

Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, dif grade level	Essential Vocabulary	Notes
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Ronda-Green - Teresa - Latissue'

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, dif grade level	Essential Vocabulary	Notes
		Reading Standards for Literature K-5				
		Key Ideas and Details				
K	"Ask and answer questions about key details in a text." [pg. 22, Comp.] Participate in collaborative conversations with a variety of partners about kindergarten topics and texts with peers and adults in small and larger groups." (pg. 19, K Comp. and Coll., Speaking and Listening)	1. "With prompting and support, ask and answer questions about a literary text using key details from the text." [pg. 16, K Rdg. Lit. Std. 1]	[with peers and adults in small and larger groups.]			Found in FNSBSD curr. in Reading Core Learner Objectives
K	"Retell familiar stories, including key details." [pg. 22, Comp.]	2. "With prompting and support, retell familiar stories, using key details." [pg. 16, K Rdg. Lit. Std. 2]				

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K	"Answer who, where and what questions after listening to a sentence, paragraph or story to identify main idea and key details." [pg. 21, FNSBSD Comp.] "Identify characters, settings, and major events in a story." [pg. 22, FNSBSD Comp.]	3. "With prompting and support, identify characters, settings, major events, and problem-solution in a story, song or poem." [pg. 16, K Rdg. Lit. Std. 3]				AKSS additionally requires problem/solution and adds "song or poem."
		Craft and Structure				
K	"Ask and answer questions in order to seek help, share information or clarify something that is not understood about a text read aloud or information presented orally or through other media." [pg. 19, FNSBSD CLO, Speaking and Listening]	4. "Ask and answer questions about unknown words in a text." [pg. 16, K Rdg. Lit. Std. 4, Craft and Structure]				

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K	"Recognize common types of texts (e.g., storybooks, poems)." [pg. 22, FNSBSD Craft and Structure]	5. "Identify common types of texts (e.g., picture books, stories, poems, songs). [pg. 16, Rdg. Lit. Std. 5, Craft and Structure]				AKSS additionally requires picture books and songs.
K	"Name the author and illustrator of a story and define the role of each in telling the story." (fiction) [pg. 22, FNSBSD Craft and Structure]	6. "With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story." [pg. 16, Rdg. Lit. Std. 6, Craft and Structure]				
		Integration of Knowledge and Ideas				
K	"Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)" [pg. 22, FNSBSD Integration of Knowledge and Ideas]	7. "With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or				

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		retell a story." [pg. 17, Rdg. Lit. Std. 7, Integration of Knowledge and Ideas]				
K	"Identify basic similarities in and differences between two texts on the same topic." [pg. 22, Integration of Knowledge and Ideas]	9. "With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories." [pg. 17, Rdg. Lit. Std. 9, Integration of Knowledge and Ideas]				
		Range of Reading and Level of Complexity				
K	"Listen (sic) and discuss stories representing various cultures and traditions" [pg. 22, Integration of Knowledge and Ideas]	10. "Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed." [pg. 17, Rdg. Lit. Std. 10, Range of Reading]				
		Reading Standards for				

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		Informational Text K-5				
		Key Ideas and Details				
K	"Begin to make connections with reading selections using background knowledge and experience and make meaningful predictions" [pg.21, Comprehension] "Ask and answer questions about key details in a text" [pg. 22, Comprehension]	1. "With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text." [pg. 20, Rdg. Std. 1 for Inf. Text, Key Ideas and Details]				
	"Answer who, where and what questions after listening to a sentence, paragraph or story to identify main idea and key details." [pg. 21, FNSBSD Comp.] "Identify characters, settings, and major events in a story." [pg. 22, FNSBSD Comp.]	2. "With prompting and support, identify the main topic and retell key details of a text." [pg. 20, Rdg. Std. 2 for Inf. Text, Key Ideas and Details]				
K	"Describe the	3. "With prompting and				

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	connections between two individuals, events, ideas, or pieces of information in a text." [pg. 22, FNSBSD Comp.]	support, describe the connections between two individuals, events, ideas, or pieces of information in a text." [pg. 20, Rdg. Std. 3 for Inf. Text, Key Ideas and Details]				
		Craft and Structure				
K	"Ask and answer questions in order to seek help, share information or clarify something that is not understood about a text read aloud or information presented orally or through other media." [pg. 19, FNSBSD CLO, Speaking and Listening]	4. "With prompting and support, ask and answer questions about unknown words in a text." [pg. 20, Rdg. Std. 4 for Inf. Text, Craft and Structure]				
K	"Handle a book properly, recognize front and back, point to title" [pg. 20, FNSBSD Word Study: Print Concepts] "Locate title of a book"	5. "Identify the front cover, back cover, and title page of a book." [pg. 20, Rdg. Std. 5 for Inf. Text, Craft and Structure]				

