



# Standards Alignment

## Georgia's Standards for English Language Arts: K-3

### Kindergarten

### Reading Standards: Foundational Skills

#### I. BIG IDEA: Phonological Awareness

##### K.F.PA.6 Phonemic Awareness

- K.F.PA.6.a Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.
- K.F.PA.6.b Identify short and long vowel sounds in spoken one-syllable words.
- K.F.PA.6.c Blend, count, and segment up to three phonemes in spoken one-syllable words.

#### II. BIG IDEA: Concepts of Print

##### K.F.CP.4 Alphabet Knowledge

- K.F.CP.4.b Name and identify each uppercase and lowercase letter in random order.

#### III. BIG IDEA: Phonics

##### K.F.P.1 Phoneme-Grapheme Correspondences

- K.F.P.1.a Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.
- K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.

##### K.F.P.2 Decoding with Phonics

- K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).

#### Set 1 (*Pre-Emergent*)

Beginning Sounds: m, s, a, t, d

#### Set 2 (*Pre-Emergent*)

Beginning Sounds: i, c, o, n, f

#### Set 3 (*Pre-Emergent*)

Beginning Sounds: r, u, l, w, g, h

#### Set 4 (*Pre-Emergent*)

Beginning Sounds: k, v, p, b, y, e

#### Set 5 (*Pre-Emergent*)

Beginning Sounds: j, qu, x, z

#### Word Books (*Pre-Emergent*)

Blending CVC Words

#### Early Decodables (*Kindergarten*)

Short Sentences with CVC Words

#### Set 6 (*Kindergarten*)

Short a CVC

#### Set 7 (*Kindergarten*)

Short i CVC

#### Set 8 (*Kindergarten*)

Short o CVC



## Kindergarten

### Reading Standards: Foundational Skills

#### K.F.P.2 Decoding with Phonics

- K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).
- K.F.P.2.b Identify and decode parts of irregularly spelled high-frequency words.

#### K.F.P.3 Encoding with Phonics

- K.F.P.3.a Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).
- K.F.P.3.b Identify and encode irregularly spelled high-frequency words.

#### **V. BIG IDEA: Handwriting**

##### K.F.H.1 Motor Skills & Letter/Word Formation

- K.F.H.1.a Form all uppercase and lowercase letters.

#### **Set 9** (*Kindergarten*)

Short u CVC

#### **Set 10** (*Kindergarten*)

Short e CVC



### III. BIG IDEA: Phonics

#### 1.F.P.1 Phoneme-Grapheme

##### Correspondences

- 1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.
- 1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.

#### 1.F.P.2 Decoding with Phonics

- 1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC), including high-frequency words.
- 1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.

#### 1.F.P.3 Encoding with Phonics

- 1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.
- 1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.

#### Set 11 (First Grade)

Digraphs: sh, ck

#### Set 13 (First Grade)

Digraph: ch

#### Set 15 (First Grade)

Digraph: wh

#### Set 17 (First Grade)

- S-Blends
- Double Consonants (ff, ll, ss)

#### Set 19 (First Grade)

Contractions

#### Set 21 (First Grade)

-nd, -nk, -nt

#### Set 23 (First Grade)

-lt, -lk

#### Set 25 (First Grade)

-sk, -mp

#### Set 27 (First Grade)

Long Vowel i\_e

#### Set 29 (First Grade)

Long Vowels u\_e and e\_e

#### Set 31 (First Grade)

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

#### Set 12 (First Grade)

Digraph: th

#### Set 14 (First Grade)

Digraph: -ng

#### Set 16 (First Grade)

- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

#### Set 18 (First Grade)

- R-Blends
- Double Consonants (dd, zz)

#### Set 20 (First Grade)

Inflectional Endings: Three Sounds of -ed

#### Set 22 (First Grade)

-st, -ft, -ct, -pt

#### Set 24 (First Grade)

-ld, -lf, -lp

#### Set 26 (First Grade)

Long Vowel a\_e

#### Set 28 (First Grade)

Long Vowel o\_e

#### Set 30 (First Grade)

Trigraphs -dge and -tch

#### Set 32 (First Grade)

- R-Controlled or
- Inflectional Endings: With Changes (-ed)



