



# ENGLISH LANGUAGE ARTS

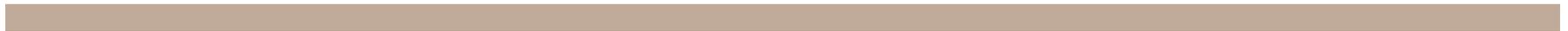
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Literacy in History/Social Studies,  
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

## GRADE ONE

Approved by the Arizona State Board of Education  
June 28, 2010



## Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

### Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p><b>K.RL.1:</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>R00.S2C1.01:</b> Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p><b>R00.S3C1.03:</b> Respond appropriately to questions based on facts in expository text, heard or read.</p> <p><b>LS.R3:</b> Share ideas, information, opinions, and questions.</p> <p><b>LS.R4:</b> Listen and respond to stories, poems, and nonfiction.</p> <p><b>LS.R5:</b> Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

### Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p><b>2.RI.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>R02.S3C2.01:</b> Follow a set of written multi-step directions.</p> <p><b>R04.S3C2.02:</b> Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p><b>W02.S3C5.02:</b> Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> <li>text to self (personal connections)</li> <li>text to world ( social connection)</li> <li>text to text (compare within multiple texts)</li> </ol>	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

**Grade 4 Reading Standards Foundational Skills**

2010	2003	Observation of alignment
<p><b>4.RF.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>R03.S1C3.01:</b> Read multi-syllable words fluently, using letter-sound knowledge.</p> <p><b>R03.S1C3.02:</b> Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p><b>R04.S1C4.01:</b> Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

### Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p><b>9–10.W.8:</b> Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</b></p> <p><b>VP.P2:</b> Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS  
Examples and Explanations from ELA Committee and Common Core.org  
Grade 1

<b>2010 Reading Standards for Literature K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Key Ideas and Details</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RL.1</b> Ask and answer questions about key details in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Teachers provide a graphic organizer (e.g., hand print: each finger represents an element who, what, where, when, why and how is the palm).</li> <li>• Teachers provide samples for students to rehearse with a partner (e.g., “Who was in the story?” “Where did the story take place? “How did the story end?”).</li> <li>• Teachers post question words (who, what, where, when, why, and how) in the room as a reminder before, during and after reading.</li> <li>• Teachers include partner sharing, “Let’s discuss what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.”</li> <li>• Students select and generate questions from the graphic organizer pertaining to a story.</li> </ul> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Literary Grade 1 Unit 1 As you read the book <i>Tomas and the Library Lady</i> by Pat Mora and Raul Colon, pause periodically and encourage students to ask questions. By using, “I wonder” as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use sticky notes or white boards to keep each child engaged in the questioning. (RL.1.1)</p>	<p><b>R00.S1C4.01</b> Determine what words mean from how they are used in a sentence, heard or read.</p> <p><b>R01.S1C6.01</b> Predict what might happen next in a reading selection.</p> <p><b>R01.S1C6.02</b> Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p><b>W01.S3C5.02</b> Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> <li>a. text to self (personal connection).</li> <li>b. text to world (social connection).</li> <li>c. text to text (compare within multiple texts).</li> </ol> <p><b>R02.S1C6.02</b> Compare a prediction about an action or event to what actually occurred within a text.</p> <p><b>R02.S1C6.03</b> Ask relevant questions in order to comprehend text.</p> <p><b>LS.R3</b> Share ideas, information, opinions and questions.</p> <p><b>LS.R4</b> Listen and respond to stories, poems and nonfiction.</p> <p><b>LS.R5</b> Participate in group discussions.</p>

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<b>Key Ideas and Details</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RL.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</b></p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Literary/Read Aloud Grade 1 Unit 3 Choose a fantasy read-aloud, such as <i>Finn Family Moomintroll</i> by Tove Jansson. Continuing to focus on the retelling of fiction, give the children the opportunity to retell the previous chapters by allowing them to choose an object to prompt the retelling. For example, when the black hat appears, find a small black hat (or cut it out of black paper) and put it into the retelling basket. Before each reading time, have the students retell the story using the gathered objects as prompts for remembering characters and events. By the time the book ends, you will have an object for each chapter or key event in the book—and the students will be efficient storytellers. (RL.1.2)</p>	<p><b>R00.S2C1.03</b> Retell or re-enact a story, placing the events in the correct sequence.</p> <p><b>R01.S2C1.03</b> Sequence a series of events in a literary selection, heard or read.</p> <p><b>R02.S2C1.05</b> Identify words that the author selects in a literary selection to create a graphic visual experience.</p>
<p><b>1.RL.3</b> Describe characters, settings, and major events in a story, using key details.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</b></p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Students are progressing in their skill to not only identify the characters, settings, and major events in a story, but also to describe them using rich sensory language and key details. Teachers provide a graphic organizer to help students identify character, setting, and major events supported with details.</p> <p>Class Discussion/Literature Grade 1 Unit 3 Tell the students that fables are stories that teach us a lesson. The characters in the story are usually animals and have one main characteristic. Read the familiar fable, “The Tortoise and the Hare.” Ask students what they can tell you about the tortoise. (He’s slow, but steady.) What can they tell about the hare? (He’s fast, but undependable.) Create a chart with cells for the title, characters (with one characteristic each), setting, key events (i.e., from the beginning, middle, and end), and the lesson learned (i.e., the moral of the story). As you read each fable in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the characters, setting, and key events of a fable. Assess understanding at the end of the unit by reading a fable and then have each child write or dictate the entries on his or her own chart. (RL.1.3, RL.1.2)</p>	<p><b>R01.S2C1.01</b> Identify the plot of a literary selection, heard or read.</p> <p><b>R01.S2C1.02</b> Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.</p> <p><b>R01.S2C1.03</b> Sequence a series of events in a literary selection, heard or read.</p> <p><b>R01.S2C2.01</b> Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Craft and Structure</b>		<b>Strands, Concepts and Performance Objectives</b>
<b>1.RL.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b>	
	Word	How it sounds, feels, smells, looks...
	Rain	Pitter-patter, splash, driving sleet-like rain,
	Hot	Scorched, blistering, Africa-hot,
	These can be single words, phrases, or the rhythm of the text that create a sensory experience (e.g., “the hot sidewalk scorched the bottoms of his feet”, “pitter-patter”).	
	<b>Source: commoncore.org</b>	
	Reading/Literary Grade 1 Unit 4 Read <i>The Wizard of Oz</i> by L. Frank Baum aloud to the class. As students meet each character in the text, guide them to think about the character’s feelings and how the author shows us how the character feels. Discuss how the author helps us use our senses to see, smell, feel, hear, and even taste while we are reading a book. As you read aloud, model the way you are drawn to use your senses. For example, in the second paragraph of chapter one, the author describes Kansas so that you can “see” the countryside clearly. Then he goes on to describe Aunt Em, Uncle Henry, Toto, and Dorothy, with a focus on their feelings. (RL.1.3, RL.1.4)	
		<b>R02.S2C1.05</b> Identify words that the author selects in a literary selection to create a graphic visual experience.

