Just Right Reader

Standards Alignment

Georgia's Early Learning & Development Standards and Standards for English Language Arts

0–60 Months

Early Learning & Development Standards

CLL.2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.

CLL.4: The child will use increasingly complex spoken language.

CLL.5: The child will acquire meaning from a variety of materials read to him/her.

CLL.6: The child will develop early phonological awareness (awareness of units of sound).

CLL.7: The child will demonstrate increasing knowledge of the alphabet.

CLL.8: The child will demonstrate awareness of print concepts.

Early Childhood Knowledge Building Library

Set 1 (*Pre-Emergent*)
Beginning Sounds: m, s, a, t, d

Set 2 (*Pre-Emergent*)
Beginning Sounds: c, r, n, l, i

Set 3 (*Pre-Emergent*)
Beginning Sounds: p, b, f, v, e

Set 4 (*Pre-Emergent*)
Beginning Sounds: k, g, w, h, o

Set 5 (*Pre-Emergent*)
Beginning Sounds: j, y, x, z, q, u

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.

Set 1 (*Pre-Emergent*)
Beginning Sounds: m, s, a, t, d

Set 2 (*Pre-Emergent*)
Beginning Sounds: c, r, n, l, i

Set 3 (*Pre-Emergent*)
Beginning Sounds: p, b, f, v, e

Set 4 (*Pre-Emergent*)
Beginning Sounds: k, g, w, h, o

Kindergarten

Reading Standards: Foundational Skills

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).

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 5 *(Pre-Emergent)*
Beginning Sounds: j, y, x, z, q, u

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

Set 9 (*Kindergarten*)
Short u CVC

Set 10 (*Kindergarten*)
Short e CVC

First Grade

Reading Standards: Foundational Skills

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 12 *(First Grade)*
Digraph: th

Set 13 (First Grade)
Digraph: ch

Set 14 *(First Grade)*
Digraph: -ng

Set 15 *(First Grade)*
Digraph: wh

Set 16 *(First Grade)*

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

Set 17 *(First Grade)*

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

Set 18 *(First Grade)*

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

Set 19 (*First Grade*)
Contractions

Set 20 *(First Grade)*
Inflectional Endings: Three Sounds of -ed

Set 21 (*First Grade*)
-nd, -nk, -nt

Set 22 (*First Grade*)
-st, -ft, -ct, -pt

Set 23 (First Grade)
-lt, -lk

Set 24 (*First Grade*)
-ld, -lf, -lp

Set 25 (*First Grade*)
-sk, -mp

Set 26 *(First Grade)*
Long Vowel a_e

Set 27 *(First Grade)*
Long Vowel i_e

Set 28 *(First Grade)*
Long Vowel o_e

Set 29 *(First Grade)*
Long Vowels u_e and e_e

Set 30 *(First Grade)*
Trigraphs -dge and -tch

Set 31 *(First Grade)*

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

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 26 *(First Grade)*
Long Vowel a_e

Set 27 *(First Grade)*
Long Vowel i_e

Set 28 *(First Grade)*
Long Vowel o_e

Set 29 *(First Grade)*
Long Vowels u_e and e_e

Set 31 *(First Grade)*
R-Controlled ar

Set 32 *(First Grade)*
R-Controlled or

Set 33 *(First Grade)*
R-Controlled er

Set 34 *(First Grade)*
R-Controlled ir, ur

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

Set 46 *(Second Grade)*
Consonant le Syllables

Set 47 *(Second Grade)*
Soft c and g

Set 48 *(Second Grade)*
- Long a Vowel r /air/
- Long e vowel r /ear/

Set 49 *(Second Grade)*
- Multiple Sounds of ough
- Multisyllabic Words

Set 50 *(Second Grade)*
- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

Third Grade

Reading Standards: Foundational Skills

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