Arizona English Language Proficiency

Grade 1

Grade 1 Reading Foundational Standards

Oral Skills

1. Phonological Awareness: EL.1.RF.1
   a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences. EL.1.RF.1A
   b. Articulate the 44 phonemes accurately. EL.1.RF.1B
   c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation. EL.1.RF.1C
   d. Distinguish between initial, medial, and final spoken sounds to produce words. EL.1.RF.1D
   e. Orally produce groups of words that begin with the same initial sounds (alliteration). EL.1.RF.1E
   f. Distinguish between long and short vowel sounds in orally stated single-syllable words. EL.1.RF.1F
   g. Identify and generate a series of single-syllable rhyming words with a variety of phonograms. EL.1.RF.1G
   h. Segment multi-syllable words into syllables. EL.1.RF.1H
   i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs. EL.1.RF.1I
   j. Form words by blending spoken simple onsets (/c/) and rimes (/at/). EL.1.RF.1J
   k. Recognize and produce a new word when a phoneme is changed, added, or removed. EL.1.RF.1K

Print Skills

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2. Print Concepts: EL.1.RF.2
    a. Demonstrate understanding of the organization and basic features of print. EL.1.RF.2A
    b. Track text left to right and top to bottom with return sweep. EL.1.RF.2B
    c. Track written words with one-to-one correlation. EL.1.RF.2C
    d. Distinguish between uppercase and lowercase letters. EL.1.RF.2D
    e. Distinguish between letters, words, sentences, and paragraphs. EL.1.RF.2E
    f. Distinguish letters from numbers and symbols. EL.1.RF.2F
    g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts. EL.1.RF.2G
    h. Recognize the distinguishing features of a sentence. EL.1.RF.2H
    i. Identify capitalization and ending punctuation. EL.1.RF.2I
    j. Locate and identify the title, author, illustrator, title page, and table of contents of a book. EL.1.RF.2J
3. Phonics and Word Recognition (Decoding): EL.1.RF.3
    a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. EL.1.RF.3A
    b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs. EL.1.RF.3B
    c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck) • diphthongs (ea, ie, ee) • r-controlled vowels EL.1.RF.3C
    d. Decode and blend a new word when a specific grapheme is changed, added, or removed. EL.1.RF.3D
    e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. EL.1.RF.3E
    f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC). EL.1.RF.3F
    g. Decode and blend common inflectional endings in words (-s, -ed, -ing). EL.1.RF.3G
    h. Use word order and context to confirm decoding of text. EL.1.RF.3H
4. Fluency: EL.1.RF.4
    a. Read with sufficient accuracy and fluency to support comprehension. EL.1.RF.4A
    b. Use punctuation to guide reading fluency, including the use of: • periods • question marks • exclamation points • commas • apostrophes • quotation marks EL.1.RF.4B
    c. Read grade-appropriate high frequency words and irregular sight words fluently. EL.1.RF.4C

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Listening and Reading

1 construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. EL.1.S1

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 respond to simple literal questions. EL.1.S1.PE/E-1

PE/E-2 identify key words and phrases in a variety of literary texts and presentations. EL.1.S1.PE/E-2

PE/E-3 restate a sequence of events using key words. EL.1.S1.PE/E-3

PE/E-4 identify the topic of literary texts and presentations. EL.1.S1.PE/E-4

PE/E-5 identify basic similarities and differences within a familiar text. EL.1.S1.PE/E-5

Basic With moderate support, apply a developing set of strategies to:

B-1 ask and answer questions such as who, what, where, why, when, and how about key details in a text. EL.1.S1.B-1

B-2 identify key details in a variety of literary texts and presentations. EL.1.S1.B-2

B-3 sequence a series of events using key words and phrases. EL.1.S1.B-3

B-4 identify the central idea of literary texts and presentations. EL.1.S1.B-4

B-5 identify and describe similarities and differences within a text. EL.1.S1.B-5

Intermediate With light support, apply a wide range of strategies to:

I-1 ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea. EL.1.S1.I-1

I-2 retell stories to include key details in a variety of literary texts and presentations. EL.1.S1.I-2

I-3 sequence a series of events using transitions. EL.1.S1.I-3

I-4 identify the central idea of literary texts and presentations. EL.1.S1.I-4

I-5 identify and describe similarities and differences within a text. EL.1.S1.I-5