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<b>Craft and Structure</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RL.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Teachers read a fiction story and an expository book (<i>The Mixed-Up Chameleon</i> by Eric Carle, and <i>Chameleons in the Garden</i> by Mary Lovein. One tells a story and the other gives information. Students identify the clues that support the differences between fiction and nonfiction (e.g., bears wearing clothes, people don't fly like birds). Connection: ET0.S3C2.02</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Reading Grade 1 Unit 2 Throughout this unit, students are reading from a variety of texts: stories, poems, and informational texts. When you have a ten-minute block, play "I Spy" with the children (e.g., "I spy an informational book," "I spy a non-fiction book"). The students then have to guess which book you are looking at in the display of unit books. (RL.1.5, L.1.1)</p>	<p><b>R01.S2C1.04</b> Determine whether a literary selection, heard or read, is realistic or fantasy.</p> <p><b>R02.S2C1.07</b> Identify differences between fiction and nonfiction.</p> <p><b>VP.F1</b> Recognize different types of visual media.</p>
<p><b>1.RL.6</b> Identify who is telling the story at various points in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Students become familiar with the concept of narrator and the use of dialogue. Teachers model changing a passage from narrative to dialogue: Narrative: She went to town. Dialogue: "I'm going to town." When reading aloud to students, model using different voices to help students identify who is speaking throughout the story.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Literary Grade 1 Unit 2 As students read independently, remind them that different characters often tell the story at different times in a book. Using a book such as <i>Mouse Tales</i> by Arnold Lobel, allow the students to re-read parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide a bowl of raw elbow macaroni at each table. Ask students to use the macaroni to cover the quotation marks in the book, reminding them that it means someone is speaking. Assigning the parts to three readers will show others how dialogue works in literature. (RL.1.6)</p>	<p><b>R03.S2C1.05</b> Identify the speaker or narrator in a literary selection.</p>

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<b>2010 Reading Standards for Literature K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Integration of Knowledge and Ideas</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RL.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</b></p> <p>Teachers post pictures and ask for descriptions of characters, setting or events presented. Students make connections between the details and the illustrations and the text. Illustrations add to, enhance, and/or clarify the meaning of the text.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Literary/Informational Grade 1 Unit 5 Create pairings of books that are literary and informational such as <i>George Washington and the General's Dog</i> by Frank Murphy and Richard Walz and the <i>Rookie Biography of George Washington</i> by Will Mara. Discuss how you read a story and a biography about the same character/historic person. Talk about how these two books connect to each other. How were the books the same? How were they different? In this unit, there are numerous potential book pairings among the biographies, fictional stories, and even a fictional story written by the historical person himself (Benjamin Franklin). This is an opportunity to show the different characteristics of genre. This is also important to do within one book, explaining how events in the life of a person connect to each other. (RL.1.5, RL.1.7, RI.1.3)</p>	<p><b>R00.S2C1.02</b> Identify elements of a story, including characters, setting, and key events.</p> <p><b>R01.S2C1.02</b> Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.</p> <p><b>R01.S2C1.03</b> Sequence a series of events in a literary selection, heard or read.</p>
<p><b>1.RL.8</b> (not applicable to literature)</p>		<p>n/a</p>
<p><b>1.RL.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</b></p> <p>Comparison and contrast of adventures and experiences may be done within a single story such as <i>Amelia Bedelia</i> by Peggy Parish), across stories in the same series <i>If You Give a Moose a Muffin</i> and <i>If You Give a Mouse a Cookie</i> by Laura Numeroff, or across separate stories such as <i>Frog and Toad</i> by Arnold Lobel and <i>George and Martha</i> by George Marshall.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Activity/Literature Grade 1 Unit 3 Tell the students that the Indian fable, "The Blind Men and the Elephant" is the original telling of a fable more commonly known as "Seven Blind Mice." Read the original story by Karen Backstein first and then read Ed Young's "Seven Blind Mice." (Read aloud to students, or they may read on their own if they are able.) As the two fables are added to the fable story chart, ask the students to explain how these two stories are the same and how they are different. (RL.1.9, RL.1.2)</p>	<p><b>R03.S2C1.01</b> Compare (and contrast) literary elements across stories, including plots, settings, and characters.</p>

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<b>2010 Reading Standards for Literature K-5</b>		
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<b>Range of Reading and Level of Text Complexity</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RL.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Prose is a type of literature without a formal pattern of verse or meter (not poetry). Poetry may include structure, meter and rhyme. Teachers include a poem or prose for the week that is pertinent to the themes being studied. Students read poems associated with national holidays highlighted in Social Studies. Connection: SS01.S3C1.05</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Activity/Literature Grade 1 Unit 3 Tell the students that the Indian fable, “The Blind Men and the Elephant” is the original telling of a fable more commonly known as “Seven Blind Mice.” Read the original story by Karen Backstein first and then read Ed Young’s “Seven Blind Mice.” (Read aloud to students, or they may read on their own if they are able.) As the two fables are added to the fable story chart, ask the students to explain how these two stories are the same and how they are different. (RL.1.9, RL.1.2)</p>	<p><b>R01.S1C5.01</b> Consistently read grade-level text with at least 90 percent accuracy.</p> <p><b>R01.S1C5.02</b> Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>R01.S2C1.05</b> Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p> <p><b>R03.S1C5.02</b> Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p> <p><b>W01.S3C1.02</b> Participate in writing simple poetry, rhymes, songs or chants.</p>

