

K-2 Reading

High Priority Standards

K	1	2
R1.1a Produce the sound when randomly shown the letter symbol	R1.1a Identify capital/lower case letters and produce corresponding letter sounds	R1.1a/b Use the following to read: <ul style="list-style-type: none"> ♦ Initial/medial/final consonants, silent e ♦ Short/long vowel sounds ♦ Rhyming words ♦ Consonant digraphs: ch, ph, sh, th, wh, qu ♦ Vowels/combinations: ea, ai, ee, oo, ue, ew. Oa, ay, oy oi, ow, and ie ♦ Two and three-letter blends: str, scr, tr, etc. ♦ Hard and soft sounds of c and g ♦ "R" controlled vowels: ir, er, ur, ar, and or ♦ Silent consonants: kn, gn, wr, mb ♦ Word and context cues ♦ Root words ♦ Prefixes: un, re, dis ♦ Suffixes: ful, less, ness, ly ♦ Contractions ♦ Compound words ♦ Language structure
R1.1a Name and produce the sound when randomly shown the letter symbol (consonant)	R1.1b Identify and produce beginning, middle and ending sounds of a word	R1.b context, syntax, visual and picture cues
R1.1a Produce the beginning and ending sound when a word is spoken	R1.1b Read words using initial/medial/final consonants, silent e, short/long vowel sounds, consonant digraphs: ch, ph, sh, th, wh, qu, endings: s, ed, ing, er, est, language structure	R1.1b Sight recognition of high frequency vocabulary words
R1.1a Read signs, labels, and high interest words	R1.1b Use context, syntax, visual, and picture cues	R1.1b Recognize 200 often used word
R1.1b Name beginning letter when word is spoken	R1.1b Sight word recognition of high frequency vocabulary words	R1.2a Monitor own reading and recognize when comprehension has broken down
R1.1b Use phonetic skills to decode words	R1.1b Recognize 100 most often used words in children's literature by sight	R1.2b Use strategies to support comprehension, including rereading, predicting, questioning, word identification, context, and picture clues
R1.2a Participate in activities to support comprehension including predicting and questioning	R1.1b Read signs, labels, and high interest words	R1.3 Use strategies to read (e.g. rereading, using punctuation, self-correcting, and using meaning, structure, and visual cues)
R1.3 Demonstrate book handling knowledge	R1.2a Monitor own reading and recognize when comprehension has broken down	R1.3 Read text aloud with inflection and expression
R1.5 Participate in emergent reading activities (e.g. reading labels, reading signs, shared reading, guided reading)	R1.2b Use strategies to support comprehension, including rereading, prediction, questioning, word identification, context, and picture cues	R1.4a Retell a story or restate information after reading or hearing text
R1.6 Participate in activities to follow simple directions using a combination of pictures, symbols, and words to perform a task	R1.3 Use strategies to read accurately (rereading, using punctuation, self-correcting, and using meaning, structure and visual cues.	R1.5 Tell the main idea after reading or hearing text
R1.8 Make prediction about what will happen next in a story	R1.3 Read aloud with inflection and expression	R1.7 Identify common forms of text such as poetry, prose, fiction, non-fiction, and drama

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	R1.4a Retell, dramatize, or restate information after reading or hearing text	R1.8 Identify and describe the main character of a story
	R1.6 Read and follow simple directions using a combination of pictures, symbols, and words to perform a task.	R1.8 Describe the setting in terms of time and place
	R1.8 Identify and describe the main character of a story	R1.11 Identify basic cultural influences in text
	R1.8 Tell the sequence of the story	
	R1.8 Describe the setting in terms of time and place	
	R1.8 Make logical predictions about what will happen next in a story	

Typical Classroom Assessments		
K	1	2
<ul style="list-style-type: none"> ● Anecdotal Records ● Developmental Profile ● Individual Assessment 	<ul style="list-style-type: none"> ● Anecdotal Records ● Running Records ● Individual Interviews 	<ul style="list-style-type: none"> ● STAR ● Reading Inventory ● Reading Log ● Spelling Tests

Formal School District and State Assessments		
K	1	2
	<ul style="list-style-type: none"> ● Reading Recovery ● Gates-McGinney Standard Test 	<ul style="list-style-type: none"> ● Terra Nova

Major Thematic Strands and/or Instructional Units		
K	1	2
<ul style="list-style-type: none"> ● School/Bus Safety ● Self/Family ● Fire Safety ● Living/Nonliving ● Long Ago (Alaska Day) ● Family Traditions and Cultures ● Mammals--Bears ● Magnets ● Communications ● Human Body ● Birds/Raptors ● Inter-tidal ● Marine Safety 	<ul style="list-style-type: none"> ● Geography ● School Community ● Famous People ● Families--Celebrations and Holidays ● Occupations ● Basic Needs ● Cultural Studies ● Weather and Seasons ● Environment ● Inter-tidal Zones ● Rocks ● Planets ● Properties of Matter ● Water Cycle ● Insects ● Plants 	<ul style="list-style-type: none"> ● Tlingits ● Basic Human Needs ● Self Esteem ● Local History ● Life Cycles ● Body Systems ● Nutrition ● Inter-tidal Zones ● Animal Classification ● Forces that Change Earth's Surface ● Reptiles

Integration of Technology		
K	1	2
<ul style="list-style-type: none"> ● Basic Computer Concepts ● Software to Supplement Themes 	<ul style="list-style-type: none"> ● Basic Computer Concepts ● Software to Supplement Themes 	<ul style="list-style-type: none"> ● Keyboarding ● Word Processing ● Presentation Project

