

Georgia Standards of Excellence: K-5
Reading Foundation Standards (RF) K-5
Continuum from Kindergarten to Fifth

| Print Concepts | | |
|--|---|--|
| K | | 1st |
| ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. | | ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| Phonological Concepts | | |
| K | | 1st |
| ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phoneme), 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). |
| Phonics and Word Recognition | | |
| K | 1st | 2nd |
| ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. b. Demonstrate basic knowledge of long and short sounds for the given major vowels. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 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. | ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. |

| Phonics and Word Recognition | | |
|---|---|--|
| 3 rd | 4 th | 5 th |
| ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. *Note element (d) was removed. | ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 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. | ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 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. |
| Fluency | | |
| K | 1 st | 2 nd |
| 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. | ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary | ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-appropriate irregularly spelled words. |
| 3 rd | 4 th | 5 th |
| ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-appropriate irregularly spelled words | ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-appropriate irregularly spelled word. | ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Note: The standards that have been revised are noted in RED text.