

b-o-o-k o-n-e w-h-a-t

I know that words
need to be spelled
correctly.

I can identify the beginning and end of a paragraph.

Once upon a time there was a little girl that lived in the woods. She wanted to visit her grandmother. She made some cookies to take to her grandmother's house. She put the cookies in a big basket and started walking down the path.



Georgia Performance Standards – ELA1R1 b

What is your
name?

I see the red ball.

Monday is my favorite day!

I know how to use correct
punctuation and
capitalization.

Georgia Performance Standard – ELA1R1 c

I can sound out words and
add, delete, or change
sounds to change words.

Georgia Performance Standards – ELA1R2 a,c,e,& f; ELA1R3 a & b

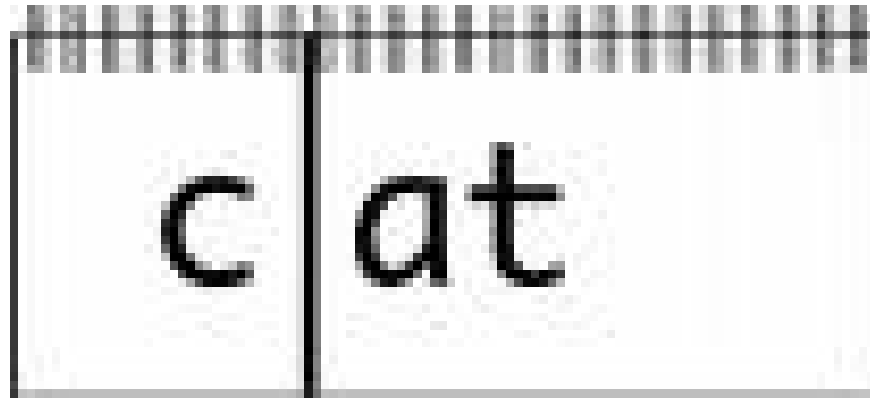


Change top to stop



I can identify
onsets and rimes.

Georgia Performance Standards – ELA1R2 b



I know the difference
between **long** and
short vowels.

Georgia Performance Standards – ELA1R2 d

Ā ā ē ě

ī ĭ ō ǒ ū ŭ

I can read words with consonant blends and digraphs.

Georgia Performance Standards – ELA1R3c



-s -es -ed -ing

I can read words with
inflectional endings.

I can read compound
words and contractions.

Georgia Performance Standards – RLA1R3 e

I've

we're

hasn't

airplane

downstairs

I can read words with vowel digraphs and r-controlled vowels.

Georgia Performance Standards – ELA1R3 f



car





I know how to use phonics
skills when I read and write
words, sentences, and
stories.

Georgia Performance Standards – ELA1R3 h

When I read, I can decode
words quickly and
accurately, use expression,
and self correct.

Georgia Performance Standards – ELA1R4 a,c, & d



I can identify and read sight words in stories.

Georgia Performance Standards – ELA1R4 b

the

see

can

because

I can orally read
at least **60** words
per minute.

Georgia Performance Standards – ELA1R4 d



I can read and listen to a variety of texts and use new words when I speak and write.

Georgia Performance Standards – ELA1R5 a



I can recognize words with multiple meanings.

Georgia Performance Standards – ELA1R5 b

FALL



My favorite season is fall.



The skater doesn't want to fall down.

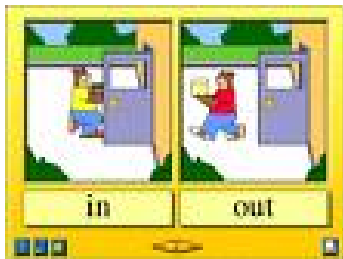
I can identify **antonyms** and **synonyms**.

Georgia Performance Standards – ELA1R5 c

Antonyms

big – little

up – down

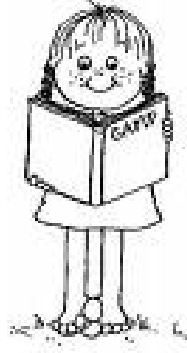


Synonyms

little – tiny

happy – glad





I can read and listen
to a variety of texts for
information and
pleasure.

I can make
predictions about
stories and make
connections from
those stories
to real life.

I can ask and answer
questions about
narrative elements.

?

Georgia Performance Standards – ELA1R6 c

?

Beginning-Middle-End

Setting

Characters

Problems

Events

Resolution

I can retell stories
I've read by myself
or with a friend.

Georgia Performance Standards – ELA1R6 d



I know the difference between fact and fiction.

Georgia Performance Standards – ELA1R6 e



I can identify the **main idea**
and **supporting details** in
informational text.

