

Georgia, Kindergarten

| Georgia Strand/Standard | Focus of Georgia Standard | For More Information |
|------------------------------------|---|----------------------|
| Reading Literature | | |
| RL.1 | Ask and answer questions about key details in a text | R1 pp. 6–11 |
| RL.2 | Retell familiar stories, including key details | R2 pp. 12–17 |
| RL.3 | Identify characters, settings, and major events in a story | R3 pp. 18–23 |
| RL.4 | Ask and answer questions about unknown words in a text | R4 pp. 24–29 |
| RL.5 | Recognize common types of text (e.g., storybooks, poems) | R5 pp. 30–35 |
| RL.6 | Name the author and illustrator of a story and define the role of each | R6 pp. 36–41 |
| RL.7 | Describe the relationship between the illustrations and the story in which they appear | R7 pp. 42–47 |
| RL.8 | NA | |
| RL.9 | Compare and contrast the characters in familiar stories | R9 pp. 54–59 |
| RL.10 | Actively engage in reading activities with purpose and understanding | R10 pp. 60–65 |
| Reading Informational Text | | |
| RI.1 | Ask and answer questions about key details in a text | R1 pp. 6–11 |
| RI.2 | Identify the main topic and retell key details of a text | R2 pp. 12–17 |
| RI.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text | R3 pp. 18–23 |
| RI.4 | Ask and answer questions about unknown words in a text | R4 pp. 24–29 |
| RI.5 | Identify the front cover, back cover, and title page of a book | R5 pp. 30–35 |
| RI.6 | Name the author and illustrator of a text and define the role of each | R6 pp. 36–41 |
| RI.7 | Describe the relationship between illustrations and the text in which they appear | R7 pp. 42–47 |
| RI.8 | Identify the reasons an author gives to support points in a text | R8 pp. 48–53 |
| RI.9 | Identify basic similarities and differences between two texts on the same topic | R9 pp. 54–59 |
| RI.10 | Actively engage in reading informational text with purpose and understanding | R10 pp. 60–65 |
| Reading Foundational Skills | | |
| RF.1 | Print Concepts: Demonstrate understanding of the organization and basic features of print | RF1 pp. 72–77 |
| RF.2 | Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | RF2 pp. 78–83 |
| RF.3 | Phonics: Know and apply grade-level phonics and word analysis skills in decoding words | RF3 pp. 84–89 |
| RF.4 | Fluency: Read common high-frequency words by sight; read level-appropriate texts with purpose and understanding | RF4 pp. 90–95 |

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| Writing | | |
| W.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces | W1 pp. 100–105 |
| W.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts | W2 pp. 106–111 |
| W.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened | W3 pp. 112–117 |
| W.4 | NA | |
| W.5 | Respond to questions and add details to strengthen writing as needed | W5 pp. 118–123 |
| W.6 | Explore a variety of tools, including digital, to produce and publish writing | W6 pp. 124–129 |
| W.7 | Participate in shared research and writing projects | W7 pp. 130–135 |
| W.8 | Recall information from experiences or gather information from provided sources to answer a question | W8 pp. 136–141 |
| W.9 | NA | |
| W.10 | NA | |
| Speaking and Listening | | |
| SL.1 | Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups | SL1 pp. 146–151 |
| SL.2 | Ask and answer questions about key details to demonstrate understanding of information presented orally | SL2 pp. 152–157 |
| SL.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood | SL3 pp. 158–163 |
| SL.4 | Describe familiar people, places, things, and events | SL4 pp. 164–169 |
| SL.5 | Add drawings or other visual displays to descriptions to provide additional detail | SL5 pp. 170–175 |
| SL.6 | Speak audibly and express thoughts, ideas, feelings, and ideas clearly | SL6 pp. 176–181 |
| Language | | |
| L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 186–191 |
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 192–197 |
| L.3 | NA | |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases | L4 pp. 204–209 |
| L.5 | Explore word relationships and nuances in word meanings | L5 pp. 210–215 |
| L.6 | Use words and phrases acquired through conversations, reading, being read to, and responding to texts | L6 pp. 216–221 |