## First Grade

### Reading Standards: Foundational Skills

**Set 33 (First Grade)**

- R-Controlled er
- Inflectional Endings: With Changes (-ing)

**Set 34 (First Grade)**

R-Controlled ir, ur

**Set 35 (First Grade)**

- Words Ending in y
- Digraph: ph

**Set 36 (Second Grade)**

Long e Vowel Teams: ee, ea, ey

**Set 37 (Second Grade)**

Long a Vowel Teams: ai, ay

**Set 38 (Second Grade)**

Long o Vowel Teams: oa, oe, ow

**Set 39 (Second Grade)**

Long i Vowel Teams: ie, igh

**Set 40 (Second Grade)**

- Diphthongs: oy, oi
- Vowel Team: eigh

**Set 41 (Second Grade)**

Vowel Team: oo

**Set 42 (Second Grade)**

Vowel Teams: au, aw, augh

**Set 43 (Second Grade)**

Diphthongs: ow, ou

**Set 44 (Second Grade)**

Vowel Teams: ew, ue, ui

**Set 45 (Second Grade)**

Short e and Long a Vowel Teams: ea



## Second Grade

## Reading Standards: Foundational Skills

### III. BIG IDEA: Phonics

#### 2.F.P.1 Phoneme-Grapheme

##### Correspondences

- 2.F.P.1.a Identify and produce all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs.
- 2.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final-e, vowel digraphs, r-controlled vowels, and diphthongs.

#### 2.F.P.2 Decoding with Phonics

- 2.F.P.2.a Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.
- 2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.
- 2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types.

#### 2.F.P.3 Encoding with Phonics

- 2.F.P.3.a Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.
- 2.F.P.3.b Identify and encode irregularly spelled words, including high-frequency words.
- 2.F.P.3.d Encode two-syllable words by applying knowledge of all major syllable types.

#### Set 36 (Second Grade)

Long e Vowel Teams:  
ee, ea, ey

#### Set 38 (Second Grade)

Long o Vowel Teams:  
oa, oe, ow

#### Set 40 (Second Grade)

- Diphthongs: oy, oi
- Vowel Team: eigh

#### Set 42 (Second Grade)

Vowel Teams: au, aw,  
augh

#### Set 44 (Second Grade)

Vowel Teams: ew, ue,  
ui

#### Set 46 (Second Grade)

Consonant le Syllables

#### Set 48 (Second Grade)

- Long a Vowel r  
/air/
- Long e vowel r  
/ear/

#### Set 50 (Second Grade)

- Suffixes: -less, -ful,  
-ly
- Silent Letters: gn,  
kn, wr, mb

#### Set 37 (Second Grade)

Long a Vowel Teams:  
ai, ay

#### Set 39 (Second Grade)

Long i Vowel Teams: ie,  
igh

#### Set 41 (Second Grade)

Vowel Team: oo

#### Set 43 (Second Grade)

Diphthongs: ow, ou

#### Set 45 (Second Grade)

Short e and Long a  
Vowel Teams: ea

#### Set 47 (Second Grade)

Soft c and g

#### Set 49 (Second Grade)

- Multiple Sounds of  
ough
- Multisyllabic Words



### III. BIG IDEA: Phonics

#### 3.F.P.4 Decoding & Encoding with Phonics

- 3.F.P.4.a Decode and encode words with graphemes that represent multiple letter-sound correspondences.
- 3.F.P.4.b Decode and encode single-syllable and multisyllabic words of all syllable types.
- 3.F.P.4.c Decode and encode words with common prefixes and suffixes.

#### Set 51 (*High-Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

#### Set 52 (*High-Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

#### Set 53 (*High-Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

#### Set 54 (*High-Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

#### Set 55 (*High-Interest*)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

#### Set 56 (*High-Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

#### Set 57 (*High-Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

#### Set 58 (*High-Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