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<b>2010 Reading Standards for Informational Text K-5</b>																				
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<b>Key Ideas and Details</b>		<b>Strands, Concepts and Performance Objectives</b>																		
<p><b>1.RI.1</b> Ask and answer questions about key details in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Teachers model asking questions (who, what, where, when, why, and how) to elicit student responses to informational text.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Who?</th> <th style="padding: 5px;">What?</th> <th style="padding: 5px;">Where?</th> <th style="padding: 5px;">Why?</th> <th style="padding: 5px;">When?</th> <th style="padding: 5px;">How?</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Connections: SS01.S1C10.01 SS01.S2C9.01</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Reading/Informational Grade 1 Unit 1 Tell the students that just because books are called “ABC books” it does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at <i>The Graphic Alphabet</i> by David Pelletier On each page, there is a letter, but there is something more going on than just that letter. Look at “A.” Have the students ask questions about the page and try to answer them (e.g., “Why is the letter “A” crumbling? Could the letter be a mountain? Is that an ‘avalanche’?”). There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. (RI.1.1, RI.1.7, L.1.1, SL.1.2)</p>	Who?	What?	Where?	Why?	When?	How?													<p><b>R00.S1C4.01</b> Determine what words mean from how they are used in a sentence, heard or read.</p> <p><b>R00.S3C1.03</b> Respond appropriately to questions based on facts in expository text, heard or read.</p> <p><b>R01.S1C6.01</b> Predict what might happen next in a reading selection.</p> <p><b>R02.S1C6.02</b> Compare a prediction about an action or event to what actually occurred within a text.</p> <p><b>R02.S1C6.03</b> Ask relevant questions in order to comprehend text.</p> <p><b>LS.R3</b> Share ideas, information, opinions and questions.</p> <p><b>LS.R4</b> Listen and respond to stories, poems and nonfiction.</p> <p><b>LS.R5</b> Participate in group discussions.</p> <p><b>W01.S3C5.02</b> Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> <li>a. text to self (personal connection).</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts).</li> </ol>
Who?	What?	Where?	Why?	When?	How?															

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2010 Reading Standards for Informational Text K-5											
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting									
Key Ideas and Details		Strands, Concepts and Performance Objectives									
<p><b>1.RI.2</b> Identify the main topic and retell key details of a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b>  <b>See Appendices A and B for Text Complexity</b></p> <p>Teachers provide graphic organizers (e.g., flowchart, timeline for events, webs-forming relationships from main ideas to others, main idea and supporting details).            Students highlight key details written on the graphic organizer.            Students restate the topic and support key details using the information from their graphic organizer.            Students read a section from a social studies or science informational text and identify the main topic and retell key details of the text.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 5px;">Main Topic</td> </tr> <tr> <td style="width: 33%; padding: 5px;">Detail</td> <td style="width: 33%; padding: 5px;">Detail</td> <td style="width: 33%; padding: 5px;">Detail</td> </tr> <tr> <td colspan="3" style="padding: 5px;">Conclusion</td> </tr> </table> <p>Connections:            SS01.S1C10.01            SS01.S2C9.01</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Reading/Informational Text            Grade 1 Unit 2            While reading a book such as <i>What Do You Do With A Tail Like This?</i> by Steve Jenkins, make a chart to record the name of each animal mentioned. Write where the animal lives (i.e., its habitat), what the animal eats (i.e., whether it is an herbivore, carnivore, or omnivore) and an interesting fact (e.g., its method of adaptation) on the chart. Ask students to supply at least one piece of information on a sticky note when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals.            (RI.1.2, L.1.5, L.1.1)</p>	Main Topic			Detail	Detail	Detail	Conclusion			<p><b>R01.S3C1.01</b> Identify the topic of expository text, heard or read.</p> <p><b>R01.S3C1.02</b> Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p><b>R03.S3C1.01</b> Identify the main idea and supporting details in expository text.</p>
Main Topic											
Detail	Detail	Detail									
Conclusion											

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<b>2010 Reading Standards for Informational Text K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Key Ideas and Details</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Structures for making connections in informational text include: cause and effect, compare and contrast, description, problem-solution, and chronological order. Students place two historical events in chronological order on a timeline. Connections: SC01.S4C1.02 SC01.S6C2.02 SS01.S1C1.01 SS01.S2C1.01</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Informational Grade 1 Unit 6 Choose two books about the same continent such as <i>Australia</i> by Madeleine Donaldson (Pull Ahead Books Continents) and <i>Look What Came From Australia</i> by Kevin Davis. Discuss how the books are similar because they are about the same continent. Show how they are also different because they are written by different authors and have different purposes. Then, read the books as a class. Make a chart with two columns, one for each book (e.g., <i>Australia</i> and <i>Look What Came From Australia</i>). Work together to make a list of what is learned in each book and then look for similar information in both books. Challenge the students to do this activity with two books, reading with a partner or reading one independently and having the teacher read the other aloud. (RF.1.4, RI.1.2, RI.1.3, RI.1.9, RI.1.10)</p>	<p><b>R01.S2C2.01</b> Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</p> <p><b>R01.S3C1.01</b> Identify the topic of expository text, heard or read.</p> <p><b>R01.S3C1.02</b> Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p>

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<b>2010 Reading Standards for Informational Text K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Craft and Structure</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RI.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Teachers model (think-aloud) how to identify and determine meanings of unknown words during shared reading of informational text:</p> <ul style="list-style-type: none"> <li>○ Look at the illustration or graph.</li> <li>○ Use background knowledge regarding the subject.</li> <li>○ Look at the sentence before and after to help build meaning.</li> <li>○ Use morphology, affixes, Greek &amp; Latin roots to help arrive at meaning.</li> </ul> <p>Students use knowledge of word structure, context clues, and picture clues to determine the meaning of an unknown word. Students keep word journals or records for easy reference. Students create vocabulary graphic organizers (e.g., Frayer-model, 4-square) that include non-linguistic representations.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Informational/Fluency Grade 1 Unit 5 Have students choose one of the biographies they enjoyed reading. Have them practice reading the book until they can read it well (i.e., with phrasing and expression). As students read their biographies independently, look for opportunities to use context to confirm or self-correct word recognition and understanding, encouraging the children to reread as necessary. Take the books to a kindergarten class and have students read the books aloud to students there. (RF.1.4, RF.1.4, RI.1.4, RI.1.10)</p>	<p><b>R00.S1C4.01</b> Determine what words mean from how they are used in a sentence, heard or read.</p> <p><b>R01.S1C4.01</b> Recognize base words and their inflections (e.g., look, looks, looked, looking).</p>

