

State Alignment	
Georgia	Just Right Reader
KINDERGARTEN	
Foundations: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.	
<u>III. BIG IDEA: Phonics</u> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.	
F.P.1: Phoneme-Grapheme Correspondences Identify and produce 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.	Set 1 (Kindergarten) Beginning Sounds: m, s, a, t, d
K.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U.	Set 2 (Kindergarten) Beginning Sounds: i, c, o, n, f
	Set 3 (Kindergarten) Beginning Sounds: r, u, l, w, g, h
	Set 4 (Kindergarten) Beginning Sounds: k, v, p, b, y, e
	Set 5 (Kindergarten) Beginning Sounds: j, qu, x, z
F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.	
K.F.P.2.a Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	Word Books (Kindergarten) Blending CVC Words
K.F.P.2.b Identify and decode parts of irregularly spelled high-frequency words.	Early Decodables (Kindergarten) Reading Short CVC Word Sentences
	Set 6 (Kindergarten) Short a CVC (cat)
	Set 7 (Kindergarten) Short i CVC (pig)
	Set 8 (Kindergarten) Short o CVC (top)
	Set 9 (Kindergarten)

Short u CVC (pug)

Set 10 (*Kindergarten*)

Short e CVC (pet)

FIRST GRADE

Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

III. BIG IDEA: Phonics

Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

F.P.1: Phoneme-Grapheme Correspondences

Identify and produce phoneme-grapheme correspondences.

F.P.2: Decoding with Phonics

Use grade-level phonics skills to decode words in context and in isolation.

<p>1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.</p> <p>1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.</p> <p>1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.</p>	<p>Set 11 (First Grade) Digraphs: sh, ck (shut, wish, pick)</p> <p>Set 12 (First Grade) Digraph: th (this, that, bath)</p> <p>Set 13 (First Grade) Digraph: ch (chip, rich)</p> <p>Set 14 (First Grade) Digraph: -ng (rang)</p> <p>Set 15 (First Grade) Digraph: wh (whistle)</p> <p>Set 16 (First Grade) L-Blends (clip)</p> <p>Set 17 (First Grade)</p> <ul style="list-style-type: none"> • S-Blends (spin) • Double Consonants (ff, ll, ss) <p>Set 18 (First Grade)</p> <ul style="list-style-type: none"> • R-Blends (trim) • Double Consonants (dd, zz) <p>Set 21 (First Grade) -nd, -nk, -nt (bend, pink, bent)</p> <p>Set 22 (First Grade) -st, -ft, -ct, -pt (cost, lift, pact, kept)</p> <p>Set 23 (First Grade) -lt, -lk (tilt, silk)</p> <p>Set 24 (First Grade) -ld, -lf, -lp (wild, golf, help)</p> <p>Set 25 (First Grade) -sk, -mp (ask, jump)</p>
<p>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.</p> <p>1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.</p>	<p>Set 26 (First Grade) a_e + Soft c/g in _ce and _ge (snake, cake, race, stage)</p> <p>Set 27 (First Grade) i_e + Soft c/g in _ce and _ge (tide, nice, oblige)</p> <p>Set 28 (First Grade) o_e + Soft c/g in _ce and _ge (poke, coke, globe)</p> <p>Set 29 (First Grade) u_e and e_e + Soft c/g in _ce and _ge (cute, pete,</p>

<p>1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.</p>	<p>truce, huge)</p> <p>Set 36 (<i>Second Grade</i>) Long e Vowel Teams: ee, ea, ey (peep, eat, key)</p> <p>Set 37 (<i>Second Grade</i>) Long a Vowel Teams: ai, ay (pain, play)</p> <p>Set 38 (<i>Second Grade</i>) Long o Vowel Teams: oa, oe, ow (boat, toe, snow)</p> <p>Set 39 (<i>Second Grade</i>) Long i Vowel Teams: ie, igh (tie, night)</p> <p>Set 41 (<i>Second Grade</i>) Vowel Team: oo (zoo, book)</p> <p>Set 42 (<i>Second Grade</i>) Vowel Teams: au, aw, augh (auto, saw, caught)</p> <p>Set 44 (<i>Second Grade</i>) Vowel Teams: ew, ue, ui (chew, blue, fruit)</p> <p>Set 45 (<i>Second Grade</i>) Short e and Long a Vowel Teams: ea (bread, great)</p>
<p>F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.</p>	
<p>1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.</p>	<p>Set 26 (<i>First Grade</i>) a_e + Soft c/g in _ce and _ge (snake, cake, race, stage)</p> <p>Set 27 (<i>First Grade</i>) i_e + Soft c/g in _ce and _ge (tide, nice, oblige)</p> <p>Set 28 (<i>First Grade</i>) o_e + Soft c/g in _ce and _ge (poke, coke, globe)</p> <p>Set 29 (<i>First Grade</i>) u_e and e_e + Soft c/g in _ce and _ge (cute, pete, truce, huge)</p> <p>Set 36 (<i>Second Grade</i>) Long e Vowel Teams: ee, ea, ey (peep, eat, key)</p> <p>Set 37 (<i>Second Grade</i>) Long a Vowel Teams: ai, ay (pain, play)</p> <p>Set 38 (<i>Second Grade</i>) Long o Vowel Teams: oa, oe, ow (boat, toe, snow)</p> <p>Set 39 (<i>Second Grade</i>)</p>