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	[pg. 20, FNSBSD Word Study: Print Concepts]					
K	"Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (non-fiction) [pg. 22, FNSBSD Craft and Structure]"	6. "Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text." [pg. 20, Rdg. Std. 6 for Inf. Text, Craft and Structure]				
		Integration of Knowledge and Ideas				
K	Non-Fiction "Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)" [pg. 22, FNSBSD Integration of Knowledge and Ideas]	7. "With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)." [pg. 20, Rdg. Std. 7 for Inf. Text, Integration of Knowledge and Ideas]				
K	"Identify the reasons an author gives to support	8. "With prompting and support, identify the				Implicit in supporting

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	points in a text." [pg. 22, FNSBSD Integration of Knowledge and Ideas]	opinions an author states in a text." [pg. 20, Rdg. Std. 8 for Inf. Text, Integration of Knowledge and Ideas]				points is identifying the opinions the author is supporting, therefore FNSBSD curriculum requires more than AKSS.
K	"Identify basic similarities in and differences between two texts on the same topic." [pg. 22, Integration of Knowledge and Ideas]	9. "With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies." [pg. 20, Rdg. Std. 9 for Inf. Text, Integration of Knowledge and Ideas]				
		Range of Reading and Level of Complexity				
K	"Read emergent-reader	10. "Actively engage in				

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	texts with purpose and understanding." [pg. 21, Fluency] "Begin to set purposes for reading." [pg. 21, Comprehension] Participate in collaborative conversations with a variety of partners about kindergarten topics and texts with peers and adults in small and larger groups." [pg. 19, Speaking and Listening] "Listen attentively to the telling or reading of a text." [pg. 19, Speaking and Listening]	shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed." [pg. 21, Rdg. Std. 10 for Inf. Text, Range of Reading and Level of Text Complexity]				
		Reading Standards: Foundational Skills K-5				
		Print Concepts				
K	"Word Study: Print Concepts -Follow words from left to right, top to bottom, and page by page.	"Print Concepts: 1. Demonstrate understanding of the organization and basic features of print.	-Understand the concepts of letter, word and sentence -Recognize and	-Understand special uses of uppercase letters* -Notice and		AKSS requires addition of "Recognize that spoken words are represented

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	-Recognize that spoken words are represented in written language -Understand the concepts of letter, word and sentence -Understand that words are separated by spaces in print. -Recognize and name all upper and lowercase letters of the alphabet in random order -Differentiate consonants and vowels -Understand special uses of uppercase letters* -Notice and identify ending punctuation for declarative, interrogative and exclamatory sentences ([.], [?], [!])*(pg. 20, Reading Foundation Skills, Core Learner Objectives]	a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet." [pg. 24, Foundational Skills]	- name all upper and lowercase letters of the alphabet in random order -Differentiate consonants and vowels	identify ending punctuation for declarative, interrogative and exclamatory sentences ([.], [?], [!])*(pg. 20, Reading Foundation Skills, Core Learner Objectives]		- in written language <i>by specific sequences of letters.</i> " - In AKSS where are students first held accountable for differentiating between consonants and vowels? Can't find it. *Found in grade 1, [pg. 24, Foundational Skills]
		Phonological Awareness				

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K	"Demonstrate understanding of spoken words, syllables, and sounds (phonemes) -segment sentences into words * -Hear, say, and generate rhyming words@ -Count, pronounce, blend, and segment syllables in spoken words -Hear and say (blend and segment onsets and rimes) parts of single-syllable spoken words -Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/) -add or substitute individual sounds	"Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.@ b. Count, pronounce, blend and segment syllables in spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words (This does not include CVCs ending with /l/, /r/, or /x/). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words." [pg. 24, Foundational Skills]	-segment sentences into words * -Hear, say, and generate rhyming words@ -Count and clap syllables+ [pg. 20, Reading Foundation Skills, Core Learner Objectives]			* students are asked to segment sentences in AKSS, words in FNSBSD curriculum. @AKSS "recognize and produce" FNSBSD "Hear, say and generate" +students are not asked to clap syllables in AKSS

