type: none"> <li>Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of print conventions, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level IV:</b>  Word Hunt</p> <p><b>Level V:</b>  Add It, Elevator</p>
<ul style="list-style-type: none"> <li>Use prior knowledge and context to predict and confirm meanings of unknown words.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level IV:</b>  Word Hunt</p> <p><b>Level V:</b>  Add It, Elevator</p>
<ul style="list-style-type: none"> <li>Use pictures, illustrations, and diagrams to clarify/expand word meaning.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  <b>Level IV:</b>  Word Hunt</p>

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<p><b>Component 1.4: Apply word recognition skills and strategies to read fluently.</b></p>	
<p><b>1.4.1 Know common sight words appropriate to grade-level.</b></p>	
<ul style="list-style-type: none"> <li>• Read with automaticity an increasing number of common sight words.</li> </ul>	<p><b>Level I:</b> Sight Word Search I</p> <p><b>Level II:</b> Sight Word Search II</p> <p><b>Level III:</b> Sight Word Search III</p> <p><b>Level IV:</b> Sight Word Search IV</p> <p><b>Level V:</b> Sight Word Search V</p>

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<p><b>1.4.2 Apply fluency to enhance comprehension.</b></p>	
<ul style="list-style-type: none"> <li>• Read grade-level text aloud fluently with expression.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level IV:</b> Word Hunt</p> <p><b>Level V:</b> Elevator</p>
<ul style="list-style-type: none"> <li>• Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level IV:</b> Word Hunt</p> <p><b>Level V:</b> Elevator</p>
<p><b>1.4.3 Apply different reading rates to match text.</b></p>	
<ul style="list-style-type: none"> <li>• Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text).</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level IV:</b> Word Hunt</p> <p><b>Level V:</b> Elevator</p>