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2 determine the meaning of words and phrases in oral presentations and literary and informational text. EL.1.S2

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. EL.1.S2.PE/E-1

Basic With moderate support, apply a developing set of strategies to:

B-1 determine the meaning of general academic, and content-specific words and phrases, and some common expressions. EL.1.S2.B-1

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Intermediate With light support, apply a wide range of strategies to:

I-1 determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions. EL.1.S2.I-1

Speaking and Writing

3 speak and write about grade appropriate complex literary and informational texts and topics. EL.1.S3

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 communicate simple information or feelings about familiar topics, experiences, or events. EL.1.S3.PE/E-1

PE/E-2 add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events. EL.1.S3.PE/E-2

PE/E-3 compose written statements about familiar text and topics using appropriate conventions. EL.1.S3.PE/E-3

PE/E-4 produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames. EL.1.S3.PE/E-4

Basic With moderate support, apply a developing set of strategies to:

B-1 communicate simple messages about a variety of topics, experiences, or events. EL.1.S3.B-1

B-2 add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events. EL.1.S3.B-2

B-3 compose short written texts using appropriate conventions (narrative and informational). EL.1.S3.B-3

B-4 produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames. EL.1.S3.B-4

Intermediate With light support, apply a wide range of strategies to:

I-1 communicate oral presentations about a variety of topics, experiences, or events. EL.1.S3.I-1

I-2 add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events. EL.1.S3.I-2

I-3 compose written narratives and informational texts using appropriate conventions. EL.1.S3.I-3

I-4 produce writing with appropriate organization on a variety of topics, experiences, or events. EL.1.S3.I-4

4 construct grade appropriate oral and written claims and support them with reasoning and evidence. EL.1.S4

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 express an opinion using words and/or illustrations about a familiar topic. EL.1.S4.PE/E-1

PE/E-2 identify and use words that signal closure. EL.1.S4.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 express an opinion or preference using phrases about a familiar topic or story EL.1.S4.B-1

B-2 identify and use phrases that signal closure. EL.1.S4.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 express an opinion about a given topic or story and use justification. EL.1.S4.I-1

I-2 provide a sense of closure to an opinion. EL.1.S4.I-2

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5 adapt language choices to purpose, task, and audience when speaking and writing. EL.1.S5

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 respond to questions and suggestions from peers and add details to writing. EL.1.S5.PE/E-1

PE/E-2 demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom. EL.1.S5.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 respond to questions and suggestions from peers and add details to strengthen writing as needed. EL.1.S5.B-1

B-2 demonstrate awareness of differences between informal playground speech and language appropriate to the classroom. EL.1.S5.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 respond to questions and suggestions from peers and add details to strengthen writing as needed. EL.1.S5.I-1

I-2 shift appropriately between informal “playground speech” and language appropriate to the classroom. EL.1.S5.I-2

Listening, Speaking, Reading, and Writing

6 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. EL.1.S6

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 listen to short conversations about familiar topics and respond using gestures, words, and simple phrases. EL.1.S6.PE/E-1

PE/E-2 respond to simple yes-no and some wh- questions about familiar topics. EL.1.S6.PE/E-2

PE/E-3 follow basic rules of discussion about familiar topics. EL.1.S6.PE/E-3

Basic With moderate support, apply a developing set of strategies to:

B-1 participate in short discussions and/or written exchanges. EL.1.S6.B-1

B-2 ask simple yes-no and wh-questions about familiar topics. EL.1.S6.B-2

B-3 follow the rules for discussion. EL.1.S6.B-3

Intermediate With light support, apply a wide range of strategies to:

I-1 participate in discussions and/or written exchanges about a variety of topics. EL.1.S6.I-1

I-2 ask and answer questions about a variety of grade-appropriate topics. EL.1.S6.I-2

I-3 follow the rules for discussion. EL.1.S6.I-3

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7 **conduct research and evaluate and communicate findings to answer questions or solve problems.** EL.1.S7

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 label information and observations in simple notes. EL.1.S7.PE/E-1

PE/E-2 respond to a question or problem based on provided information from resources. EL.1.S7.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 record information and observations in guided notes. EL.1.S7.B-1

