

PALS Correlation with West Virginia ELA Standards, Grades K-3

English Language Arts – Kindergarten

Early Learning Foundations

Cluster		PALS-K Tasks
Fluency		
ELA.K.I	<ul style="list-style-type: none"> ● Read emergent-reader texts with purpose and understanding. 	-Concept of Word task -Word Recognition in Isolation task
Phonics and Word Recognition		
ELA.K.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. ● Associate common spellings (graphemes) with the five major short vowel sounds. ● Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, or does</i>). ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	-Concept of Word task -Spelling task -Letter Sounds task -Word Recognition in Isolation task
Phonological Awareness		
ELA.K.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	-Rhyme Awareness -Beginning Sound Awareness -Concept of Word task -Spelling task -Lowercase Alphabet Recognition task -Letter Sounds task
Print Concepts		
ELA.K.V	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name upper- and lowercase letters of the alphabet. 	-Concept of Word task -Spelling task -Lowercase Alphabet Recognition task -Letter Sounds task -Word Recognition in Isolation task

Language

Cluster		PALS-K Tasks
Conventions of Standard English		
ELA.K.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	-Spelling task -Letter Sounds task

English Language Arts – Grade 1

Early Learning Foundations

Cluster		PALS Plus Tasks
Fluency		
ELA.1.I	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. ● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	-Word Recognition in Isolation task -Oral Reading in Context task -Concept of Word task
Phonics and Word Recognition		
ELA.1.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Know the spelling-sound correspondences for common consonant digraphs. ● Decode regularly spelled one-syllable words. ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ● Decode two-syllable words following basic patterns by breaking the words into syllables. ● Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. 	-Word Recognition in Isolation task -Spelling task -Oral Reading in Context task -Concept of Word task -Letter Sounds task
Phonological Awareness		
ELA.1.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ● Distinguish long from short vowel sounds in spoken single-syllable words. ● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	-Spelling task -Concept of Word task -Letter Sounds task -Blending task -Sound-to-Letter task
Print Concepts		
ELA.1.V	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation). 	-Oral Reading in Context task -Concept of Word task

Reading

Cluster		PALS Plus Tasks
Key Ideas and Details		
ELA.1.1	Ask and answer questions about key details in a literary text.	-Oral Reading in Context task
ELA.1.4	Ask and answer questions about key details in an informational text.	-Oral Reading in Context task
ELA.1.5	Identify the main topic and retell key details of an informational text.	-Oral Reading in Context task
Range of Reading and Text Complexity		
ELA.1.19	With prompting and support, read informational texts appropriately complex for grade 1.	-Oral Reading in Context task

English Language Arts – Grade 1 (cont.)

Language

Cluster		PALS Plus Tasks
Conventions of Standard English		
ELA.1.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● 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. 	-Spelling task

English Language Arts – Grade 2

Early Learning Foundations

Cluster		PALS Plus Tasks
Fluency		
ELA.2.I	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. ● Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	-Word Recognition in Isolation task -Oral Reading in Context task
Phonics and Word Recognition		
ELA.2.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Know spelling-sound correspondences for additional common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words. 	-Word Recognition in Isolation task -Spelling task -Oral Reading in Context task -Concept of Word task

Reading

Cluster		PALS Plus Tasks
Craft and Structure		
ELA.2.10	Determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> .	-Oral Reading in Context task
ELA.2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe	-Oral Reading in Context task
Range of Reading and Text Complexity		
ELA.2.19	<ul style="list-style-type: none"> ● By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range. 	-Oral Reading in Context task

Language

Cluster		PALS Plus Tasks
Conventions of Standard English		
ELA.2.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil). 	-Spelling task

English Language Arts – Grade 3

Early Learning Foundations

Cluster		PALS Plus Tasks
Fluency		
ELA.3.I	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. ● Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	-Word Recognition in Isolation task -Oral Reading in Context task
Phonics and Word Recognition		
ELA.3.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multi-syllable words. <ul style="list-style-type: none"> • Read grade-appropriate irregularly spelled words. 	-Word Recognition in Isolation task -Spelling task -Oral Reading in Context task

Reading

Cluster		PALS Plus Tasks
Key Ideas and Details		
ELA.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.	-Oral Reading in Context task
Range of Reading and Text Complexity		
ELA.3.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.	-Oral Reading in Context task

Language

Cluster		PALS Plus Tasks
Conventions of Standard English		
ELA.3.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, or <i>happiness</i>). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) in writing words. 	-Spelling task