

# Georgia Language Arts Literacy Standards PreK – 1<sup>st</sup> Grade

## Voluntary PreKindergarten Standards

Excerpted from: [http://www.decal.state.ga.us/documents/prek/content\\_standards\\_full.pdf](http://www.decal.state.ga.us/documents/prek/content_standards_full.pdf)

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

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| <b><i>LD1. Develop skills in listening for the purposes of comprehension</i></b>                                      | <b>StudyDog PreK Essentials</b>   |
| - Listens to and follows directions.  | - <b>All IPCs</b>   |
| - Responds to questions.  | - Modeled by all IPCs and ILAs<br>- What is Kitty Dreaming Today? (ILA)<br>- What is Rabbit Running from Today? (ILA)<br>- What Does He Hear Today? (ILA)<br>- What is the Surprise Today? (ILA)  |
| - Listens to recordings and shows understanding through body language or by interacting appropriately.                | - Granny Caterpillar – Story and Vocabulary (7 IPC)<br>- Oscar and Squirt – Words in Sentences (4 IPC)  |
| - Listens to stories read aloud and shows understanding through body language or by interacting appropriately.        | - Granny Caterpillar – Story and Vocabulary (7 IPC)<br>- What is Kitty Dreaming Today? (ILA)<br>- What is Rabbit Running from Today? (ILA)<br>- What Does He Hear Today? (ILA)<br>- What is the Surprise Today? (ILA)<br>- Puppy Poem (ILA) |
| - Begins to distinguish fact from fiction in a read aloud text.   | - Draw a Picture (ILA)  |
| - Makes predictions from pictures and titles.   | - What is Kitty Dreaming Today? (ILA)<br>- What is Rabbit Running from Today? (ILA)<br>- What Does He Hear Today? (ILA)<br>- What is the Surprise Today? (ILA)  |
| - Uses pictures or symbols to identify concepts.  | - <b>All IPCs</b><br>- <b>All ILAs</b>  |
| - Becomes increasingly familiar with structure of stories (characters, events, plot, resolution of story).            | - Granny Caterpillar – Story and Vocabulary (7 IPC)   |
| <b><i>LD2. Discriminate the sounds of language (phonological awareness)</i></b>                                       |   |
| - Repeats rhymes, poems and finger plays.   | - Tall Paul – Rhyming Words (5 IPC)<br>- Granny Caterpillar – Story and Vocabulary (7 IPC)<br>- Oscar and Squirt – Words in Sentences (4 IPC)   |
| - Recognizes the same beginning sounds in different words (alliteration).   | - Teeny Tiny Tom- Beginning Sounds - (5 IPC)  |
| <b><i>LD3. Develop understanding of new vocabulary introduced in conversations, activities, stories or books.</i></b> |   |
| - Increases vocabulary through everyday   | - Modeled in all IPCs   |

