

## Common Core Georgia Performance Standards – ELA Reading Foundational

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Print Concepts</b>	<b>ELACC RF1 Demonstrate understanding of the organization and basic features of print.</b>					
	<ul style="list-style-type: none"> <li>a. *Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. * / **Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>				
<b>Phonological Awareness</b>	<b>ELACC RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>					
	<ul style="list-style-type: none"> <li>a. *Recognize and produce rhyming words.</li> <li>b. *Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. **Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. ***Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. ***Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>				

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	<b>ELACC RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>					
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>a. *Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. **Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. ***Read words with inflectional endings.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. ****Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondence</li> <li>f. ****Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>a. +Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. +Decode words with common Latin suffixes.</li> <li>c. +Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>a. ++Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	

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<b>Fluency</b>	<b>ELACC RF4: Read with sufficient accuracy and fluency to support comprehension.</b>					
	a. <b>**Read emergent-reader texts</b> with purpose and understanding.	a. Read grade-level text with purpose and understanding. b. <b>*** / ****Read grade-level text</b> orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. +Read grade-level text with purpose and understanding. b. +Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression. c. +/ ++Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

**Early Intervention Program Rubric Grades K-5 (Foundational Skills Standards are the only ones listed below.)**

**Please refer to EIP suggested rubrics for a more comprehensive list of entry standards. These are suggested standards for qualifying students for EIP. Students would exhibit a lack of understanding of the following foundational standards:**

\*K – KRF1a  
KRF1d  
KRF2a  
KRF2b  
KRF3a

\*\*1<sup>st</sup> – KRF1d  
KRF2e  
KRF3c  
KRF4

\*\*\*2<sup>nd</sup> – 1RF2b  
1RF2d  
1RF3e  
1RF4b

\*\*\*\*3<sup>rd</sup> – 2RF3c  
2RF3f  
2RF4b

+4<sup>th</sup> – 3RF3a,b,c,d  
3RF4a,b,c

++5<sup>th</sup> – 4RF3a  
4RF4c