

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 1 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
R00.S1C4.01: Determine what words mean from how they are used in a sentence, heard or read. R02.S1C6.02: Compare a prediction about an action or event to what actually occurred within a text. R02.S1C6.03: Ask relevant questions in order to comprehend text. LS.R3: Share ideas, information, opinions and questions. LS.R4: Listen and respond to stories, poems and nonfiction. LS.R5: Participate in group discussions.	1.RL.1: Ask and answer questions about key details in a text.	From GK to G1 From G2 to G1 From Readiness to Foundations
R00.S2C1.03: Retell or re-enact a story, placing the events in the correct sequence. R02.S2C1.05: Identify words that the author selects in a literary selection to create a graphic visual experience.	1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	From GK to G1 From G2 to G1
	1.RL.3: n/a	
	Craft and Structure	
R02.S2C1.05: Identify words that the author selects in a literary selection to create a graphic visual experience.	1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	From G2 to G1
R02.S2C1.07: Identify differences between fiction and nonfiction.	1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	From G2 to G1
R03.S2C1.05: Identify the speaker or narrator in a literary selection.	1.RL.6: Identify who is telling the story at various points in a text.	From G3 to G1
	Integration of Knowledge and Ideas	
R00.S2C1.02: Identify elements of a story, including characters, setting, and key events.	1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.8: n/a	From GK to G1
R03.S2C1.01: Compare (and contrast) literary elements across stories, including plots, settings, and characters.	1.RL.9: Compare and contrast the adventures and experiences of characters in stories.	From G3 to G1
	Range of Reading and Level of Text Complexity	
R03.S1C5.02: Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	From G3 to G1

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Grade 1 Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
R00.S1C4.01: Determine what words mean from how they are used in a sentence, heard or read. R00.S3C1.03: Respond appropriately to questions based on facts in expository text, read or heard. R02.S1C6.02: Compare a prediction about an action or event to what actually occurred within a text. R02.S1C6.03: Ask relevant questions in order to comprehend text. LS.R3: Share ideas, information, opinions and questions. LS.R4: Listen and respond to stories, poems and nonfiction. LS.R5: Participate in group discussions.	Key Ideas and Details 1.RI.1: Ask and answer questions about key details in a text.	From GK to G1 From G2 to G1 From Readiness to Foundations
R03.S3C1.01: Identify the idea and supporting details in expository text.	1.RI.2: Identify the main topic and retell the key details of a text. 1.RI.3: n/a	From G3 to G1
Craft and Structure		
R00.S1C4.01: Determine what words mean by how they are used in a sentence, heard or read.	1.RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	From GK to G1
R02.S3C1.03: Locate specific information by using organizationally features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text. R02.S3C1.04: 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.	1.RI.5: Know and use various text features (e.g., headings, tables on contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	From G2 to G1
R03.S3C1.05: Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	1.RL.6: distinguish from information provided by pictures or other illustrations and information provided by the words in a text.	From G3 to G1
Integration of Knowledge and Ideas		
R03.S3C3.01: Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications). R03.S3C3.02: Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	1.RI.7: n/a 1.RI.8 : Identify the reasons an author gives to support points in a text.	From G3 to G1
	1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range of Reading and Level of Text Complexity		
AZ.1.RI.10a With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.	1.RI.10: n/a	

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Grade 1 Reading Standards for Reading Foundations

AZ Strand, Concept, PO	ELA Cluster	Movement
	Print Concepts	
	1.RF.1: n/a	
	Phonological Awareness	
	1.RF.2: n/a	
	Phonics and Word Recognition	
	1.RF.3:n/a	
	Fluency	
	1.RF.4: n/a	

Grade 1 Writing Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Text Types and Purposes	
W02.S3C5.02: Write a response to a literature selection that connects: <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) W03.S3C4.01: Write a persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	From G2 to G1 From G3 to G1
	1.W.2: n/a	
W02.S2C2.02: Use beginning and concluding statements (other than simply “The End”) in text. W02.S2C2.03: Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas. W02.S2C2.04: Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	1.W.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	From G2 to G1
	Production or Distribution of Writing	
AZ.1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	1.W.4: (Begins in grade 3)	W01.S1
	1.W.5: n/a	
W03.S1C5.01: Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate for audience and purpose.	1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	From G3 to G1

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Grade 1 Writing Standards continued

AZ Strand, Concept, PO	ELA Cluster	Movement
	Research to Build and Present Knowledge	
W00.S3C6.01: Participate in creating simple class report where the teacher is the scribe.	1.W.7: 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).	From GK to G1
	1.W.8: n/a	
	1.W.9: (Begins at grade 4)	
	Range of Writing	
	1.W.10: (Begins at grade 4)	
Grade 1 Speaking & Listening Standards		
	Comprehension and Collaboration	
LS.R3: Share ideas, information, opinions and questions. LS.R5: Participate in group discussions.	1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	From GK to G1 Readiness to Foundations
R02.S1C6.03: Ask relevant questions in order to comprehend text.	1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	From G2 to G1
	1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
	Presentation of Knowledge and Ideas	
R00.S1C4.03: Describe familiar objects and events in both general and specific language.	1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	From GK to G1
	1.SL.5-6: n/a	

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Grade 1 Language Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
<p>W00.S2C6.01: Write the 26 letters of the alphabet in:</p> <ul style="list-style-type: none"> a. lower case b. upper case <p>W02.S2C6.11: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action verbs c. personal pronouns d. adjectives <p>W03.S2C6.06: Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> a. contractions b. singular possessive <p>W04.S2C6.112: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions <p>W06.S2C6.12: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections 	<p align="center">Conventions of Standard English</p> <p>1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. k. Write multiple sentences in an order that supports a main idea or story. 	<p>From GK to G1 From G2 to G1 From G3 to G1 From G4 to G1 From G6 to G1</p>

Summary of Changes Document 2010 AZ English Language Arts Standards Grade 1

Grade 1 Language Standards continued

AZ Strand, Concept, PO	ELA Cluster	Movement
Conventions of Standard English continued		
<p>W02.S2C6.01: use capital letters for:</p> <ul style="list-style-type: none"> a. the pronoun I b. the beginning of a sentence c. proper nouns (i.e., names, days, months). <p>W02.S2C6.03: Use commas to punctuate</p> <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates 	<p>1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>From G2 to G1</p>
Knowledge of Language		
1.L.3: (begins in grade 2)		
Vocabulary Acquisition and Use		
<p>R00.S1C4.01: determine what words mean from how they are used in a sentence, heard or read.</p> <p>R02.S1C4.02: Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>R02.S1C4.03: Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>R02.S1C4.04: Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p>	<p>1.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> 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. Use the most frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	<p>From GK to G1 From G2 to G1</p>
<p>W03.S2C4.01: Use a variety of specific and accurate words that effectively convey the intended message.</p>	<p>1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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. 	<p>From G3 to G1</p>
1.L.6: n/a		

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