Georgia Performance Standards – ELA1R6g

My favorite holiday is Christmas. I love Christmas because I get to open my presents. My favorite present was when I got my new bike. Another reason I love Christmas is because my mom always fixes a big breakfast after we get out of bed. Usually, we have pancakes, bacon, scrambled eggs, sausage, and toast.



When I read, I know how to
self-monitor and reread
when I need to.

Georgia Performance Standards – ELAR6 h

I can recognize
cause and effect
relationships in text.

Georgia Performance Standards – ELA1R6 i

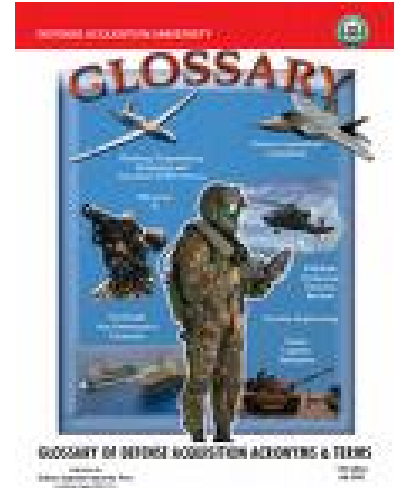
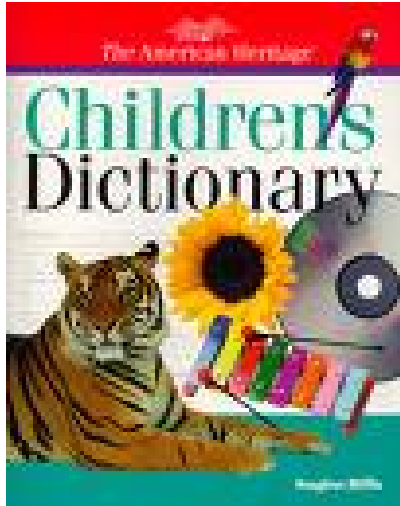
I can identify word parts to
help me learn the
meanings of words I don't
know.

Georgia Performance Standards – ELA1R6 j

untie

replay

helpful

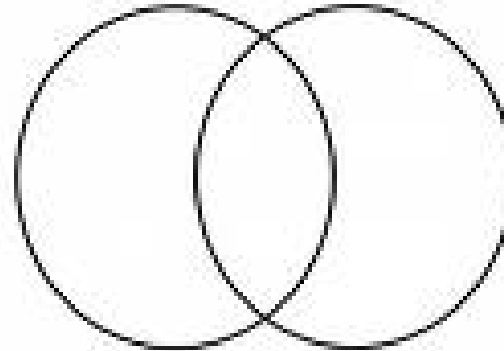
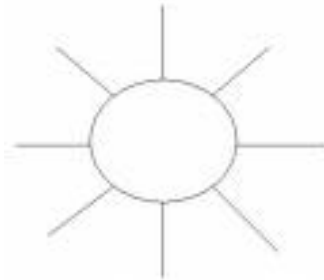


I know how to use a
dictionary and the **glossary**.

I can recognize **plot**,
setting, and **character** in
different texts. I can
compare and contrast
these elements among
other texts.

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Enumeration (Description) Graphic Organizer



I can use graphic features
and organizers to help me
understand what I've read.

I can write a narrative piece that:

Georgia Performance Standards – ELA1W2 a-i

- captures a reader's interest
- has details
- has transition words
- has a well-developed setting
- has descriptive adjectives
- may include a draft
- has a beginning, middle, and end
- stays on topic
- may be published
- has well-developed characters
- has dialogue
- may have graphic organizers
- has a sense of closure

I can write an informational piece that:

Georgia Performance Standards – ELA1W2 a-i

- captures a reader's interest
- has details
- has transition words
- has a well-developed setting
- has descriptive adjectives
- may include a draft
- has a beginning, middle, and end
- uses a variety of resources (picture dictionaries, Internet, books)
- stays on topic
- may be published
- has well-developed characters
- has dialogue
- may have graphic organizers
- has a sense of closure

I can write a persuasive piece that:

Georgia Performance Standards – ELA1W2 a-i

- captures a reader's interest by stating a position/opinion
- maintains a focus
- has details
- uses appropriate format (letter, list of reasons, poster)
- has a sense of closure
- may have graphic organizers
- may include a draft
- may be published

I can write a response to literature that:

Georgia Performance Standards – ELA1W2 a-i

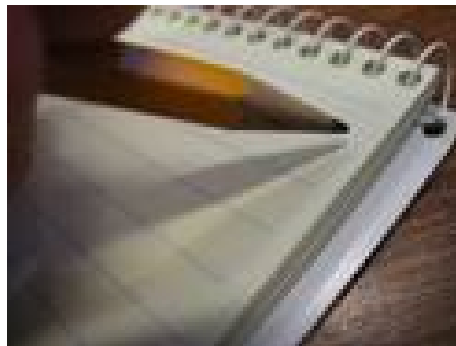
- captures a reader's interest by stating a position/opinion
- can be retold orally, through pictures, or in writing
- makes connections: text-to-self, text-to-text, text-to-world
- has a beginning, middle, and end
- has details from the text
- has a sense of closure
- may have graphic organizers
- may include a draft
- may be published

I can write a story with
appropriate length that
addresses a topic,
describes an experience,
or tells a story.

