

Sundance Newbridge Publishing
Georgia Standards of Excellence for Language Arts (2015) Correlation
Grade 1

Standard	Standard Description	Decoder Kids Content Grade 1	Decoder Kids Phonics Grade 1
23.00200.	Language Arts/Grade 1		
	Reading Literary		
	Key Ideas and Details		
ELAGSE1RL1	Ask and answer questions about key details in a text.		✓
ELAGSE1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓
ELAGSE1RL3	Describe characters, settings, and major events in a story, using key details.		✓
	Craft and Structure		
ELAGSE1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
ELAGSE1RL5	Explain major difference between texts that tell stories and texts that give information.		
ELAGSE1RL6	Identify who is telling the story at various points in a text.		✓
	Integration of Knowledge and Ideas		
ELAGSE1RL7	Use illustrations and details in a story to describe its characters, setting, or events.		✓
ELAGSE1RL8	(Not applicable to literature).		
ELAGSE1RL9	Compare and contrast the adventures and experiences of characters in stories.		
	Range of Reading and Level of Text Complexity		
ELAGSE1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
	Reading Informational		
	Key Ideas and Details		
ELAGSE1RI1	Ask and answer questions about key details in a text.	✓	✓
ELAGSE1RI2	Identify the main topic and retell key details of a text.	✓	✓
ELAGSE1RI3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓	✓
	Craft and Structure		
ELAGSE1RI4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓
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.	✓	✓
ELAGSE1RI6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓	✓
	Integration of Knowledge and Ideas		
ELAGSE1RI7	Use illustrations and details in a text to describe its key ideas.	✓	✓
ELAGSE1RI8	Identify the reasons an author gives to support points in a text.	✓	✓
ELAGSE1RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
	Range of Reading and Level of Text Complexity		
ELAGSE1RI10	With prompting and support, read informational texts appropriately complex for grade 1.	✓	✓
	Reading Foundational		
	Print Concepts		
ELAGSE1RF1	Demonstrate understanding of the organization and basic features of print.	✓	✓
ELAGSE1RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓	✓
	Phonological Awareness		
ELAGSE1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
ELAGSE1RF2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	✓	✓
ELAGSE1RF2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	✓	✓
ELAGSE1RF2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	✓	✓
ELAGSE1RF2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	✓	✓
	Phonics and Word Recognition		
ELAGSE1RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
ELAGSE1RF3.a	Know the spelling-sound correspondences for common consonant digraphs.	✓	✓
ELAGSE1RF3.b	Decode regularly spelled one-syllable words.	✓	✓
ELAGSE1RF3.c	Know final -e and common vowel team conventions for representing long vowel sounds.		✓
ELAGSE1RF3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	✓	✓
ELAGSE1RF3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	✓	✓
ELAGSE1RF3.f	Read words with inflectional endings.		✓
	Fluency		
ELAGSE1RF4	Read with sufficient accuracy and fluency to support comprehension.		

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ELAGSE1RF4.a	Read on-level text with purpose and understanding.	✓	✓
ELAGSE1RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓
ELAGSE1RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓
ELAGSE1RF4.d	Read grade-appropriate irregularly spelled word.	✓	✓
Writing			
Text Types and Purpose			
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.		
ELAGSE1W2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓	
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.		
ELAGSE1W4	(Begins in grade 3).		
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.		
ELAGSE1W5.a	May include oral or written prewriting (graphic organizers).		
ELAGSE1W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.		
Research to Build and Present Knowledge			
ELAGSE1W7	Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).		
ELAGSE1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
ELAGSE1W9	(Begins in grade 4).		
Range of Writing			
ELAGSE1W10	(Begins in grade 3).		
Speaking and Listening			
Comprehension and Collaboration			
ELAGSE1SL1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
ELAGSE1SL1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓
ELAGSE1SL1.b	Build on others talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓
ELAGSE1SL1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
ELAGSE1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓
ELAGSE1SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Presentation of Knowledge and Ideas			
ELAGSE1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	
ELAGSE1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓
ELAGSE1SL6	Produce complete sentences when appropriate to task and situation.	✓	✓
Language			
Conventions of Standard English			
ELAGSE1L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE1L1.a	Print all upper- and lowercase letters.		✓
ELAGSE1L1.b	Use common, proper, and possessive nouns.		
ELAGSE1L1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	✓	✓
ELAGSE1L1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
ELAGSE1L1.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).		
ELAGSE1L1.f	Use frequently occurring adjectives.		
ELAGSE1L1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		
ELAGSE1L1.h	Use determiners (e.g., articles, demonstratives).		
ELAGSE1L1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).		
ELAGSE1L1.j	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).		
ELAGSE1L1.k	Print with appropriate spacing between words and sentences.		✓
ELAGSE1L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

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ELAGSE1L2.a	Capitalize dates and names of people.		
ELAGSE1L2.b	Use end punctuation for sentences.	✓	✓
ELAGSE1L2.c	Use commas in dates and to separate single words in a series.		
ELAGSE1L2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	✓	✓
ELAGSE1L2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	✓	✓
Knowledge of Language			
ELAGSE1L3	(Begins in grade 2).		
Vocabulary Acquisition and Use			
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.		
ELAGSE1L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓
ELAGSE1L4.b	Use frequently occurring affixes as a clue to the meaning of a word.	✓	✓
ELAGSE1L4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		✓
ELAGSE1L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
ELAGSE1L5.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
ELAGSE1L5.b	Use frequently occurring affixes as a clue to the meaning of a word.		
ELAGSE1L5.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		
ELAGSE1L5.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.		✓
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 Nibblet because she nibbles too much because she likes that).	✓	✓