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	(phonemes) in simple, one-syllable words to make new words -Count and clap syllables+[pg. 20, Reading Foundation Skills, Core Learner Objectives]					
First Grade:	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level	Essential Vocabulary	Notes
		Reading Standards for K-5				
		Key Ideas and Details				
1st grade	Strand: Comprehension and Collaboration * Ask and answer questions about key details in a text read aloud or information presented orally or FNSBSD-Grade 1, Speaking & Listening, p.	1. "Ask and answer questions about a literary text using key details from the text. [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.16]	Making and verifying predictions based on information while listening or reading (e.g. comparing and contrasting) FNSB p. 29 Identifying the main idea of a text. p. 29 FNSB	FROM SECOND GRADE Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of a literary text		

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26.	Ask and answer questions about key details in a text. FNSBSD, Grade 1, Reading Comprehension, p. 30 Check for understanding through re-reading, pictures, and "W" questions. FNSBSD, Grade 1, Reading Comprehension p. 30 Discuss details from stories, FNSBSD, Grade 1, Reading Comprehension p. 30			using key details from the text. We have the above skill in our first grade curriculum.		
	The student comprehends literal or inferred meaning from text by: FNSBSD-Grade 1, Speaking & Listening, p. 26 Retell stories orally using	2. "Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event)or lesson" [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.16]				I don't see author's purpose here.

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	simple sentences, and or with pictures in sequence. FNSBSD-Grade 1, Reading, p. 30.					
	"Discuss characters in books using picture clues, personal experience, and the text to make inferences. FNSBSD-Grade 1, Before Reading Strategies, p. 29. Infer a character's feelings or motivations" FNSBSD-Grade 1, Core Learner Objectives, Comprehension, p. 29. Identify character, setting (time/place), and plot (problem/solution) FNSBSD, Grade 1, During-Reading Strategies p. 29	3. Describe characters, setting, major events, and problem-solving in a story, play or poem, using key details. [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.16]				

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	Make predictions as to what will happen next. Express personal connections through discussion. Acquire new information while reading. Infer cause and effect as implied in the text. FNSBSD Comprehension, p. 29					
		Craft and Structure				
Grade One	Craft and Structure p. 30 Fiction: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses." P. 30 After-Reading strategies: Make and discuss	4. identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses. [1st Grade, Reading Strds for Literacy, Key Ideas & Details, p.16]				I am concerned that there is nothing in the new standards saying something in first grade about using comprehension and the three cueing systems, (meaning, visual

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	connections between the text and readers' personal experiences, text and other texts that have been read or heard, and text and events in the world. p. 30 under craft and structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					and syntax) to decode unknown words.) I reread the introduction to the standards and I think there are many points to make sure we have these in our curriculum. First, there is a strong comprehension focus. We have that now, I am just noting it, because we may need to think about making sure there is enough depth to ours. There is a focus on classic and contemporary literature, but

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						there is also ALASKAN BASED literature. So we need to make sure that we have book titles appropriate for grade levels...or that's an idea of how to handle it. Maybe this is where Katie can come in for suggestions. Of course, informational texts are clearly in the new standards.
						I came across the mention that teachers use materials at a range of levels. I suspect this came out of

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						teachers only using grade level texts and not pushing? They said to use the Language Progressive Skills table. We need to be familiar with that and make sure that is spelled out.
	Explain major differences between books that tell stories and books that give information, drawing upon a wide range of text types. Distinguish between fiction/non-fiction, real/fantasy and poetry.	5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.16]				
	P. 30 identify who is telling the story at	6. Identify who is telling the story at various points in the text (e.g. a character		Recognize authors and		

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	various points in a text. Recognize authors and illustrators.	in the text or a narrator/storyteller). [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.16]		illustrators.		
		Integration of Knowledge and Ideas				
grade 1	p. 30 Describe characters, settings, and major events in a story, using key details.	7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution. [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.17]				
grade1		(8. Not applicable to literature.)				
grade 1	p. 30 make judgements about characters or events in the text. p. 31 Compare and contrast the adventures and experiences of characters in stories.	9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.				
		Range of Reading and				

