West Virginia English Language Arts

Grade 1

Adopted 2020

Literacy Foundations

Fluency

I. Read with sufficient accuracy and fluency to support comprehension. ELA.1.I

- a. Read grade-level text with purpose and understanding. ELA.1.I.A
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ELA.1.I.B
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ELA.1.I.C

Phonics and Word Recognition

II. Know and apply grade-level phonics and word analysis skills in decoding words. ELA.1.II

- a. Know the spelling-sound correspondences for common consonant digraphs. ELA.1.II.A
- b. Decode regularly spelled one-syllable words. ELA.1.II.B
- c. Know final -e and common vowel team conventions for representing long vowel sounds. ELA.1.II.C
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ELA.1.II.D
- e. Decode two-syllable words following basic patterns by breaking the words into syllables. ELA.1.II.E
- f. Read words with inflectional endings. ELA.1.II.F
- g. Recognize and read grade-appropriate irregularly spelled words. ELA.1.II.G

Handwriting

1II. Print all upper- and lowercase letters using proper letter formation and directionality. ELA.1.1II

Phonological Awareness

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IV. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ELA.1.IV

a. Distinguish long from short vowel sounds in spoken single-syllable words. ELA.1.IV.A

b. Orally produce single-syllable words by blending sounds, including consonant blends. ELA.1.IV.B

c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. ELA.1.IV.C

d. Segment spoken single-syllable words into their complete sequence of individual sounds. ELA.1.IV.D

Print Concepts

V. Demonstrate understanding of the organization and basic features of print. ELA.1.V

a. Recognize the distinguishing features of a sentence, including first word, capitalization, and ending punctuation. ELA.1.V.A

Reading

Key Ideas and Details

1. Ask and answer questions about key details in a literary text. ELA.1.1
2. Retell stories, including key details, and demonstrate understanding of their central idea or lesson in literary texts. ELA.1.2
3. Describe characters, settings, and major events in a story, using key details in literary texts. ELA.1.3
4. Ask and answer questions about key details in an informational text. ELA.1.4
5. Identify the main topic and retell key details of an informational text. ELA.1.5
6. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. ELA.1.6

Craft and Structure

7. In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELA.1.7
8. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types. ELA.1.8
9. Identify who is telling the story at various points in a literary text. ELA.1.9
10. Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text. ELA.1.10
11. Know and use various text features to locate key facts or information in an informational text. ELA.1.11
12. Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text. ELA.1.12

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tegration of Knowledge and Ideas

13. Use illustrations and details in a story to describe its characters, setting, or events in literary texts. ELA.1.13
14. Compare and contrast the adventures and experiences of characters in stories in literary texts. ELA.1.14
15. Use the illustrations and details in a text to describe its key ideas in informational texts. ELA.1.15
16. Identify the reasons an author gives to support points in an informational text. ELA.1.16
17. Identify basic similarities in and differences between two informational texts on the same topic. ELA.1.17

Range of Reading and Text Complexity

18. With prompting and support, read literary texts of appropriate complexity for grade 1. ELA.1.18
19. With prompting and support, read informational texts of appropriate complexity for grade 1. ELA.1.19

Writing

Text Types and Purposes

20. Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. ELA.1.20
21. Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure. ELA.1.21
22. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure. ELA.1.22

Production and Distribution of Writing

23. Begins in Grade 3. ELA.1.23
24. With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed. ELA.1.24
25. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with peers. ELA.1.25

Research to Build and Present Knowledge

26. Participate in shared research and writing. ELA.1.26
27. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ELA.1.27
28. Begins in grade 4. ELA.1.28

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ange of Writing

29. Begins in grade 3. ELA.1.29

Speaking & Listening

Comprehension and Collaboration

30. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELA.1.30
    a. Follow agreed-upon rules for discussions. ELA.1.30.A
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELA.1.30.B
    c. Ask questions to clear up any confusion about the topics and texts under discussion. ELA.1.30.C
31. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELA.1.31
32. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ELA.1.32

Presentation of Knowledge and Ideas

33. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ELA.1.33
34. Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings. ELA.1.34
35. Produce complete sentences when appropriate to task and situation. ELA.1.35

Language

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELA.1.36
    a. Use common, proper, and possessive nouns. ELA.1.36.A
    b. Use singular and plural nouns with matching verbs in basic sentences. ELA.1.36.B
    c. Use personal, possessive and indefinite pronouns. ELA.1.36.C
    d. Use verbs to convey a sense of past, present, and future. ELA.1.36.D
    e. Use frequently occurring adjectives. ELA.1.36.E
    f. Use frequently occurring conjunctions. ELA.1.36.F
    g. Use determiners (e.g., a, the, most, this one, third). ELA.1.36.G
    h. Use frequently occurring prepositions. ELA.1.36.H
    i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ELA.1.36.I

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37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELA.1.37

    a. Capitalize dates and names of people. ELA.1.37.A

    b. Use end punctuation for sentences. ELA.1.37.B

    c. Use commas in dates and to separate single words in a series. ELA.1.37.C

    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELA.1.37.D

Knowledge of Language

38. Begins in grade 2. ELA.1.38

Vocabulary Acquisition and Use

39. 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 . ELA.1.39

    a. Use sentence-level context as a clue to the meaning of a word or phrase. ELA.1.39.A

    b. Use frequently occurring affixes as a clue to the meaning of a word. ELA.1.39.B

    c. Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, and looking). ELA.1.39.C

40. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ELA.1.40

    a. Sort words into categories to gain a sense of the concepts the categories represent. ELA.1.40.A

    b. Define words by category and by one or more key attributes. ELA.1.40.B

    c. Identify real-life connections between words and their use. ELA.1.40.C

    d. Distinguish shades of meaning among verbs differing in manner. ELA.1.40.D

    e. Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings. ELA.1.40.E

41. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships. ELA.1.41

College- and Career-Readiness Standards for Library Media

Information Literacy

1. Acquire and accurately use grade-appropriate library and book terms. LM.K-2.1

2. With support, apply number sense and knowledge of alphabetical order to locate books and other resources in the library moving toward independence by the end of grade 2. LM.K-2.2

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Demonstrate understanding of the process of selecting, checking out, and returning library materials. LM.K-2.3

4. With guidance, explore online resources using a variety of databases or an online public access catalog, to find materials and information on topics of personal and academic interest. LM.K-2.4
5. Explore the role of the school/public library and librarians as community resources for free and open access to information. LM.K-2.5

Independent Learning

6. Explore authors and/or topics of personal interest using library resources, including print, non-print, and digital to encourage the growth of life-long independent reading. LM.K-2.6
7. Select works from a variety of genres and formats for enjoyment or to seek information. LM.K-2.7
8. Answer adult-directed and self-generated questions using print, non-print, and digital resources. LM.K-2.8
9. Explore the information available in and purposes for using a variety of print, non-print, and digital resources. LM.K-2.9
10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. LM.K-2.10
11. With support, craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. LM.K-2.11
12. Seek information from diverse sources, contexts, disciplines and cultures to increase understanding of topics and themes. LM.K-2.12

Social Responsibility

13. Demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources. LM.K-2.13
14. Respectfully acknowledge ownership of work created by self and others (e.g., differentiating between copying and retelling in their own words}. LM.K-2.14
15. With support and as grade appropriate, demonstrate understanding of copyright and acceptable use. LM.K-2.15
16. Discuss the importance of free and open access to information for everyone as well as situations or conditions where information is controlled or limited. LM.K-2.16