

Riverdeep Bailey's Book House
Aligned to Alaska Reading Grade Level Expectations
January 2007



Alaska Reading Grade Level Expectations	Bailey's Book House
KINDERGARTEN	
READING	
The student uses strategies to decode or comprehend meaning of words in text.	
[K] 1.1.1 Given spoken words or sounds (phonological awareness):	
identifying whether words rhyme or not;	<ul style="list-style-type: none"> • Three-Letter Carnival • Read-A-Rhyme
producing words that rhyme;	<ul style="list-style-type: none"> • Three-Letter Carnival • Read-A-Rhyme
orally blending syllables or onset-rimes;	<ul style="list-style-type: none"> • Three-Letter Carnival • Compound Word Machine
orally blending separate phonemes;	<ul style="list-style-type: none"> • Three-Letter Carnival • Silly Songs • Compound Word Machine
identifying the first sound in a 1-syllable word	<ul style="list-style-type: none"> • Letter Machine • Three-Letter Carnival • Silly Songs
identifying different speech sounds;	<ul style="list-style-type: none"> • Letter Machine • Three-Letter Carnival • Silly Songs
segmenting individual sounds in words with support	<ul style="list-style-type: none"> • Three-Letter Carnival • Silly Songs • Compound Word Machine
[K] 1.1.2 Identifying all letters by name and most common sound; orally reading some high frequency sight words	<ul style="list-style-type: none"> • Letter Machine • Three-Letter Carnival
[K] 1.1.3 Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors)	<ul style="list-style-type: none"> • Edmo & Houdini • Three-Letter Carnival • My Friend
[K] 1.1.4 Listening to and using new vocabulary in context	<ul style="list-style-type: none"> • Make-A-Story • Read-A-Rhyme • Kid Cards • My Friend • Silly Songs
[K] 1.1.5 Demonstrating understanding of concepts of print including	
reading front to back, top to bottom of page, left to right of page, left before right page;	<ul style="list-style-type: none"> • Make-A-Story • Read-A-Rhyme • Kid Cards • My Friend

1 *Bailey's Book House does not align to all standards. Those standards are not shown on this document. This document is a correlation of Bailey's Book House, to the Alaska 2006 Grade Level Expectations.

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one-to-one word correspondence;	<ul style="list-style-type: none"> • Silly Songs • Make-A-Story • Read-A-Rhyme • Kid Cards • My Friend • Silly Songs
The student reads text aloud by	
[K] 1.3.1 Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns	<ul style="list-style-type: none"> • Three-Letter Carnival • Read-A-Rhyme
The student follows oral and written directions by	
[K] 1.6.1 Following simple two-step oral directions to complete a task	<ul style="list-style-type: none"> • Kid Cards • Compound Word Machine
[K] 1.6.2 Following symbol or icon directions to complete a task	<ul style="list-style-type: none"> • Edmo & Houdini • Letter Machine • Make-A-Story • Three-Letter Carnival • Read-A-Rhyme • Kid Cards • My Friend • Silly Songs • Compound Word Machine
The student analyzes content and structure of genres by	
[K] 1.7.1 Listening to and discussing fiction, non-fiction, and poetry	<ul style="list-style-type: none"> • Make-A-Story • Read-A-Rhyme
[K] 1.7.2 Identifying use of rhyme in text	<ul style="list-style-type: none"> • Read-A-Rhyme
The student analyzes literary elements and devices by	
[K] 1.8.1 Identifying the setting (where) and important characters of a story	<ul style="list-style-type: none"> • Make-A-Story