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<b>2010 Reading Standards for Informational Text K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Craft and Structure</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RI.5</b> 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.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Teachers and students use focus or word walls to emphasize key terms.</p> <p>Connections: SS01.S1C1.03 SS01.S2C1.03 SS01.S4C1.01, 02, 03, 04, 05, 06 SS01.S4C2.03</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Informative Writing/Revision Grade 1 Unit 2 Give the students this prompt: “Write about your favorite animal. Be sure to include interesting facts about your animal and end with a solid closing. Allow your students to begin by working in teams to gather information. Using non-fictional texts, remind them to use the index or table of contents to locate more information about the animal. When they have some basic information, have them write the first draft. Ensure that adults are available to help with revision of the writing. Display the published writing with the Matisse-style artwork (see Art Connection/Explanatory Writing). (W.1.2, W.1.5, RI.1.5, RI.1.10, RF.1.4)</p>	<p><b>R01.S1C1.04</b> Identify the title, author, and table of contents of a book.</p> <p><b>R01.S3C1.03</b> Identify organizational features (e.g., title, table of contents, headings, bold print, glossary, indices) of expository text.</p> <p><b>R02.S3C1.03</b> Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text.</p> <p><b>R02.S3C1.04</b> Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information.</p>
<p><b>1.RI.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Students specify whether information was located in the text or in an illustration or graphic.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Independent Reading/Informational Text Grade 1 Unit 3 Introduce the book <i>A Weed is a Flower: The Story of George Washington Carver</i> by Aliko. Explain that illustrations and text are both very important in a book. Guide students as they read by asking them first to think about what you can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other side. When students learn something from studying the illustration, they will write it on a sticky note and put it in the book. Use the sticky notes to guide the discussion when they are finished reading. Repeat the activity with learning from the text. (RI.1.6)</p>	<p><b>R03.S3C1.05</b> Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.</p> <p><b>VP.F1</b> Recognize different types of visual media.</p> <p><b>VP.F3</b> Access, view and respond to visual forms such as computer programs, videos, artifacts, drawing, pictures and collages.</p> <p><b>VP.F4</b> Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text.</p>

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<b>2010 Reading Standards for Informational Text K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Integration of Knowledge and Ideas</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RI.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b> <b>See Appendices A and B for Text Complexity</b></p> <p>Class Discussion/Reading/Informational Grade 1 Unit 1</p> <p>Tell the students that just because books are called “ABC books” it does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at <i>The Graphic Alphabet</i> by David Pelletier. On each page, there is a letter, but there is something more going on than just that letter. Look at “A.” Have the students ask questions about the page and try to answer them (e.g., “Why is the letter “A” crumbling? Could the letter be a mountain? Is that an ‘avalanche’?”). There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. (RI.1.1, RI.1.7, L.1.1, SL.1.2)</p>	<p><b>R01.S3C2.01</b> Follow a set of written multi-step directions with picture cues to assist.</p> <p><b>R01.S3C2.02</b> Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.</p> <p><b>LS.F2</b> Give and follow multiple-step directions.</p>
<p><b>1.RI.8</b> Identify the reasons an author gives to support points in a text.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b></p> <p>The emphasis in this standard is how text is created with specific points or main ideas and it is supported by details or reasons. “Points in text” refers to main ideas and supporting details. Teachers state main idea and ask students for supporting details For example, use <i>A Tree is a Plant</i> by C. Bulla. After reading the book to the class, the teacher asks, “How do we know a tree is a plant?” Students list supporting details: grows from a seed, needs water, sunshine. For example, use <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler. After reading the book to the class, the teacher asks, “Why do we remember Martin Luther King, Jr. as a great leader?” Students list supporting details: he won the Nobel Peace Prize; he worked for the rights and freedom of others. Connections: SS01.S1C9.01 SS01.S3C1.05</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading / Informational Grade 1 Unit 4</p> <p>Introduce an informative article such as “Wind Power” (<i>National Geographic Young Explorer!</i>). First, ask students to think about what wind causes and brainstorm with the children. Then, have the students read the article independently, with partners, or with the teacher to find out what the wind causes.</p> <p><b>Cause    Effect</b></p> <p>Wind    “Whips up fun” (study illustration for specifics)</p> <p>Wind    Kites fly</p> <p>Wind    Pushes sailboats</p> <p>Wind    Windmills spin, turning wind energy into electricity</p>	<p><b>R03.S3C3.01</b> Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p><b>R03.S3C3.02</b> Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.</p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>	
<b>Integration of Knowledge and Ideas</b>		<b>Strands, Concepts and Performance Objectives</b>	
<b>1.RI.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Source: ADE/ELA Committee</b> <b>See Appendices A and B for Text Complexity</b>	<b>R01.S2C2.01</b> Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	
	Teachers use Social Studies Standards (e.g., Strand 1 American History, Strand 2, World History) or Science to select appropriate topics.		
	Students select various forms of text, brochures, web sites, newspapers, magazines or books to compare.		
	Students complete graphic organizers (T-chart, 2-column chart, Venn diagram) to illustrate similarities and differences.		
	Students use notes from their graphic organizers to write a summary or their comparison.		
	Teachers create a rubric to inform students of type of sources required.		
	Topic		
	Text #1		Text #2
	Most important Point		Most Important Point
Key Details	Key Details		
Similarities	Similarities		
Differences	Differences		

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Range of Reading and Level of Text Complexity</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RI.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</b></p> <p>The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Informational Grade 1 Unit 5 To help students make visual connections between events and people during the “early America” part of history, create a simple timeline and record events as you read books on this topic together or as students report back on what they read independently. Students should understand that although the informational texts are focused around different people or topics, it all happened at the same time in history. By extending the timeline to include historical figures, students begin to understand chronology. (RI.1.3, RI.1.10)</p>	<p><b>R01.S1C5.01</b> Consistently read grade level text with 90 percent accuracy.</p> <p><b>R01.S1C5.02</b> Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>R01.S3C1</b> Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>
<p><b>AZ.1.RI.10</b> a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.</p>		<p><b>R01.S3C2</b> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>