Sundance Newbridge Publishing
Georgia Standards of Excellence Science (2016) Correlation
Grade 1

	Standard	Decoder Kids Content Grade 1
Earth and Space Science		
S1E1	Obtain, evaluate, and communicate weather data to identify weather patterns.	
S1E1.a	Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.	
S1E1.b	Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).	
S1E1.c	Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.	
S1E1.d	Analyze data to identify seasonal patterns of change.	
Physical Science		
S1P1	Obtain, evaluate, and communicate information to investigate light and sound.	
S1P1.a	Use observations to construct an explanation of how light is required to make objects visible.	✓
S1P1.b	Ask questions to identify and compare sources of light.	✓
S1P1.c	Plan and carry out an investigation of shadows by placing objects at various points from a source of light.	✓
S1P1.d	Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.	✓
S1P1.e	Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	✓
S1P2	Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.	
S1P2.a	Construct an explanation of how magnets are used in everyday life.	
S1P2.b	Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	
Life Science		
S1L1	Obtain, evaluate, and communicate information about the basic needs of plants and animals.	

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S1L1.a	Develop models to identify the parts of a plant—root, stem, leaf, and flower.	✓
S1L1.b	Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).	✓
S1L1.c	Design a solution to ensure that a plant or animal has all of its needs met.	✓

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Georgia Standards of Excellence Social Studies (AD 2021; updated 2023) Correlation

Grade 1

	Standard	Decoder Kids Content Grade 1
	Our American Heritage	
	Historical Understandings	
SS1H1	Read about and describe the life of historical figures in American history.	
SS1H1.a	Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).	
SS1H1.b	Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).	✓
	Geographic Understandings	
SS1G1	Describe how each historic figure in SS1H1a was influenced by his or her time and place.	
SS1G1.a	American colonies (Benjamin Franklin and Thomas Jefferson)	
SS1G1.b	American frontier (Lewis & Clark and Sacagawea)	
SS1G1.c	National Parks (Theodore Roosevelt)	
SS1G1.d	Southern U.S. (George Washington Carver and Ruby Bridges)	
SS1G2	Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or a globe.	✓
SS1G3	Locate major topographical features of the earth’s surface.	
SS1G3.a	Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.	✓
SS1G3.b	Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian Ocean.	
SS1G3.c	Identify and describe landforms (mountains, deserts, valleys, and coasts).	✓
	Government/Civic Understandings	

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SS1CG1	Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.	
SS1CG2	Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).	
Economic Understandings		
SS1E1	Identify goods that people make and services that people provide for each other.	✓
SS1E2	Explain that scarcity is when unlimited wants are greater than limited resources.	
SS1E3	Describe how people are both producers and consumers.	✓
SS1E4	Explain that people earn income by working and that they must make choices about how much to save and spend.	✓
Map and Globe Skills		
MGS1	use a compass rose to identify cardinal directions (mastery at Grade 1)	✓
MGS2	use intermediate directions (introduced at Grade 1)	
MGS3	use a letter/number grid system to determine location (N/A at Grade 1)	
MGS4	compare and contrast the categories of natural, cultural, and political features found on maps (N/A at Grade 1)	
MGS5	use graphic scales to determine distances on a map (N/A at Grade 1)	
MGS6	use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (N/A at Grade 1)	
MGS7	use a map to explain impact of geography on historical and current events (introduced at Grade 1)	
MGS8	draw conclusions and make generalizations based on information from maps (N/A at Grade 1)	
MGS9	use latitude and longitude to determine location (N/A at Grade 1)	
MGS10	compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (N/A at Grade 1)	

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MGS11	compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations (N/A at Grade 1)	
MGS12	use geographic technology and software to determine changes, identify trends, and generalize about human activities (N/A at Grade 1)	
Information Processing Skills		
IPS1	compare similarities and differences (developing at Grade 1)	✓
IPS2	organize items chronologically (developing at Grade 1)	
IPS3	identify issues and/or problems and alternative solutions (developing at Grade 1)	✓
IPS4	distinguish between fact and opinion (introduced at Grade 1)	
IPS5	identify main idea, detail, sequence of events, and cause and effect in a social studies context (introduced at Grade 1)	✓
IPS6	identify and use primary and secondary sources (introduced at Grade 1)	
IPS7	interpret timelines, charts, and tables (introduced at Grade 1)	
IPS8	identify social studies reference resources to use for a specific purpose (N/A at Grade 1)	
IPS9	construct charts and tables (N/A at Grade 1)	
IPS10	analyze artifacts (N/A at Grade 1)	
IPS11	draw conclusions and make generalizations (N/A at Grade 1)	
IPS12	analyze graphs and diagrams (N/A at Grade 1)	
IPS13	translate dates into centuries, eras, or ages (N/A at Grade 1)	
IPS14	formulate appropriate research questions (N/A at Grade 1)	
IPS15	determine adequacy and/or relevancy of information (N/A at Grade 1)	
IPS16	check for consistency of information (N/A at Grade 1)	