

Reading Portfolio

Xxxx School
Xxxxx District
Address:
Phone Number:

The Alaska Reads Act outlines requirements regarding student mastery of foundational reading skills that are grounded in the evidence-based practices of the Science of Reading. Throughout the Act there are flexibilities to determine if students have mastered these specific skills. One of these flexibilities is the Reading Portfolio.

The Reading Portfolio is noted as an alternative to the statewide screening tool data in several places:

- Reporting proficiency of students to the Department. AS 14.13.120(h)(2)(G)
- For consideration in progression for students completing grade 3. AS 14.30.765(e)(3)

The Reads Act provides the Alaska Department of Education and Early Development (DEED) the authority to create measures for a Reading Portfolio that allows districts to show that students have demonstrated mastery of reading standards based on a set of criteria established by the department (AS 14.30.765(e)(3)).

The following document outlines the specific skills that need to be mastered at each grade level.

In order for the Reading Portfolio to be used as an alternative to the statewide screening tool data, measurable evidence must be provided for each skill listed. In addition, the student must master the skills in their grade level as well as master all of the skills in each of the previous grades. For example, a second grader must meet all of the requirements for grade 2, grade 1, and kindergarten.

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher	Parents/Guardians:
Does the student meet all standards for their grade level? Y or N		

Reading Portfolio

Directions:

1. Provide measurable evidence for each standard for the grade level of the student. A box is provided for each skill
2. For students in grades 1, 2, and 3 provide measurable evidence of mastery for each standard for each grade level in all previous grades.
3. In order for a Reading Portfolio to be complete, each standard box that applies to the child must be filled in.

Measurable Evidence of Mastery demonstrates that the student knows and is able to do the skills outlined in each standard.

What Measurable Evidence Is – but not limited to	What Measurable Evidence is NOT
<ul style="list-style-type: none"> • Audio or video of student performing a skill • Data/report from a free online literacy assessment based on the science of reading such as <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ MAZE 	<ul style="list-style-type: none"> • Worksheets • Parent testimonials • Anecdotal notes and information observations

Reading Foundation Skills- Grades K-3

Reading Standards: Foundational Skills Grade K

In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow

Alaska ELA Standards Kindergarten	Measurable Evidence of Mastery
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. 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.	1.a.
	1.b.
	1.c.
	1.d.
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. c) Blend and segment onsets and rimes of single syllable spoken words.	2.a.
	2.b.
	2.c.

Alaska ELA Standards Kindergarten	Measurable Evidence of Mastery
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	3.a.
	3.b.
	3.c.
	3.d.
<p>Fluency</p> <p>Read emergent-reader texts with purpose and understanding.</p>	

Reading Standards: Foundational Skills Grade 1

Alaska ELA Standards Grade 1	Measurable Evidence of Mastery
<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<p>1.a.</p>
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce 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). 	<p>2.a.</p>
	<p>2.b.</p>
	<p>2.c.</p>
	<p>2.d.</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>3.a.</p>
	<p>3.b.</p>

Alaska ELA Standards Grade 1	Measurable Evidence of Mastery	
<ul style="list-style-type: none"> 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 grade-appropriate irregularly spelled words. 	3.c.	
	3.d.	
	3.e.	
	3.f.	
	3.g.	
	<p>Phonics and Word Recognition</p> <p>4. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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 grade-appropriate irregularly spelled words. 	4.a.
		4.b.
4.c.		
4.d.		
4.e.		
4.f.		
4.g.		

Alaska ELA Standards Grade 1	Measurable Evidence of Mastery
Fluency 5. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.a.
	5.b.
	5.c.

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Reading Standards: Foundational Skills Grade 2

Alaska ELA Standards Grade 2	Measurable Evidence of Mastery
<p>Print Concepts</p> <p>There are no Print Concepts foundational skills for grades 2-5.</p>	
<p>Phonological Awareness</p> <p>There are no Phonological Awareness foundation skills for grades 2-5.</p>	
<p>Phonics and Word Recognition</p> <p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	1.a.
	1.b.
	1.c.
	1.d.
	1.e.
	1.f.

Alaska ELA Standards Grade 2	Measurable Evidence of Mastery
Phonics and Word Recognition	
2. Read with sufficient accuracy and fluency to support comprehension.	2.a.
a. Read on-level text with purpose and understanding.	2.b.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.c.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.a.
3. Know and apply grade-level phonics and word analysis skills in decoding words.	3.b.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	3.c.
b. Know spelling-sound correspondences for additional common vowel teams.	3.d.
c. Decode regularly spelled two-syllable words with long vowels.	3.e.
d. Decode words with common prefixes and suffixes.	3.f.
e. Identify words with inconsistent but common spelling-sound correspondences.	
f. Recognize and read grade-appropriate irregularly spelled words.	

Reading Standards: Foundational Skills Grade 3

Alaska ELA Standards Grade 3	Measurable Evidence of Mastery
<p>Print Concepts</p> <p>There are no Print Concepts foundational skills for grades 3-5.</p>	
<p>Phonological Awareness</p> <p>There are no Phonological Awareness foundational skills for grades 3-5.</p>	
<p>Phonics and Word Recognition</p> <p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	1.a.
	1.b.
	1.c.
	1.d.

Alaska ELA Standards Grade 3	Measurable Evidence of Mastery
<p>Fluency</p> <p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.a.
	2.b.
	2.c.

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