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| communication.   | - <b>All ILAs</b>   |
| <b>LD4. Develop and expand expressive language skills (speaking).</b>  |   |
| - Uses language for a variety of purposes.   | - <b>All IPCs</b><br>- <b>All ILAs</b>  |
| - Uses language to pretend or create.  | - Things I love (ILA)<br>- Favorite Animals (ILA)<br>- Favorite Pets (ILA)<br>- Letters and Numbers (ILA)<br>- Real or Make Believe? (ILA)<br>- Draw a Picture (ILA)<br>- Make a Card (ILA)<br>- What is Kitty Dreaming Today? (ILA)<br>- What is Rabbit Running from Today? (ILA)<br>- What Does He Hear Today? (ILA)<br>- What is the Surprise Today? (ILA)<br>- Puppy Poem (ILA)         |
| <b>LD5. Begin to develop age-appropriate strategies that will assist in reading.</b>   |   |
| - Associates symbols with objects, concepts and functions.   | - Important Signs (ILA)   |
| - Identifies some individual letters of the alphabet.  | - Alpha Betty – Alphabet song (5 IPC)<br>- Skywriter – Alphabet Trace (5 IPC)   |
| - Connects information and events in books to real-life experiences.   | - Favorite Animals (ILA)<br>- Favorite Pets (ILA)<br>- Letters and Numbers (ILA)<br>- Puppy Poem (ILA)  |
| - Recognizes that sentences are composed of separate words.  | - Granny Caterpillar – Story and Vocabulary (7 IPC)<br>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)  |
| - Uses pictures or symbols to identify concepts.   | - Important Signs (ILA)   |
| <b>LD6. Begin to develop age-appropriate writing skills.</b>   |   |
| - Experiments with a variety of writing tools, materials and surfaces.   | - Blowing Bubbles (ILA)<br>- Making Bricks (ILA)<br>- Making Letters (ILA)<br>- Alphabet Practice (ILA)<br>- My Weather (ILA)<br>- Things I Love (ILA)<br>- Favorite Animals (ILA)<br>- Favorite Pets (ILA)<br>- Make a Card (ILA)  |
| - Uses scribbles, shapes, pictures and letters, or other forms of writing.<br><br>- Pictures<br>- Scribbles (squiggle lines and shapes)<br>- Letter-like forms<br>- Copies letters/words from the environment<br>- Uses letters to represent sounds in words<br>- Labels objects in drawings<br>- Connects words to form sentences<br>- Creates a story with beginning, middle and | - Alpha Betty – Alphabet song (5 IPC)<br>- Skywriter – Alphabet Trace (5 IPC)<br>- Teeny Tiny Tom- Beginning Sounds (5 IPC)<br>- Tall Paul – Rhyming Words (5 IPC)<br>- Granny Caterpillar – Story and Vocabulary (7 IPC)<br>- What is Kitty Dreaming Today? (ILA)<br>- What is Rabbit Running from Today? (ILA)<br>- What Does He Hear Today? (ILA)<br>- What is the Surprise Today? (ILA) |

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| end  |   |
| - Understands that print is used to communicate ideas and information (writing for a purpose). | <ul style="list-style-type: none"> <li>- Alphabet Practice (26 ILA)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Things (ILA)</li> <li>- My Weather (ILA)</li> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Things I Love (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Real of Make Believe (ILA)</li> <li>- Make a Card (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul> |
| - Uses left-to-right patterns  | <ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>   |

### Voluntary Kindergarten Standards

Excerpted from:

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Kindergarten.pdf?p=6CC6799F8C1371F60C241F380A78403D2FB58A623AA958FC45B5EA0DF46BEA0A&Type=D>

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| <b>CONCEPTS OF PRINT</b>   |  |
| <b><i>ELAKR1 The student demonstrates knowledge of concepts of print. The student</i></b>  |  |
| a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade. | - Modeled in all IPCs and ILAs   |
| b. Demonstrates that print has meaning and represents spoken language in written form.   | <ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- <b>All ILAs</b></li> </ul> |
| c. Tracks text read from left to right and top to bottom.  | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)  |
| d. Distinguishes among written letters, words, and sentences.  | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)  |
| e. Recognizes that sentences in print are made up of separate words.   | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)  |
| f. Begins to understand that punctuation and capitalization are used in all written sentences.                                     | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)  |
| <b>PHONOLOGICAL AWARENESS</b>  |  |
| <b><i>ELAKR2 The student demonstrates the</i></b>  |  |