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<b>2010 Reading Standards Foundational Skills K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Print Concepts</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RF.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Teachers provide sentences with convention errors (e.g., capitals, punctuation) that have been explicitly taught. Students will identify and correct errors. Students highlight basic feature of print in a passage (e.g., first word, capitalization, ending punctuation).</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Shared Research Grade 1 Unit 1 Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with a big class question. Begin by asking questions such as, “Is it possible to create an ABC book with ‘Games to Play’ as our title?” Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, collect (and research using a variety of texts and digital resources) ideas for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuating correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1, L.1.2, RF.1.1)</p>	<p><b>R01.S1C1.01</b> Alphabetize a series of words to the first letter.</p> <p><b>R01.S1C1.02</b> Distinguish between uppercase and lowercase letters.</p> <p><b>R01.S1C1.03</b> Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Phonological Awareness</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>	<p><b>R01.S1C2.04</b> Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p><b>R01.S1C2.05</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).</p> <p><b>R01.S1C2.07</b> Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).</p> <p><b>R01.S1C2.08</b> Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p>

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<b>Phonics and Word Recognition</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RF.3</b>            Know and apply grade-level phonics and word analysis skills in decoding words.  <b>(continued next page)</b></p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>		<p><b>R01.S1C2.06</b>            Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p><b>R01.S1C2.07</b>            Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).</p> <p><b>R01.S1C3.01</b>            Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none"> <li>• Single letters (consonants and vowels),</li> <li>• Consonant blends (e.g., bl, st, tr),</li> <li>• Consonant digraphs (e.g., th, sh, ck) and</li> <li>• Vowel digraphs and diphthongs (e.g., ea, ie, ee).</li> </ul> <p><b>R01.S1C3.02</b>            Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Phonics and Word Recognition</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RF.3 (continued)</b></p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>		<p><b>R01.S1C3.03</b> Use knowledge of base words to identify compound words.</p> <p><b>R01.S1C3.04</b> Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p> <p><b>R01.S1C3.05</b> Recognize high frequency words and irregular sight words.</p> <p><b>R01.S1C3.06</b> Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p><b>R01.S1C3.07</b> Use knowledge of word order (syntax) and context to confirm decoding.</p>

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<b>Reading Standards: Foundational Skills (K-5)</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Fluency</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Fluency is a bridge to comprehension and is the result of accurately decoding words automatically in order to retain the meaning of the text. It is achieved through multiple opportunities to practice. Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Students should be exposed to reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text. Students record their words per minute and celebrate their improvement.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Language /Literary Grade 1 Unit 3 To introduce the relationship between punctuation and reading expression, use the book <i>Yo! Yes?</i> by Chris Raschka. Show the students the cover of the book with its very simple title: <i>Yo! Yes?</i> Ask how someone would say those words? YO! YES? As you read the book with the students, have the boys read one page, and the girls the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. (RL.1.6, RF.1.4, L.1.2, RL.1.7)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Informational/Fluency Grade 1 Unit 6 Have students choose one of the biographies they enjoyed reading. Let them practice reading the book until they can read it well (i.e., with phrasing and expression). As students read their biographies independently, look for opportunities to use context to confirm or self-correct word recognition and understanding, encouraging the children to reread as necessary. Take the books to a kindergarten class and have students read the books aloud to students there. (RF.1.4, RI.1.4, RI.1.10)</p>	<p><b>R01.S1C3.06</b> Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p><b>R01.S1C3.07</b> Use knowledge of word order (syntax) and context to confirm decoding.</p> <p><b>R01.S1C5.01</b> Consistently read grade-level text with at least 90 percent accuracy.</p> <p><b>R01.S1C5.02</b> Read aloud with fluency in a manner that sounds like natural speech.</p>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting Strands, Concepts and Performance Objectives</b>
<b>Text Types and Purposes</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.1</b>            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.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Teachers create a focus or word wall to emphasize key features or expectations as a resource for students.            Teachers select topics from Social Studies or Science Standards.            Students create a book review to share and gain feedback from peers.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Opinion/Prompt            Grade 1 Unit 5            Give students this prompt: “Choose one of the people we have been reading about that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read.”            (W1.1)</p>	<p><b>W02.S3C5.02</b>            Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ol> <p><b>W03.S3C4.01</b>            Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Text Types and Purposes</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>The emphasis of this standard is the structure of expository writing. It includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. Informational text conveys factual information. Informational texts may include things such as reports, facts, definitions, labels, lists, observations, journals, procedures, posters, pamphlets, news articles, handouts, or media.            Teachers use focus or resource walls with key elements to emphasize the rubric for the assignment (e.g., headings, illustration, multimedia).            Teachers model the writing process (e.g., pre-writing, writing, editing draft, publish).            Teachers use topics from Social Studies or Science Standards.            Students use graphic organizers (e.g., webs, T-charts, time-lines) to assist in organizing their information.</p> <p>Connections:</p> <p>ET01.S4C1.01            ET01.S4C2.01            SC01.S1C2.04            SC01.S1C4.01            SC01.S1C4.02</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Informative            Grade 1 Unit 1            Give students this prompt: "Children should eat healthy foods, exercise, and take care of their bodies. Name one way to stay healthy. Supply some facts about the topic you chose and provide closure at the end of your writing." As students write, watch closely that they focus on just one way to stay healthy and that they compose an essay supported by facts.            (W.1.2, L.1.1, L.1.2)</p>	<p><b>W01.S3C6.01</b> Write a simple report with a title and three facts, using informational sources.</p>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Text Types and Purposes</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.3</b> 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.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Narrative is an expressive style of writing which includes descriptive images in stories, poetry, songs, and dramatic pieces in addition to personal narratives. The writing may be based on real or imagined events, observations or memories. This style of writing may contain characters, setting, plot, sensory details, clear language, and/or a logical sequence of events (i.e., rising action, climax, descending action, conclusion.). This expressive form may also include temporal words (e.g., first, next last, following), figurative language, dialogue, characterization, and rhythm. The organization of the piece should include closure. Teachers create a rubric to set assignment expectations (e.g., Have I told about two or more events? Does my writing describe my actions, thoughts and feelings? Have I included temporal, transitional, or time order words? Does my story have an ending?) Teachers model the writing process (e.g., pre-writing, writing, editing draft, publishing). Students complete graphic organizers (e.g., time-lines, cartoon frames, character web) to illustrate relationships between events or character/s. Connections: SS01.S1C1.02 SS01.S2C1.02</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Narrative Grade 1 Unit 3 Assign this narrative prompt: “Think of a time when you learned a lesson.” Encourage the students to think about the lessons learned in the fables as they write their own story. Be sure the students focus on the beginning, middle and end (where they tell about the lesson learned). Be sure they include at least two sequenced events, use time cue words, provide some details, and include a sense of closure (W.1.3, W.1.5, RL.1.2)</p>	<p><b>See Writing Addendum: Writing Elements W02.S2 W01.S3C1.01</b></p> <p>Write a narrative that includes:</p> <ol style="list-style-type: none"> <li>a. a main idea based on real or imagined events.</li> <li>b. character(s).</li> <li>c. a sequence of events.</li> </ol>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Production and Distribution of Writing</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>AZ.1.W.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p><b>Writing Opportunities:</b> Teachers facilitate students creating classroom rules. Teachers model note-taking procedures. Teachers provide a variety of graphic organizers as a writing resource for students. Teachers model the writing process in creating functional writing (e.g., thank you notes or messages to guest speakers, volunteers). Students write thank-you notes to school personnel. Students participate as a group in writing functional text (e.g., group thank you notes or messages to guest speakers, volunteers, or peers). Students place important life events in chronological order on a timeline.</p> <p><b>Connections:</b> SS01.S1C1.01 SS01.S2C1.01 SS01.S3C1.03 SS01.S4C1.03</p>	<p><b>See Writing Addendum: Writing Process W01.S1</b></p> <p><b>W01.S3C2.01</b> Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p> <p><b>W01.S3C2.02</b> Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p> <p><b>W01.S3C3.01</b> Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p> <p><b>W01.S3C3.02</b> Participate in writing communications, with teacher as scribe, including: a. friendly letters. b. thank you notes.</p> <p><b>LS.F2</b> Give and follow multiple-step directions.</p>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Production and Distribution of Writing</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.5</b>            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.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Teachers model refining a rough draft for clarity and effectiveness with class participation.            Teachers create tools or strategies such as peer-review, checklists, and rubrics to refine the draft.            Teachers create focus walls or word walls to emphasize the writing process or key vocabulary terms or concepts.            Students proofread the draft and correct it for appropriate conventions.            Identify punctuation, spelling, and grammar and usage errors in the draft.            Students conference with a teacher or classmate for feedback.            Students use resources such as dictionaries and word lists to correct spelling.            Students apply proofreading marks to indicate changes.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Narrative Prompt/Revision            Grade 1 Unit 4            Give students this prompt: “Write a story about a time you felt happy. Be sure to tell us what happened to make you happy.” Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Tell the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing.            (W.1.3, W.1.5, L.1.1)</p>	<p><b>See Writing Addendum:            Writing Process W01.S1            Writing Elements W01.S2</b></p>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Production and Distribution of Writing</b>		<b>Strands, Concepts and Performance Objectives</b>
<b>1.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Source: ADE/ELA Committee</b>  Publishing Opportunities: Teachers model the writing process and/or provide models of published writings as examples of expectations. Teacher may create class project from assignment (e.g., PowerPoint presentations, Kidspiration, Smart Boards). Students work with a partner or small groups to collaborate and provide feedback about their work. Teachers select topics from the Social Studies (Strands 1 and 2) and Science Standards. Students will use computers, with assistance from teachers, to create a written text. Connection: ET01.S1C4.01	<b>See Writing Addendum:            Writing Process W01.S1, W03.S1</b>

