Georgia Performance Standards for K-3 Language Arts

The K-3 Georgia Performance Standards in reading are based on the results of the National Reading Panel, emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Performance Standard is broad. The Elements tell what the student has to do to show mastery of the performance standard at the end of each grade. The Task(s) show ways in which the element is mastered. (There can be more than one task). The Commentary is the feedback that shows understanding that the task has been mastered.

KINDERGARTEN

Comprehension
ELAKR6. The student gains meaning from orally presented text.

Element
Makes predictions from pictures and titles

Task
During the directed reading lesson when presented a new book or story the student views the illustration on the cover of the book, hears or reads the title then goes page by page looking at the pictures to predict what the story is about. This is sometimes called a book walk or story walk, or walk through.

Commentary
The student was presented the book, My New Bike. The student listened to the title, looked at the cover of the book, then carefully turned each page of the book looking at the illustrations. When asked, “What do you think this book is going to be about?” the child responded, “I bet this book is about a little boy who fell off his new bike.” This was a logical response.

FIRST GRADE

Comprehension
ELA1R6. The student uses a variety of strategies to understand and gain meaning from grade-level text.

Element
Recognizes cause-and-effect relationships in text.

Task
During the guided reading time after the student has read a book or story the student is able to articulate cause and effect. The student will read or listen to a grade level book. The student will then be asked a series of questions that require the student to identify the cause of some physical events (i.e. “What caused the car to go off the road?” “What caused the flat tire?”)
DRAFT
ELA K-3 Sample Task

**Commentary**
The student read the book, *The Accident*, and when asked for the cause or effect in the story, the student responded with correct and logical answers.

**SECOND GRADE**

**Fluency**

ELA2R2. The student demonstrates the ability to read orally with speed, accuracy, and expression.

**Element**
Uses self-correction when subsequent reading indicates an earlier misreading.

**Task**
During a needs-based reading group, the student is asked to read orally from instructional level text (which the student is able to read with 90-94% accuracy). The student should correct any errors as s/he recognizes that the earlier misreading has created a difficulty with meaning.

**Commentary**
During the guided reading time the student orally read the following, “They were picking (I mean packing) for the long trip to Kansas. Mother went everything (I mean wanted everything) in the car, especially the picnic basket.”
When reading orally the student was able to think about the meaning of the text in order to self-correct with the accurate word.

**THIRD GRADE**

**Conventions**

ELA3C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**Element**
Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).

**Task**
The students will be asked to write a new ending to a book from the Boxcar Children series, incorporating the conventional use of commas with dialogue (additional task will be need to show complete mastery of this element).

**Commentary**
The teacher presented a rule for using commas with dialogue as a whole group activity. Using a book from *The Boxcar Children* series, students worked in small groups and locate several examples of the use of commas with dialogue in the text. After examples were reviewed and practiced, student groups worked together to create alternative endings for the story in which they demonstrated the conventional use of commas with dialogue.