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| <b><i>ability to identify and orally manipulate words and individual sounds within those spoken words. The student</i></b>   |   |
| a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.  | - Princess – Rhyming Sounds (5 IPC)   |
| b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.  | - Treecia and Elmer – Single-Sound Consonants (4 IPC)<br>- Flop – Multi-Sound Consonants (4 IPC)<br>- Jerry the Jester – Beginning Sounds (5 IPC) |
| c. Blends and segments syllables in spoken words.  | - Treecia and Elmer – Single-Sound Consonants (4 IPC)<br>- Flop – Multi-Sound Consonants (4 IPC)<br>- Jerry the Jester – Beginning Sounds (5 IPC) |
| d. Segments the phonemes in high frequency words.  | - Treecia and Elmer – Single-Sound Consonants (4 IPC)<br>- Flop – Multi-Sound Consonants (4 IPC)<br>- Jerry the Jester – Beginning Sounds (5 IPC) |
| e. Blends spoken phonemes to make high frequency words.  | - Treecia and Elmer – Single-Sound Consonants (4 IPC)<br>- Flop – Multi-Sound Consonants (4 IPC)<br>- Jerry the Jester – Beginning Sounds (5 IPC) |
| <b>PHONICS</b>   |   |
| <b><i>ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student</i></b>    |   |
| a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.  | - Modeled in all IPCs and ILAs  |
| b. Recognizes and names all uppercase and lowercase letters of the alphabet.   | - Nomi – Alphabet (5 IPC)<br>- Upper and Lower (2 ILA)  |
| d. Blends individual sounds to read one-syllable decodable words.  | - Jerry the Jester – Beginning Sounds (5 IPC)   |
| e. Applies learned phonics skills when reading words and sentences in stories.   | - Modeled in all IPCs and ILAs  |
| <b>COMPREHENSION</b>   |   |
| <b><i>ELAKR6 The student gains meaning from orally presented text. The student</i></b>   |   |
| a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.                   | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)   |
| b. Makes predictions from pictures and titles.   | - Alike and Different (6 ILA)<br>- Characters (4 ILA)<br>- Imagine a Story (5 ILA)<br>- Imagine a Dialog (5 ILA)<br>- KWL (10 ILA)                |
| c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text. | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)   |
| d. Begins to distinguish fact from fiction in a  | - Miss Penny – Oral Comprehension 1 & 2 (4  |

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| read-aloud text.  | IPC)   |
| e. Retells familiar events and stories to include beginning, middle, and end.   | - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)  |
| f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.                               | - Characters (4 ILA)<br>- Imagine a Story (5 ILA)<br>- KWL (10 ILA)  |
| h. Retells important facts in the student's own words.  | - Imagine a Story (5 ILA)  |
| <b>WRITING</b>  |  |
| <b><i>ELAKW1 The student begins to understand the principles of writing. The student</i></b>  |  |
| a. Writes or dictates to describe familiar persons, places, objects, or experiences.  | - Characters (4 ILA)<br>- Imagine a Story (5 ILA)  |
| b. Uses drawings, letters, and phonetically spelled words to create meaning.  | - <b>All ILAs</b>  |
| c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.                         | - Upper and Lower (2 ILA)  |
| d. Uses left-to-right pattern of writing.   | - <b>All ILAs</b>  |
| e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences. | - Modeled in all IPCs and ILAs   |
| <b>LISTENING/SPEAKING/VIEWING</b>   |  |
| <b><i>ELAKLSV1 The student uses oral and visual skills to communicate. The student</i></b>  |  |
| a. Listens and speaks appropriately with peers and adults.  | - Modeled in all IPCs and ILAs   |
| b. Follows two-part oral directions.  | - <b>All IPCs</b><br>- <b>All ILAs</b>   |
| c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).   | - <b>All IPCs</b>  |
| d. Recites short poems, rhymes, songs, and stories with repeated patterns.  | - Princess – Rhyming Words (5 IPC)   |
| e. Describes people, places, things, locations, and actions.  | - Alike and Different (6 ILA)<br>- Characters (4 ILA)<br>- Imagine a Story (5 ILA)<br>- Imagine a Dialog (5 ILA) |

### Voluntary First Grade Standards

Excerpted from:

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Grade%20One.pdf?p=6CC6799F8C1371F6ECE31073BD7DEF0302D947BE11C9CB1FABF108D0C053B08D&Type=D>

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| <b>READING</b>  |   |
| <b>CONCEPTS OF PRINT</b>  |   |
| <b><i>ELA1R1 The student demonstrates knowledge of concepts of print. The student</i></b> |   |
| a. Understands that there are correct spellings for words.                                | - Modeled in all IPCs<br>- Frankie – Spelling (2 IPC) |
| b. Identifies the beginning and end of a paragraph.                                       | - Nick Nickel – Oral Comprehension 3 (1 IPC)          |