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<b>2010 Writing Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Research to Build and Present Knowledge</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.7</b> 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).</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes and synthesizes the information into a finished product. Teachers create a rubric to inform students of the expectations of the assignment. (e.g., name of topic, two facts, tell why others might want to learn more about the topic, provide matching illustration). Teachers provide graphic organizers (web, flow chart, time-line) for students. Students create a checklist to assure that all elements are included. Students may work in partners or groups to assist each other with their topic and assignment. Teachers select topics from Social Studies (e.g. Strand 1 American History, Strand 2 World History) or Science Standards.</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Explanatory Writing/Art Connection Grade 1 Unit 2 Display the Tate’s site for Matisse’s <i>The Snail</i> using a projector and computer. Encourage students to comment about the colors and what they see in the artwork. As you read the background information and move through the site, students will see the process used by Matisse to create his work. Students will then create a work of their favorite animal from this unit using torn pieces of painted paper. Later, do a shared writing to explain the steps taken to create an art piece in the style of Matisse. This could be a model for an explanatory piece of writing later. (W.1.7, SL.1.2)</p>	<p><b>W00.S3C6.01</b> Participate in a creating a simple class report where the teacher is the scribe.</p> <p><b>W01.S3C6.01</b> Write a simple report with a title and three facts, using informational sources.</p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Research to Build and Present Knowledge</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p style="text-align: center;"><b>Source: ADE/ELA Committee</b></p> <p>This is the beginning step in a research project. Graphic organizers may assist organization of thoughts and information. Teachers model organizing notes in a meaningful sequence. Teachers use Social Studies Standards or Science to select appropriate topics. Students list the source of their information (book, internet). Students conduct a search of their topic on the Internet. Connections: ET01.S2C2.01 ET01.S3C1.02 ET01.S3C2.02 SC01.S1C1.02 SS01.S1C1.03 SS01.S2C1.03 SS01.S4C5.02 SS01.S4C2.04</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Shared Research Grade 1 Unit 1 Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with a big class question. Begin by asking questions such as, "Is it possible to create an ABC book with 'Games to Play' as our title?" Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, collect (and research using a variety of texts and digital resources) ideas for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuating correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1, L.1.2, RF.1.1)</p>	<p><b>See Writing Addendum: Writing Process W01.S1</b></p> <p><b>W01.S3C6.01</b> Write a simple report with a title and three facts, using informational sources.</p>
<p><b>1.W.9</b> (Begins in grade 4)</p>		<b>n/a</b>
<b>Range of Writing</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.W.10</b> (Begins in grade 3)</p>		<b>n/a</b>

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<b>2010 Speaking and Listening Standards K-5</b>		
<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Comprehension and Collaboration</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Shared Research Grade 1 Unit 1 Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with a big class question. Begin by asking questions such as, "Is it possible to create an ABC book with 'Games to Play' as our title?" Allow the class to give some ideas (e.g., names, authors, books, plants, and insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, collect (and research using a variety of texts and digital resources) ideas for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuating correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1, L.1.2, RF.1.1)</p>	<p><b>W01.S3C5.02</b> Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> <li>a. text to self (personal connection).</li> <li>b. text to world (social connection).</li> <li>c. text to text (compare within multiple texts).</li> </ol> <p><b>LS.R3</b> Share ideas, information, opinions and questions.</p> <p><b>LS.R5</b> Participate in group discussions.</p>

