Arizona English Language Arts

Grade 1

Adopted 2016

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions such as who, what, where, why, when, and how about key details in a text. 1.RL.1
2. Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. 1.RL.2
3. Describe characters, settings, and major events in a story, using key details. 1.RL.3

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RL.4
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RL.5
6. Identify who is telling the story at various points in a text. 1.RL.6

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.7
8. (Not applicable to literature) 1.RL.8
9. Compare and contrast the adventures and experiences of characters in stories. 1.RL.9

Range of Reading and Level of Text Complexity

10. With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. 1.RL.10

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions such as who, what, where, why, and how about key details in a text. 1.RI.1
2. Identify the main topic and retell key details of a text. 1.RI.2
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. 1.RI.3

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raft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RI.4
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RI.5
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.6

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas. 1.RI.7
8. Identify the reasons an author gives to support points in a text. 1.RI.8
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.9

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1. 1.RI.10

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. 1.RF.1
   a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). 1.RF.1.A

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.RF.2
   a. Distinguish long from short vowel sounds in spoken single-syllable words. 1.RF.2.A
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RF.2.B
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.RF.2.C
   d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). 1.RF.2.D
   e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). 1.RF.2.E
   f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. 1.RF.2.F

Phonics and Word Recognition

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3. Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. 1.RF.3

   a. Know the spelling-sound correspondences for common consonant digraphs. 1.RF.3.A

   b. Decode regularly spelled one-syllable words. 1.RF.3.B

   c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.RF.3.C

   d. Recognize and apply all six syllable types when decoding grade level texts. 1.RF.3.D

   e. Read words with inflectional endings. 1.RF.3.E

   f. Recognize and read grade-appropriate irregularly spelled words. 1.RF.3.F

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. 1.RF.4

   a. Read on-level text with purpose and understanding. 1.RF.4.A

   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.RF.4.B

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 1.RF.4.C

Writing Standards

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.1

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.2

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 1.W.3

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). 1.W.4

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 1.W.5

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 1.W.6

Research to Build and Present Knowledge

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7. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 1.W.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.W.8
9. (Begins in grade 4) 1.W.9

Range of Writing

10. (Begins in grade 3) 1.W.10

Writing Standards: Foundational Skills

Sound-letter Basics and Handwriting

1. Demonstrate and apply handwriting skills. 1.WF.1
    a. Write upper and lower case manuscript alphabet from memory using correct letter formation. 1.WF.1.A
    b. Write the common grapheme (letter or letter group) for each phoneme. 1.WF.1.B
    c. Write with appropriate spacing between letters and words. 1.WF.1.C
2. Demonstrate and apply sound-letter concepts when writing. 1.WF.2
    a. Orally segment the phonemes in any single-syllable, spoken word. 1.WF.2.A
    b. Demonstrate and understand that each syllable is organized around a vowel sound. 1.WF.2.B

Spelling

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3. Know and apply phonics and word analysis skills when encoding words. 1.WF.3
    a. Spell common, regular, single-syllable words using: 1.WF.3.A
        1. Short vowels and single consonants. 1.WF.3.A.1
        2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). 1.WF.3.A.2
        3. Initial and final consonant blends (e.g., must, slab, plump). 1.WF.3.A.3
        4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 1.WF.3.A.4
        5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn). 1.WF.3.A.5
    b. With prompting and support, spell on-level words with inflectional endings: 1.WF.3.B
        1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps). 1.WF.3.B.1
        2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses). 1.WF.3.B.2
        3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest). 1.WF.3.B.3
    c. With prompting and support, spell on-level two-syllable words, including: 1.WF.3.C
        1. Words that end in -y or -ly (e.g., smelly, gladly). 1.WF.3.C.1
        2. Common compound words (e.g., hotdog, mailbox). 1.WF.3.C.2
        3. Words with two closed syllables (e.g., rabbit, wagon). 1.WF.3.C.3
    d. Spell grade-level appropriate words in English as found in a research-based list, including: 1.WF.3.D
        1. Irregular words (e.g., said, what, are, they, was). 1.WF.3.D.1
        2. Pattern based words (e.g., he, him, for, in, by, like). 1.WF.3.D.2
    e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. 1.WF.3.E

Speaking and Listening Standards **Comprehension and Collaboration**

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1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1.SL.1
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.SL.1.A
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1.SL.1.B
   c. Ask questions to clear up any confusion about the topics and texts under discussion. 1.SL.1.C
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.2
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1.SL.3

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.4
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 1.SL.5
6. Produce complete sentences when appropriate to task and situation. 1.SL.6

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 1.L.1
   a. Use common, proper, and possessive nouns. 1.L.1.A
   b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). 1.L.1.B
   c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 1.L.1.C
   d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 1.L.1.D
   e. Use frequently occurring adjectives. 1.L.1.E
   f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). 1.L.1.F
   g. Use determiners (e.g., articles, demonstratives). 1.L.1.G
   h. Use frequently occurring prepositions (e.g., during, beyond, toward). 1.L.1.H
   i. Produce and expand complete simple and compound sentences. 1.L.1.I
   j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. 1.L.1.J
   k. Write multiple sentences in an order that supports a main idea or story. 1.L.1.K

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2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 1.L.2
    a. Capitalize dates and names of people. 1.L.2.A
    b. Use end punctuation for sentences. 1.L.2.B
    c. Use commas in dates and to separate single words in a series. 1.L.2.C

Knowledge of Language

3. (Begins in grade 2) 1.L.3

Vocabulary Acquisition and Use

4. With guidance and support from adults, 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. 1.L.4
    a. Use frequently occurring affixes as a clue to the meaning of a word. 1.L.4.A
    b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 1.L.4.B
    c. Use sentence-level context as a clue to the meaning of a word or phrase. 1.L.4.C
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 1.L.5
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1.L.5.A
    b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 1.L.5.B
    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.5.C
    d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings 1.L.5.D
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 1.L.6