	<p>Long i Vowel Teams: ie, igh (tie, night)</p> <p>Set 41 (<i>Second Grade</i>) Vowel Team: oo (zoo, book)</p> <p>Set 42 (<i>Second Grade</i>) Vowel Teams: au, aw, augh (auto, saw, caught)</p> <p>Set 44 (<i>Second Grade</i>) Vowel Teams: ew, ue, ui (chew, blue, fruit)</p> <p>Set 45 (<i>Second Grade</i>) Short e and Long a Vowel Teams: ea (bread, great)</p>
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SECOND GRADE

Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

III. BIG IDEA: Phonics
Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

F.P.1: Phoneme-Grapheme Correspondences
Identify and produce phoneme-grapheme correspondences.

F.P.2: Decoding with Phonics
Use grade-level phonics skills to decode words in context and in isolation.

<p>2.F.P.1.a Identify and produce all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs.</p> <p>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.</p> <p>2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.</p>	<p>Set 11 (<i>First Grade</i>) Digraphs: sh, ck (shut, wish, pick)</p> <p>Set 12 (<i>First Grade</i>) Digraph: th (this, that, bath)</p> <p>Set 13 (<i>First Grade</i>) Digraph: ch (chip, rich)</p> <p>Set 14 (<i>First Grade</i>) Digraph: -ng (rang)</p> <p>Set 15 (<i>First Grade</i>) Digraph: wh (whistle)</p> <p>Set 21 (<i>First Grade</i>) -nd, -nk, -nt (bend, pink, bent)</p> <p>Set 22 (<i>First Grade</i>) -st, -ft, -ct, -pt (cost, lift, pact, kept)</p> <p>Set 23 (<i>First Grade</i>) -lt, -lk (tilt, silk)</p>
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	<p>Set 24 (<i>First Grade</i>) -ld, -lf, -lp (wild, golf, help)</p> <p>Set 25 (<i>First Grade</i>) -sk, -mp (ask, jump)</p> <p>Set 35 (<i>Second Grade</i>) Digraph: ph (phone)</p>
<p>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.</p> <p>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.</p> <p>2.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency words.</p> <p>2.F.P.2.d Decode two-syllable words by applying knowledge of all major syllable types</p>	<p>Set 26 (<i>First Grade</i>) a_e + Soft c/g in _ce and _ge (snake, cake, race, stage)</p> <p>Set 27 (<i>First Grade</i>) i_e + Soft c/g in _ce and _ge (tide, nice, oblige)</p> <p>Set 28 (<i>First Grade</i>) o_e + Soft c/g in _ce and _ge (poke, coke, globe)</p> <p>Set 29 (<i>First Grade</i>) u_e and e_e + Soft c/g in _ce and _ge (cute, pete, truce, huge)</p> <p>Set 31 (<i>Second Grade</i>) R-Controlled ar (star)</p> <p>Set 32 (<i>Second Grade</i>) R-Controlled or (fork)</p> <p>Set 33 (<i>Second Grade</i>) R-Controlled er (her)</p> <p>Set 34 (<i>Second Grade</i>) R-Controlled ir, ur (skirt, blurt)</p> <p>Set 36 (<i>Second Grade</i>) Long e Vowel Teams: ee, ea, ey (peep, eat, key)</p> <p>Set 37 (<i>Second Grade</i>) Long a Vowel Teams: ai, ay (pain, play)</p> <p>Set 38 (<i>Second Grade</i>) Long o Vowel Teams: oa, oe, ow (boat, toe, snow)</p> <p>Set 39 (<i>Second Grade</i>) Long i Vowel Teams: ie, igh (tie, night)</p> <p>Set 40 (<i>Second Grade</i>)</p> <ul style="list-style-type: none"> • Diphthongs: oy, oi (boy, point) • Vowel Team: eigh (eight) <p>Set 41 (<i>Second Grade</i>) Vowel Team: oo (zoo, book)</p>

Set 42 (*Second Grade*)

Vowel Teams: au, aw, augh (auto, saw, caught)

Set 43 (*Second Grade*)

Diphthongs: ow, ou (flower, out)

Set 44 (*Second Grade*)

Vowel Teams: ew, ue, ui (chew, blue, fruit)

Set 45 (*Second Grade*)

Short e and Long a Vowel Teams: ea (bread, great)

Set 46 (*Second Grade*)

Cle Syllables: -ble, -fle, ple, -dle, -tle, -gle, -cle, -kle, -sle, -zle