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|   | - Miss Penny – Oral Comprehension 4 (1 IPC)<br>- Nick Nickel – Independent Reading (2 IPC)   |
| c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.   | - Nick Nickel – Oral Comprehension 3 (1 IPC)<br>- Miss Penny – Oral Comprehension 4 (1 IPC)<br>- Nick Nickel – Independent Reading (2 IPC) |
| <b>PHONOLOGICAL AWARENESS</b>   |  |
| <b><i>ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student</i></b>      |  |
| a. Isolates beginning, middle, and ending sounds in single-syllable words.  | - Chrisopolis – Consonant Blends (3 IPC)<br>- Calico Kid – Complex Words (2 IPC)<br>- Coach – Vowel Blends (3 IPC)                         |
| b. Identifies onsets and rimes in spoken one-syllable words.  | - Anna 1 Anna 2 – Word Families 2 (3 IPC)  |
| c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).                                 | - Anna 1 Anna 2 – Word Families 2 (3 IPC)  |
| f. Automatically segments one-syllable words into sounds.   | - Chrisopolis – Consonant Blends (5 IPC)<br>- Calico Kid – Complex Words (4 IPC)<br>- Coach – Vowel Blends (4 IPC)                         |
| <b>PHONICS</b>  |  |
| <b><i>ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student</i></b> |  |
| a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.   | - Princess – Short and Long Vowels (5 IPC)   |
| c. Reads words containing consonant blends and digraphs.  | - Chrisopolis – Consonant Blends (5 IPC)   |
| e. Reads compound words and contractions in grade appropriate texts.  | - Benny the Baker – Contractions (4 IPC)<br>- Calico Kid – Complex Words (4 IPC)   |
| f. Reads words containing vowel digraphs and <i>r</i> -controlled vowels.   | - Princess – Short and Long Vowels (5 IPC)<br>- Coach – Vowel Blends (4 IPC)   |
| h. Applies learned phonics skills when reading and writing words, sentences, and stories.   | - Characters (4 ILA)<br>- Imagine a Story (5 ILA)<br>- Imagine a Dialog (5 ILA)  |
| <b>FLUENCY</b>  |  |
| <b><i>ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student</i></b>  |  |
| b. Automatically recognizes additional high frequency and familiar words within texts.  | - Ogre – Sight Words 2 & 3 (8 IPC)   |
| c. Reads grade-level text with appropriate expression.  | - Nick Nickel – Oral Comprehension 3 (1 IPC)<br>- Miss Penny – Oral Comprehension 4 (1 IPC)<br>- Nick Nickel – Independent Reading (2 IPC) |
| <b>VOCABULARY</b>   |  |
| <b><i>ELA1R5 The student acquires and uses grade-level words to communicate effectively. The</i></b>  |  |

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| <b>student</b>   |  |
| a. Reads and listens to a variety of texts and uses new words in oral and written language.  | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Alike and Different (6 ILA)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> <li>- KWL (10 ILA)</li> </ul> |
| <b>COMPREHENSION</b>   |  |
| <b><i>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student</i></b>  |  |
| a. Reads and listens to a variety of texts for information and pleasure.   | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>   |
| b. Makes predictions using prior knowledge.  | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> <li>- KWL (10 ILA)</li> </ul>  |
| c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text. | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>   |
| f. Makes connections between texts and/or personal experiences.  | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> </ul>  |
| g. Identifies the main idea and supporting details of informational text read or heard.  | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>   |
| l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.  | <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> </ul>  |
| m. Recognizes and uses graphic features and graphic organizers to understand text.   | <ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- <b>All ILAs</b></li> </ul>   |

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| <b>WRITING</b>  |   |
| <b><i>ELA1W1 The student begins to demonstrate competency in the writing process. The student</i></b> |   |
| a. Writes texts of a length appropriate to address a topic and tell a story.                          | - Imagine a Story (5 ILA)<br>- Imagine a Dialog (5 ILA) |
| b. Describes an experience in writing.  | - Imagine a Story (5 ILA)<br>- Imagine a Dialog (5 ILA) |
| <b>LISTENING/SPEAKING/VIEWING</b>   |   |
| <b><i>ELA1LSV1 The student uses oral and visual strategies to communicate. The student</i></b>        |   |
| a. Follows three-part oral directions.  | - All IPCs<br>- All ILAs                                |
| b. Recalls information presented orally.  | - All IPCs<br>- All ILAs                                |
| c. Responds appropriately to orally presented questions.  | - All IPCs<br>- All ILAs                                |
| d. Increases vocabulary to reflect a growing range of interests and knowledge.                        | - KWL (10 ILA)  |

2/26/10

*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.*