

# 21<sup>st</sup> CENTURY Kindergarten READING AND ENGLISH LANGUAGE ARTS

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## 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.

### Kindergarten

Grade K	Reading			
Standard 1:	Reading			
RLA.S.K.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"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>			
Performance Descriptors RLA.PD.K.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at the distinguished level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect after listening to a story. They respond to both literal and interpretive comprehension questions and retell short story selections. Students demonstrate their understanding of a variety of informational resources by following one or two step written directions and using captions.	Kindergarten students at the above mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand after listening to a story. Students describe how print is organized and read. They use signs and labels.	Kindergarten students at the 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 with main idea and sequencing. Students recognize environmental print and signs (e.g. exit signs, restroom signs, etc.	Kindergarten students at the partial mastery 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.	Kindergarten students at the novice level in reading recite the alphabet and provide oral responses, demonstrating an understanding that sounds and symbols have relationships. They listen to stories.

Objectives	Students will
RLA.O.K.1.01	segment words into phonemes (cat = /c/ /a/ /t/).
RLA.O.K.1.02	blend phonemes into words (/p/ /l/ /ā/ = play).
RLA.O.K.1.03	manipulate onset and rime (word families).
RLA.O.K.1.04	use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).
RLA.O.K.1.05	name all lower/upper case letters in random order.
RLA.O.K.1.06	read level-appropriate sight words and read decodable c-v-c words.
RLA.O.K.1.07	use new vocabulary in speaking.
RLA.O.K.1.08	recognize that print conveys meaning.
RLA.O.K.1.09	establish a purpose for reading (e.g., for information, for pleasure).
RLA.O.K.1.10	use concepts of print: <ul style="list-style-type: none"> <li>• front of book</li> <li>• title</li> <li>• hold book correctly</li> <li>• follow words from left to right and top to bottom of page</li> <li>• spaces</li> <li>• turn pages left to right</li> <li>• one-to-one match of print and voice</li> <li>• difference between words and letters</li> </ul>
RLA.O.K.1.11	use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).
RLA.O.K.1.12	make connections between literary work and people in own life and other cultures (e.g., characters, events).
RLA.O.K.1.13	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, signs, labels, electronic resources).
RLA.O.K.1.14	develop independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

Grade K	Writing
Standard 2:	Writing
RLA.S.K.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>
Performance Descriptors RLA.PD.K.2	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. Students use books to gather information.	Kindergarten students at above mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.	Kindergarten students at mastery level in writing develop a sentence. They form letters correctly. Students will use rules of capitalization for first and last names.	Kindergarten students at partial mastery in writing express themselves on paper through drawing and labeling of pictures and dictation.	Kindergarten students at a novice level in writing copy letters of the alphabet and words.
Objectives	Students will			
RLA.O.K.2.01	develop proper manuscript techniques in print: <ul style="list-style-type: none"> <li>• correct directionality</li> <li>• proper writing positions</li> <li>• print upper/lower case letters and numerals</li> <li>• first and/or last name</li> <li>• uniformity</li> </ul>			
RLA.O.K.2.02	use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).			
RLA.O.K.2.03	begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting class publishing).			
RLA.O.K.2.04	use conventions of spelling in written relationships (e.g., use letter/sound relationships to spell independently, spell some high frequency words appropriate to grade level).			
RLA.O.K.2.05	use conventions of capitalization in written composition (e.g., first and last name, first word of sentence, I).			
RLA.O.K.2.06	identify and use conventions of punctuation in written composition (e.g., period, question mark).			
RLA.O.K.2.07	use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).			

Grade K	Listening, Speaking and Media Literacy
Standard 3:	Listening, Speaking and Media Literacy
RLA.S.K.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.K.3	

Distinguished		Above Mastery		Mastery		Partial Mastery		Novice	
Kindergarten students at distinguished level in reading, 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.		Kindergarten students at above 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.		Kindergarten students at mastery level in listening, speaking and media literacy listen, repeat and familiar stories, nursery rhymes and songs. They tell the main idea represented in pictures using complete sentences.		Kindergarten students at partial mastery in listening, speaking and media literacy listen and repeat familiar stories, nursery rhymes and songs. They identify the topic in pictures.		Kindergarten students at a novice level in listening, speaking and media literacy listen to familiar stories, nursery rhymes and songs.	
<b>Objectives</b>		<b>Students will</b>							
RLA.O.K.3.01		listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.							
RLA.O.K.3.02		recognize a variety of visual media and its intended purpose.							
RLA.O.K.3.03		understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).							