B-2 respond to a question or problem based on gathered information from provided source. EL.1.S7.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 record information and observations in organized notes. EL.1.S7.I-1

I-2 respond to a question or problem based on relevant personal experience or gathered information. EL.1.S7.I-2

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8 **analyze and critique the arguments of others orally and in writing.** EL.1.S8

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 orally identify one reason an author or a speaker gives to support a point. EL.1.S8.PE/E-1

PE/E-2 respond to yes-no, either-or, and wh- questions about what an author or speaker says. EL.1.S8.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 orally and/or in writing identify one or two reasons an author or speaker gives to support the points. EL.1.S8.B-1

B-2 ask and answer yes-no, either-or, and wh-questions in order to gather more information about what an author or speaker says. EL.1.S8.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 orally and/or in writing identify relevant reasons an author or speaker gives to support the points. EL.1.S8.I-1

I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. EL.1.S8.I-2

Language

9 create clear and coherent grade-appropriate speech and text. EL.1.S9

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.1.S9.PE/E-1

PE/E-2 apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking. EL.1.S9.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 apply understanding of how text types are organized in increasing complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.1.S9.B-1

B-2 apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking. EL.1.S9.B-2

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Intermediate With light support, apply a wide range of strategies to:

I-1 apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.1.S9.I-1

I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. EL.1.S9.I-2

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10 make accurate use of standard English to communicate in grade appropriate speech and writing. EL.1.S10

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 using some familiar singular and plural nouns. EL.1.S10.PE/E-1

PE/E-2 using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.1.S10.PE/E-2

PE/E-3 recognizing possessive nouns (e.g., That is Mary's backpack.). EL.1.S10.PE/E-3

PE/E-4 beginning to use personal subject and object pronouns. EL.1.S10.PE/E-4

PE/E-5 using familiar verbs in the present progressive. EL.1.S10.PE/E-5

PE/E-6 using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went). EL.1.S10.PE/E-6

PE/E-7 using some familiar verbs in the future with "going to". EL.1.S10.PE/E-7

PE/E-8 applying subject-verb agreement using familiar nouns and verbs. EL.1.S10.PE/E-8

PE/E-9 recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.1.S10.PE/E-9

PE/E-10 beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process. EL.1.S10.PE/E-10

PE/E-11 using some simple, frequently occurring conjunctions (e.g., and, but). EL.1.S10.PE/E-11

PE/E-12 beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. EL.1.S10.PE/E-12

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Basic With moderate support, apply a developing set of strategies to:

B-1 using an increasing range of singular and plural nouns. EL.1.S10.B-1

B-2 using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.1.S10.B-2

B-3 using possessive with some familiar nouns (e.g., That is Mary's backpack.). EL.1.S10.B-3

B-4 using personal subject and object pronouns. EL.1.S10.B-4

B-5 using verbs distinguishing present progressive and simple present. EL.1.S10.B-5

B-6 using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). EL.1.S10.B-6

B-7 using an increasing range of verbs in the future with "going to" and "will". EL.1.S10.B-7

B-8 applying subject-verb agreement using an increasing range of nouns and verbs. EL.1.S10.B-8

B-9 using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.1.S10.B-9

B-10 using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process. EL.1.S10.B-10

B-11 using a wider range of frequently occurring conjunctions (e.g., and, but, because). EL.1.S10.B-11

B-12 increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.1.S10.B-12

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Intermediate With light support, apply a wide range of strategies to:

I-1 using grade-appropriate singular and plural nouns. EL.1.S10.I-1

I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.1.S10.I-2

I-3 using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack). EL.1.S10.I-3

I-4 using personal (subject and object), possessive, and indefinite pronouns. EL.1.S10.I-4

I-5 using verbs in the past progressive. EL.1.S10.I-5

I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). EL.1.S10.I-6

I-7 using grade-appropriate verbs in the future with "going to" and "will". EL.1.S10.I-7

I-8 applying subject-verb agreement using grade-appropriate nouns and verbs. EL.1.S10.I-8

I-9 using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.1.S10.I-9

I-10 using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause). EL.1.S10.I-10

I-11 using frequently occurring conjunctions (e.g., and, but, or, so, because). EL.1.S10.I-11

I-12 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences EL.1.S10.I-12