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grade 1	p. 31 Listen to and discuss stories representing various cultures and traditions.	Level of Complexity 10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1. [1st Grade, Reading Stds for Literacy, Key Ideas & Details, p.17]				There is a difference here. Our curriculum says listen to and discuss. The new says to read.
	Understanding of one-to-one correspondence between spoken and written words, FNSBSD, Word Study: Print Concepts p. 27 Identify and choose just-right books, FNSBSD, Comprehension, p. 29					Because Kindergarten isn't mandatory in our state, we have to keep these concepts of print in first grade in my opinion. (Ronda)
		Reading Standards for Informational Text K-5				

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		Key Ideas and Details				
grade 1	P. 30 Non-fiction Ask and answer questions about key details.	1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				I don't see anywhere we really say to elicit background knowledge, so we might need to tweak this.
grade 1	p. 31 identify the reasons an author gives to support points in a text.	2. Identify the main topic or author's purpose. (to teach or tell us about...) and retell key details of a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				I agree with this new standard, however there is also and entertain and persuade purpose that should be in the fiction category. Entertain is there "to make laugh". But I don't know if persuade is really spelled out. I also agree to retell key facts, but we should not limit it to

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grade 1	P. 30 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. P. 31 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				non-fiction but also retell fiction.
grade 1	p. 30 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Craft and Structure				
grade 1	p. 30 know and use various	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				
grade 1		5. Know and use various				

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	text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.	text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				
grade 1	p. 30 describe the connection between two individuals, events, ideas or pieces of information.	6. Distinguish between information provided by photos or other graphics and information provided by the words in a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				
		Integration of Knowledge and Ideas				
grade 1	p. 31 Use the illustrations and details in a text to describe its key ideas.	7. Use the illustrations and details in a text to describe its key ideas. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				

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grade 1	Share opinions about the text. FNSBSD, Grade 1, Reading, After-Reading Strategies, p. 30 Identify the reasons an author gives to support points in a text. FNSBSD, Reading Integration of Knowledge and Ideas, non-fiction, p. 31	8. identify the opinions an author states to support points in a text. [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				
grade 1	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something.) p.31	9. identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something.) [Grade 1, Reading Standards for Informational Text K-5, p. 20.]				
		Range of Reading and Level of Text Complexity				
grade		10. With prompting and				

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1			support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed. [Grade 1, Reading Standards for Informational Text K-5, p. 21.]			
			Reading Standards: Foundational Skills K-5			
			Print Concepts			
grade 1	Demonstrate understanding of the organization and basic features of print. recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) and realize that print contains a constant message versus an oral retelling. Know that print goes from	1. demonstrated understanding of the organization and basic features of print. a. recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [Grade 1, Reading Standards: Foundational Skills K-5, p. 24.]		Understand alphabetical order. (p. 27)		

Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, dif grade level	Essential Vocabulary	Notes
	left to right and from top to bottom of a page. Demonstrate understanding of one-to-one correspondence between spoken and written words Understand alphabetical order (p. 27)		Understand alphabetical order (p. 27)			
grade 1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends Isolate and pronounce	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables and sounds. (phonemes) a. Distinguish long from short vowel sounds in spoken single-syllable words. b. orally produce single-syllable words by blending sounds (phonemes), including consonant blend. c. Isolate and pronounce		Hear, say and generate rhyming words		

Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS,dif grade level	Essential Vocabulary	Notes
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	initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) Segment sentences into words Hear and recognize word boundaries Hear, say and generate rhyming words Blend two to four phonemes into words. d-o-g or t-e-n-t. Sort words by their beginning sounds (mom, my) Hear and say syllables Hear and identify long and short vowel sounds and letters that represent them. (p. 27 FNSB)	initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [Grade 1, Reading Standards: Foundational Skills K-5, p. 24.]				This should be kept. Rhyming is very important in reading development.
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Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, dif grade level	Essential Vocabulary	Notes
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grade 1	Know and apply grade-level phonics and word analysis skills in decoding words. know the spelling-sound correspondences for common consonant digraphs (ie, the, she, wh) know the spelling-sound correspondences for common blends (eg. dr, ble, st) Decode regularly spelled one-syllable words Know final-e and common vowel team conventions for representing long vowel sounds Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read	know the spelling-sound correspondences for common blends (eg. dr, ble, st)			No specific mention of blends. p. 24
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