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<b>2010 Speaking and Listening Standards K-5</b>		
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<b>Comprehension and Collaboration</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Art Connection Grade 1 Unit 1 Look at <i>Children’s Games</i> by Pieter Brueghel. Ask the students to study it closely for a few minutes and write down any questions they have about what they see. When the time is up, have them ask their questions. As the students begin to ask questions aloud, write all of the questions on a chart (e.g., “What are they doing? Is that like a hula hoop? Was this painted a long time ago?”). Talk about the value of asking questions and how we begin to open our minds to think deeply about something. (The painting was done in the 1500s, and the artist was trying to show all of the games he knew. You may want to note the few toys children had – sticks, hoops, etc). (SL.1.2)</p>	<p><b>R01.S3C1.02</b> Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. <b>R02.S1C6.03</b> Ask relevant questions in order to comprehend text.</p>
<p><b>1.SL.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Explanatory Writing/Art Connection Grade 1 Unit 2 Display the Tate’s site for Matisse’s <i>The Snail</i> using a projector and computer. Encourage students to comment about the colors and what they see in the artwork. As you read the background information and move through the site, students will see the process used by Matisse to create his work. Students will then create a work of their favorite animal from this unit using torn pieces of painted paper. Later, do a shared writing to explain the steps taken to create an art piece in the style of Matisse. This could be a model for an explanatory piece of writing later. (W.1.7, SL.1.2)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Art Connection Grade 1 Unit 1 Look at <i>Children’s Games</i> by Pieter Brueghel. Ask the students to study it closely for a few minutes and write down any questions they have about what they see. When the time is up, have them ask their questions. As the students begin to ask questions aloud, write all of the questions on a chart (e.g., “What are they doing? Is that like a hula hoop? Was this painted a long time ago?”). Talk about the value of asking questions and how we begin to open our minds to think deeply about something. (The painting was done in the 1500s, and the artist was trying to show all of the games he knew. You may want to note the few toys children had – sticks, hoops, etc.) (SL.1.2)</p>	<p><b>LS.F2</b> Give and follow multiple-step directions.</p>

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<b>Presentation of Knowledge and Ideas</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.SL.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Language Grade 1 Unit 4 Choose some verbs that are rather bland, such as “to walk.” Ask the children to imagine that they are in the book <i>The Wizard of Oz</i> by Frank Baum with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy. How would they walk? (Possible answers: Skip, run, dance.) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling sad and discouraged. How would they walk? (Possible answers: trudge, drag) Make a list of all the words that could be used as a better choice than “walk.” This lesson on verbs can be extended to cover roots and affixes –ed, -s, -ing. (SL.1.4, L.1.5, L.1.4)</p>	<p><b>R00.S1C4.03</b> Describe familiar objects and events in both general and specific language. <b>LS.F1</b> Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.</p>
<p><b>1.SL.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Literary/Multimedia Presentation Grade 1 Unit 6 Ask the students to think about how all of the Cinderella stories are different because of the time and place where they happen. Challenge the students to draw the "trying on the slipper" scene as if it were happening right now and in the place where they live. Scan the pictures and create a Power Point slide for each image. Students present their drawings to the class explaining their adaptation of the “slipper scene.” (SL.1.5, SL.1.6, RL.1.9)</p>	<p><b>VP.F2</b> Plan and present a report, using two or more visual media.</p>
<p><b>1.SL.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Informational Text Grade 1 Unit 3 After reading several books about electricity, create a list of rules for safety (e.g., avoiding electrical outlets with wet hands). Divide the rules evenly among the students and assign the task of creating a safety poster for each one. Each student will write a rule neatly and show additional information (i.e., the application of the rule) in his or her illustration. Create sets of posters and allow students to present their rules to another classroom or grade level. (W.1.2, RI.1.6, SL.1.5, SL.1.6)</p>	<p><b>See Writing Addendum: Writing Elements W01.S2</b></p>

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<b>Cluster</b>	<b>Explanation and Examples</b>	<b>1996, 2003, and 2004 Standards Reading, Writing, Listening &amp; Speaking, and Viewing &amp; Presenting</b>
<b>Conventions of Standard English</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(continued next page)</b></p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. 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).</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Shared Research Grade 1 Unit 1 Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with a big class question. Begin by asking questions such as, “Is it possible to create an ABC book with ‘Games to Play’ as our title?” Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, collect (and research using a variety of texts and digital resources) ideas for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuating correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1, L.1.2, , RF.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Literary/Language Grade 1 Unit 2 Follow up on a book read previously in class, such as <i>Are You My Mother?</i> by Philip D. Eastman. Go back and reread the story. As you read it this time, read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation,). Think of more words for each of the categories. (L.1.5, L.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Language Grade 1 Unit 3 One of the life lessons focused on in this unit is “manners.” With the students, create a list of “lunchroom manners” using a book such as <i>Manners</i> (Ailiki). Students should dictate the sentences while you write them on sentence strips. In this writing lesson, focus on writing complete sentences with subject-verb agreement. To practice handwriting and correct sentence construction, have the students copy some of the sentences. A follow-up to this lesson would be a humorous list of “lunchroom manners” inspired by Prelutsky and Silverstein and written in poetic form. (SL.1.6, L.1.1)</p>	<p><b>See Writing Addendum: Writing Elements W00.S2, W01.S2, W02.S2, W03.S2, W04.S2, W06.S2</b></p>

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Conventions of Standard English		Strands, Concepts and Performance Objectives
<p><b>1.L.1 (continued)</b></p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>AZ.1.L.1</b></p> <p>k. Write multiple sentences in an order that supports a main idea or story.</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Art Connection/Language Grade 1 Unit 3 After students have read about George Washington Carver’s love of nature, introduce them to an artist who also focused on nature and who lived during the same time period: Georgia O’Keeffe. Both of their names come from the Greek root “geo” meaning “earth.” Tell the students to look at some of Georgia O’Keeffe’s artwork. Ask them to use describing words (i.e., adjectives) to discuss what they see in her work. (L.1.5, L.1.1) When you are finished with the art description activity, read these quotations and have the children write a response. (L.1.1j) “Nobody sees a flower, really, it is so small. We haven’t time—and to see takes time, like to have a friend takes time.” Georgia O’Keeffe “If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself—‘I’ll paint what I see—what the flower is to me, but I’ll paint it big, and they will be surprised into taking time to look at it - I will make even busy New Yorkers take time to see what I see of flowers.” Georgia O’Keeffe (L.1.5, L.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Narrative Prompt/Revision Grade 1 Unit 4 Give students this prompt: “Write a story about a time you felt happy. Be sure to tell us what happened to make you happy.” Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Tell the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing. (W.1.3, W.1.5, L.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Language Grade 1 Unit 4 To teach the use of a comma in a series, list the five senses on the white board. Give students a “setting” card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense for in that setting. Explain that when we use the word “and” we are using a conjunction. For example, “At the zoo, I smell popcorn, elephants, and cotton candy.” Write the dictated sentence and then challenge them to write their own sentences. (L.1.2, L.1.1)</p>	