Georgia Performance Standards – ELA1W1 a & b

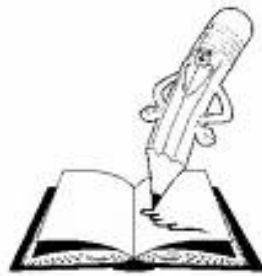
After I write text, I can
reread it to myself and
others, add details, and
edit it.

Georgia Performance Standards – ELA1W1 c



I can leave the right
amount of space between
words and sentences when
I write.

Georgia Performance Standards – ELA1W1 d



I can write a **complete sentence** that has correct subject-verb agreement.

Georgia Performance Standards – ELA1W1 e

The boy is riding his bike.

boy - boys horse - horses
child - children

I can use **singular** and
plural nouns correctly.

I know how to use **personal pronouns** in place of nouns.

Georgia Performance Standards – ELA1W1 g

they

he

I

me

us

We

she

I can use singular
possessive pronouns.

Georgia Performance Standards – ELA1W1 h

my

his

your

her

I can write simple and
compound sentences.

Georgia Performance Standards – ELA1W1 i

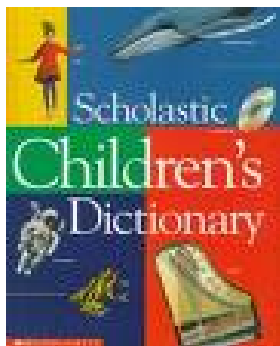
Simple sentence – My friend is
moving to Atlanta.

Compound sentence – I tried to play
baseball, and my friend
tried to play soccer.

I can use spelling
rules when I write.

I know how to use a picture dictionary, the Internet, and other books and strategies to help me when I write.

Georgia Performance Standards – ELA1W1 k



I know when to use a
period and a question
mark when I write.

Georgia Performance Standards – ELA1W1 I

I like the color blue.

What is your favorite color?

I know how to use **capital letters** at the beginning of sentences and when I write **proper nouns**.

Georgia Performance Standards – ELA1W1 I

I like to read about cats.

Dr. Jones

Monday

April

Georgia

My favorite foods are pizza,
hotdogs, and hamburgers.

I can use **commas** when
I write a series of items in
a sentence.

Listening, Speaking, & Viewing

I can follow three-part oral directions.

Georgia Performance Standards – ELA1LSV1 a



I can recall information that I've heard orally and I can answer oral questions.

Georgia Performance Standards – ELA1LSV1 b & c

As I learn more things, I can increase my speaking vocabulary and use complete sentences.

Georgia Performance Standards – ELA1LSV1 d & f



I can effectively retell experiences and stories that I've read, heard, or viewed.

Georgia Performance Standards – ELA1LSV1 e

What do good readers do everyday?



I know how to use phonics skills when I read and write words, sentences, and stories.

Georgia Performance Standards – ELA1R3 h

When I read, I can decode words quickly and accurately, use expression, and self correct.

Georgia Performance Standards – ELA1R4 a,c, & d



I can identify and read **sight words** in stories.

Georgia Performance Standards – ELA1R4 b

I can read and listen to a variety of texts and use new words when I speak and write.

Georgia Performance Standards – ELA1R5 a



I can read and listen to a variety of texts for information and pleasure.

Georgia Performance Standards – ELA1R6 a

I can make predictions about stories and make connections from those stories to real life.

Georgia Performance Standards – ELA1R6 b & f

I can ask and answer questions about narrative elements.

Georgia Performance Standards – ELA1R6 c



I can retell stories I've read by myself or with a friend.

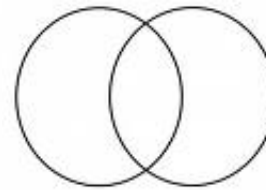
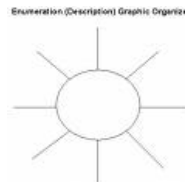
Georgia Performance Standards – ELA1R6 d



When I read, I know how to self-monitor and reread when I need to.

Georgia Performance Standards – ELAR6 h

Step 1	
Step 2	
Step 3	
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I can use graphic features and organizers to help me understand what I've read.

Georgia Performance Standards – ELA1R6 m