

English Language Arts Georgia Standards of Excellence (GSE) K-5

Kindergarten (K)

Excerpted from: <https://www.georgiastandards.org/Georgia-Standards/Documents/ELA-Standards-Grades-K-5.pdf>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard	StudyDog Learning Program Component
Reading Literacy (RL)	
KEY IDEAS and DETAILS	
<i>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
CRAFT and STRUCTURE	
<i>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
INTEGRATION of KNOWLEDGE and IDEAS	
<i>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRL8 (Not applicable to literature).</i>	
<i>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks

Reading Informational (RI)	
KEY IDEAS and DETAILS	
<i>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
CRAFT and STRUCTURE	
<i>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
INTEGRATION of KNOWLEDGE and IDEAS	
<i>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks - KWL (10 ILA)
<i>ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks
<i>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) -All eBooks

Reading Foundational (RF)	
PRINT CONCEPTS	
<i>ELAGSEKRF1 Demonstrate understanding of the organization and basic features of print</i>	
a. Follows words from left to right, top to bottom, and page by page.	- Modeled in all IPCs and ILAs

b. Recognize that spoken words are represented in written language by specific sequences of letters.	- All IPCs - All ILAs
c. Understand that words are separated by spaces in print.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
d. Recognize and name all upper- and lowercase letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
PHONOLOGICAL AWARENESS	
<i>ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i>	
a. Recognize and produce rhyming words.	- Princess – Rhyming Sounds (5 IPC)
b. Count, pronounce, blend, and segment syllables in spoken words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
c. Blend and segment onsets and rimes of single-syllable spoken words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
PHONICS and WORD RECOGNITION	
<i>ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.	- Modeled in all IPCs and ILAs
b. Demonstrate basic knowledge of long and short sounds for the given major vowels	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	- Jerry the Jester – Beginning Sounds (5 IPC)
FLUENCY	
<i>ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.</i>	Covered components: Accuracy of word decoding Automaticity of word recognition Prosody of oral text reading - All IPCs

Writing (W)

TEXT TYPES and PURPOSE	
ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

Language (L)	
CONVENTIONS of STANDARD ENGLISH	
ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Ogre – Sight Words 1 (4 IPC) - Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of soundletter relationships.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Ogre – Sight Words 1 (4 IPC) - Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)

KNOWLEDGE of LANGUAGE	
ELAGSEKL3 (<i>begins in grade 2</i>)	
VOCABULARY ACQUISITION and USE	
ELAGSEKL4 <i>With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<ul style="list-style-type: none"> - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Ogre – Sight Words 1 (4 IPC) - Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
ELAGSEKL6 <i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>	<ul style="list-style-type: none"> - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Ogre – Sight Words 1 (4 IPC) - Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)

Grade 1

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Reading Literacy (RL)	
KEY IDEAS and DETAILS	
ELAGSE1RL1 <i>Ask and answer questions about key details in a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL2 <i>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL3 <i>Describe characters, settings, and major events in a story, using key details.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

CRAFT and STRUCTURE	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> - Ogre – Sight Words 3 & 3 (2 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL5 Explain major difference between texts that tell stories and texts that give information.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL6 Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
INTEGRATION of KNOWLEDGE and IDEAS	
ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ELAGSE1RL4 (Not applicable to literature).	
ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
RANGE of READING and LEVEL of TEXT	COMPLEXITY
ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> - All eBooks - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

Reading Informational (RI)	
KEY IDEAS and DETAILS	
ELAGSE1RI1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	<ul style="list-style-type: none"> - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI2 Identify the main topic and retell key details of a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
CRAFT and STRUCTURE	
<i>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI5 Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
INTEGRATION of KNOWLEDGE and IDEAS	
<i>ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
<i>ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

	- All eBooks
RANGE of READING and LEVEL of TEXT	COMPLEXITY
<i>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</i>	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks leveled for grade 1
Reading Foundational (RF)	
PRINT CONCEPTS	
<i>ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i>	- Modeled in all ILAs - Modeled in all IPCs - Frankie – Spelling (2 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - All eBooks
PHONOLOGICAL AWARENESS	
<i>ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	
a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	- Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
PHONICS and WORD RECOGNITION	
<i>ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (4 IPC) - Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

FLUENCY	
<i>ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</i>	
<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>d. Read grade-appropriate irregularly spelled word.</p>	<p>Covered components:</p> <p>Accuracy of word decoding</p> <p>Automaticity of word recognition</p> <p>Prosody of oral text reading</p> <p>- Princess – Short and Long Vowels (5 IPC)</p> <p>- Anna 1 Anna 2 – Word Families 2 (3 IPC)</p> <p>- Ogre – Sight Words 2 & 3 (8 IPC)</p> <p>- Nick Nickel – Oral Comprehension 3 (1 IPC)</p> <p>- Miss Penny – Oral Comprehension 4 (1 IPC)</p> <p>- Nick Nickel – Independent Reading (2 IPC)</p>
Writing (W)	
TEXT TYPES and PURPOSE	
<i>ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</i>	<p>- Imagine a Story (5 ILA)</p> <p>- Imagine a Dialog (5 ILA)</p>
<i>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i>	<p>- Imagine a Story (5 ILA)</p> <p>- Imagine a Dialog (5 ILA)</p>
<i>ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i>	<p>- Imagine a Story (5 ILA)</p> <p>- Imagine a Dialog (5 ILA)</p>
PRODUCTION and DISTRIBUTION of WRITING	
<i>ELAGSE1W4 (Begins in grade 3).</i>	
<i>ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers).</i>	<p>- Imagine a Story (5 ILA)</p> <p>- Imagine a Dialog (5 ILA)</p>
Language (L)	
CONVENTIONS of STANDARD ENGLISH	
<i>ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>	
<p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching</p>	<p>- Princess – Short and Long Vowels (5 IPC)</p> <p>- Chrisopolis – Consonant Blends (3 IPC)</p> <p>- Calico Kid – Complex Words (2 IPC)</p>

<p>verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <p>k. Print with appropriate spacing between words and sentences.</p>	<ul style="list-style-type: none"> - Coach – Vowel Blends (3 IPC) - Benny the Baker – Contractions (4 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA) - All eBooks
<p><i>ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	
<p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> - Frankie – Spelling (2 IPC) - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Benny the Baker – Contractions (4 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA) - All eBooks
<p>VOCABULARY ACQUISITION and USE</p>	
<p><i>ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</i></p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA) - All eBooks leveled for Grade 1

ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA) - All eBooks leveled for Grade 1
ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	<ul style="list-style-type: none"> - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)

7/20/18

StudyDog is a supplemental, computer-based reading program and, as such, cannot meet those standards that can only be met by human teachers. Those standards are not shown.