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<b>Conventions of Standard English</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Reading/Opinion Writing Grade 1 Unit 6 Read many different versions of Cinderella. Then, give students this prompt: “Choose your favorite version of the story. Write an opinion piece based on your choice. Be sure to include the title of the book and at least two reasons why you think it is the best one. Remember to include a strong ending.” (W.1.1, L.1.2, RL.1.9)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Language Grade 1 Unit 4 To teach the use of a comma in a series, list the five senses on the white board. Give students a “setting” card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense for in that setting. Explain that when we use the word “and” we are using a conjunction. For example, “At the zoo, I smell popcorn, elephants, and cotton candy.” Write the dictated sentence and then challenge them to write their own sentences. (L.1.2, L.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Language/Literary Grade 1 Unit 3 To introduce the relationship between punctuation and reading expression, use the book <i>Yo! Yes?</i> Show the students the cover of the book with its very simple title: <i>Yo! Yes?</i> Ask how someone would say those words? YO! YES? As you read the book with the students, have the boys read one page, and the girls the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. (RL.1.6, RF.1.4, L.1.2, RL.1.7)</p>	<p>See Writing Addendum: Writing Elements W01.S2, W02.S2</p>

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<b>Knowledge of Language</b>		<b>Strands, Concepts and Performance Objectives</b>
<b>1.L.3</b> (Begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>		<b>Strands, Concepts and Performance Objectives</b>
<b>1.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>Source: commoncore.org</b>  Literary/Vocabulary Grade 1 Unit 2 Read a fictional animal story, such as <i>Are You My Mother?</i> by Philip D. Eastman. Discuss the vocabulary in the story and work on retelling. Ask the students (if, for example, discussing <i>Are You My Mother?</i> ), “What word was funny in the story because of the way it was used?” (Possible answer: “Snort”) How did you know what it meant? Divide the students into groups of three and have them tell the story to each other, taking turns as each tells a part. Let them know that if they are stuck on a part of the story, you will come and allow them to use the book to solve the problem. Encourage the students to try to remember as many details as they can to tell the story because that is what makes it interesting. When they are finished retelling the story, talk about what lesson might be learned from the story. (L.1.4, RL.1.2)  <b>Source: commoncore.org</b>  Language Grade 1 Unit 4 Choose some verbs that are rather bland, such as “to walk.” Ask the children to imagine that they are in the book <i>The Wizard of Oz</i> by Frank Baum with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy. How would they walk? (Possible answers: Skip, run, dance.) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling sad and discouraged. How would they walk? (Possible answers: <i>trudge, drag</i> ) Make a list of all the words that could be used as a better choice than “walk.” This lesson on verbs can be extended to cover roots and affixes –ed, -s, -ing. (SL.1.4, L.1.5, L.1.4, L.1.4)	<b>R00.S1C4.01</b> Determine what words mean from how they are used in a sentence, heard or read. <b>R01.S1C4.01</b> Recognize base words and their inflections (e.g., look, looks, looked, looking). <b>R01.S1C4.04</b> Recognize that two words can make a compound word (e.g., sailboat, football, popcorn). <b>R02.S1C4.02</b> Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words. <b>R02.S1C4.03</b> Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words. <b>R02.S1C4.04</b> Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.

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<b>Vocabulary Acquisition and Use</b>		<b>Strands, Concepts and Performance Objectives</b>
<p><b>1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <b>(continued next page)</b></p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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)</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Literary/Language Grade 1 Unit 2 Follow up on a book read previously in class, such as <i>Are You My Mother?</i> (Philip D. Eastman). Go back and reread the story. As you read it this time, read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation). Think of more words for each of the categories. (L.1.5, L.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Class Discussion/Reading/Informational Text Grade 1 Unit 2 While reading a book such as <i>What Do You Do With A Tail Like This?</i> by Steve Jenkins, make a chart to record the name of each animal mentioned. Write where the animal lives (i.e., its habitat), what the animal eats (i.e., whether it is an herbivore, carnivore, or omnivore) and an interesting fact (e.g., its method of adaptation) on the chart. Ask students to supply at least one piece of information on a sticky note when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals. (RI.1.2, L.1.5, L.1.1)</p> <p style="text-align: center;"><b>Source: commoncore.org</b></p> <p>Writing/Language Grade 1 Unit 5 Give students this prompt: “Write three sentences about an American person we’ve read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word.” (L.1., L.1.5)</p>	<p><b>R01.S1C4.02</b> Classify common words into conceptual categories (e.g., animals, foods, toys).</p> <p><b>R01.S1C4.03</b> Identify the words that comprise contractions (e.g., can’t - cannot, it’s - it is, aren’t - are not).</p> <p><b>See Writing Addendum: Writing Elements W03.S2</b></p>

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<b>1.L.5 (continued)</b> d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<b>Source: commoncore.org</b>  Art Connection/Language Grade 1 Unit 6 Discuss how countries and continents, as depicted in literature, are very different. Introduce a collection of masks from different continents. As each mask is viewed, think of describing words (i.e., adjectives) you would use to tell someone about the mask. Ask if students can imagine anyone using the mask for a play or for one of the parts in Cinderella. Tell about the parts that could be played if a student wore the mask. (L.1.5, SL.1.4)	
<b>1.L.6</b> 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).	<b>Source: ADE/ELA Committee</b>  Teachers model using conjunctions by providing two sentences and then connecting the two sentences with a conjunction (but, and, because). Two sentences: I want to play after school. I have soccer practice. Sentence with conjunction: I want to play after school but I have soccer practice. Students practice orally or in writing with a partner putting two sentences together using a conjunction.  <b>Source: commoncore.org</b>  Writing/Language Grade 1 Unit 5 Give students this prompt: "Write three sentences about an American person we've read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word." (L.1.6, L.1.5)	<b>LS.F3</b> Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.