

**Riverdeep Bailey's Book House**  
**Aligned to Alaska Reading Content Standards**  
**January 2007**



Alaska Reading Content Standards	Bailey's Book House
<b>KINDERGARTEN</b>	
<b>READING</b>	
<b>The student uses strategies to decode or comprehend meaning of words in text.</b>	
[K] 1.1.1 Given spoken words or sounds (phonological awareness):	
identifying whether words rhyme or not;	<ul style="list-style-type: none"> <li>• Three-Letter Carnival</li> <li>• Read-A-Rhyme</li> </ul>
producing words that rhyme;	<ul style="list-style-type: none"> <li>• Three-Letter Carnival</li> <li>• Read-A-Rhyme</li> </ul>
orally blending syllables or onset-rimes;	<ul style="list-style-type: none"> <li>• Three-Letter Carnival</li> <li>• Compound Word Machine</li> </ul>
orally blending separate phonemes;	<ul style="list-style-type: none"> <li>• Three-Letter Carnival</li> <li>• Silly Songs</li> <li>• Compound Word Machine</li> </ul>
identifying the first sound in a 1-syllable word	<ul style="list-style-type: none"> <li>• Letter Machine</li> <li>• Three-Letter Carnival</li> <li>• Silly Songs</li> </ul>
identifying different speech sounds;	<ul style="list-style-type: none"> <li>• Letter Machine</li> <li>• Three-Letter Carnival</li> <li>• Silly Songs</li> </ul>
segmenting individual sounds in words with support	<ul style="list-style-type: none"> <li>• Three-Letter Carnival</li> <li>• Silly Songs</li> <li>• Compound Word Machine</li> </ul>
[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"> <li>• Letter Machine</li> <li>• Three-Letter Carnival</li> </ul>
[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"> <li>• Edmo &amp; Houdini</li> <li>• Three-Letter Carnival</li> <li>• My Friend</li> </ul>
[K] 1.1.4 Listening to and using new vocabulary in context	<ul style="list-style-type: none"> <li>• Make-A-Story</li> <li>• Read-A-Rhyme</li> <li>• Kid Cards</li> <li>• My Friend</li> <li>• Silly Songs</li> </ul>
[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"> <li>• Make-A-Story</li> <li>• Read-A-Rhyme</li> <li>• Kid Cards</li> <li>• My Friend</li> <li>• Silly Songs</li> </ul>

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 2001 Content Standards.

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