

21st CENTURY

1st Grade READING AND ENGLISH LANGUAGE ARTS

CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.1)

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

First Grade

Grade 1	Reading			
Standard 1:	Reading			
RLA.S.1.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 			
Performance Descriptors RLA.PD.1.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at the distinguished level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They describe multiple meanings of words and use homonyms. They select labels for diagrams and choose electronic resources for a purpose.	First grade students at the above mastery level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to both literal and interpretive comprehension questions and summarize short story selections. They use structural analysis of compound words and contractions to decode unknown words. Students demonstrate their understanding of a variety of informational resources by following written directions and using captions.	First grade students at the mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand literary and informational texts. Students describe how print is organized and read. They use signs and labels.	First grade students at the partial mastery level in reading segment and blend phonemes. They decode c-v-c words. They identify the author, illustrator and characters in a variety of texts. They listen to and retell a story. Students recognize environmental print and signs.	First grade students at the novice level in reading identify initial phonemes and segment c-v-c words. They demonstrate their knowledge of concepts of print. They listen to and retell a story in one or two sentences.

Objectives	Students will
RLA.O.1.1.01	develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).
RLA.O.1.1.02	blend and segment the phonemes of most one-syllable words.
RLA.O.1.1.03	substitute, delete and manipulate beginning and ending phonemes.
RLA.O.1.1.04	use basic elements of phonetic analysis to decode unknown words: <ul style="list-style-type: none"> • sound-symbol relationships • beginning/ending consonants • short and long vowel sounds • blends • digraphs • diphthongs
RLA.O.1.1.05	use basic elements of structural analysis to decode unknown words: <ul style="list-style-type: none"> • basic prefixes/suffixes • compound words • root words • spelling patterns • contractions
RLA.O.1.1.06	use a variety of context clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).
RLA.O.1.1.07	understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).
RLA.O.1.1.08	use directly taught vocabulary words in oral and written reading experiences.
RLA.O.1.1.09	establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).
RLA.O.1.1.10	determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).
RLA.O.1.1.11	read familiar stories, poems, rhymes and passages with fluency: <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody
RLA.O.1.1.12	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).
RLA.O.1.1.13	read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).
RLA.O.1.1.14	use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).
RLA.O.1.1.15	make text-to-self connections (e.g., events, characters, conflicts).
RLA.O.1.1.16	construct responses to both literal and interpretive comprehension questions after reading informational or literary text.
RLA.O.1.1.17	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions, signs, labels, electronic resources).
RLA.O.1.1.18	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

Grade 1	Writing			
Standard 2:	Writing			
RLA.S.1.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 			
Performance Descriptors RLA.PD.1.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at the distinguished level in writing develop the five-step writing process to create letters, reports and stories for an intended audience. Students use grammar and spelling. They use a variety of strategies to plan research.	First grade students at the above mastery level in writing develop stories with a beginning, middle and end for an intended audience. They use dictionaries, indexes and electronic resources to write.	First grade students at the mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.	First grade students at the partial mastery level in writing identify beginning capitalization and ending punctuation in a given sentence. Students can write a sentence about a picture.	First grade students at the novice level in writing express themselves on paper through drawing and labeling of pictures and dictation. They form letters correctly. Students will use rules of capitalization for first and last names.
Objectives	Students will			
RLA.O.1.2.01	demonstrate proper manuscript techniques: <ul style="list-style-type: none"> • correct directionality, • proper writing position, • print upper/lower case letters of the alphabet and numerals with proper form, • demonstrate uniformity in print, and • first and last name. 			
RLA.O.1.2.02	construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).			
RLA.O.1.2.03	develop a simple story with appropriate sequence (e.g., beginning, middle, end).			
RLA.O.1.2.04	compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).			
RLA.O.1.2.05	identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).			
RLA.O.1.2.06	identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places).			
RLA.O.1.2.07	identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).			
RLA.O.1.2.08	identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).			
RLA.O.1.2.09	compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).			
RLA.O.1.2.10	alphabetize to the first letter.			
RLA.O.1.2.11	use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures, charts, graphs).			

Grade 1	Listening, Speaking and Media Literacy			
Standard 3:	Listening, Speaking and Media Literacy			
RLA.S.1.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.			
Performance Descriptors RLA.PD.1.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at the distinguished level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.	First grade students at the above mastery level in listening, speaking and media literacy recite and comprehend familiar songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea of weather reports or newspaper photos. Students create an oral or visual presentation using media tools.	First grade students at the mastery level in listening, speaking and media literacy listen and respond to nursery rhymes, songs and stories with repeated patterns by retelling and relating the information to their own lives. They determine the main idea of cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.	First grade students at the partial mastery level in listening, speaking and media literacy listen, repeat and discuss familiar stories, nursery rhymes and songs. They tell the main idea represented in pictures.	First grade students at the novice level in listening, speaking and media literacy listen and repeat familiar stories, nursery rhymes and songs. They identify the topic in pictures.
Objectives	Students will			
RLA.O.1.3.01	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).			
RLA.O.1.3.02	determine the main idea of messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).			
RLA.O.1.3.03	create a real or imaginary experience with oral and/or visual communication.			