

Arizona English Language Arts Standards: Grade 1 Summary of Changes

Standards, Curriculum, and Instruction

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

Additions to the 2016 Arizona ELA 1st Grade Standards

- 1.RF.2.c
- 1.RF.2.d
- 1.RF.2.e
- 1.RF.2.f
- 1.RF.3.d
- 1.WF.1
- 1.WF.2
- 1.WF.3
- 1.L.1.i
- 1.L.1.j
- 1.L.1.k

Deletions from the 2016 Arizona ELA 1st Grade Standards

- AZ.1.RI.10 (This standard is subsumed in 1.RI.10.)
- AZ.1.W.4 (This standard is subsumed in 1.W.4.)
- 1.L.1.a (A version of this standard now appears in 1.WF.1)
- AZ.1.L.1 (A version of this standard now appears in 1.L.1.k)
- 1.L.2.d (A version of this standard now appears in 1.WF.3)
- 1.L.2.e (A version of this standard now appears in 1.WF.3)

Moves within the 2016 Arizona ELA 1st Grade Standards	Moves within the 2016 Arizona ELA 1st Grade Standards Parameter Changes/Clarifications to the 2016 Arizona ELA 1st Grade Standards
<ul style="list-style-type: none"> • 1.RF.3.d (2010) moved to 1.RF.3.c (2016) • 1.RF.3.f (2010) moved to 1.RF.3.e (2016) • 1.RF.3.g (2010) moved to 1.RF.3.f (2016) • 1.L.1.b (2010) moved to 1.L.1.a (2016) • 1.L.1.c (2010) moved to 1.L.1.b (2016) • 1.L.1.d (2010) moved to 1.L.1.c (2016) • 1.L.1.e (2010) moved to 1.L.1.d (2016) • 1.L.1.f (2010) moved to 1.L.1.e (2016) • 1.L.1.g (2010) moved to 1.L.1.f (2016) • 1.L.1.h (2010) moved to 1.L.1.g (2016) • 1.L.1.i (2010) moved to 1.L.1.h (2016) • 1.L.4.a (2010) moved to 1.L.4.c (2016) • 1.L.4.b (2010) moved to 1.L.4.a (2016) • 1.L.4.c (2010) moved to 1.L.4.b (2016) 	<ul style="list-style-type: none"> • 1.RL.1 - Added "such as who, what, where, why, when, and how." • 1.RL.2 - Added "main idea." • 1.RI.1 - Added "such as who, what, where, why, when, and how." • 1.RI.10 - Added "including functional texts, history/social studies, science, and technical texts." • 1.RF.3 - Changed "in decoding words" to "in decoding one-syllable or two-syllable words." • 1.W.7 - Added "with guidance and support from adults." • 1.L.5.d - Changed "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" <u>to</u> "With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings."

Areas of Emphasis to Consider

- The Language, Reading: Foundational Skills, and the new Writing: Foundational Skills standards are designed to work together to improve students' handwriting, decoding, encoding, sentence construction, grammar, and punctuation skills.
- The Writing: Foundational Skills standards call for spelling progressions starting with letter-sound correspondences in grades K-1 (WF.3), moving to patterns and syllables in grades 2-3 (WF.3), and then to morphology (Greek and Latin roots/affixes) in grades 4-5 (4.L.2.d, 4.RF.3 and 5.L.2.e, 5.RF.3).
- The Reading: Foundational Skills call for students to know and apply knowledge of the six syllable types to decode increasingly complex grade appropriate words in grades 1-5 (RF.3).
- The standards call for students to build knowledge through reading in all content areas.
- The standards call for students to speak and write about what they read by drawing upon evidence from the text.
- The standards call for students to closely and carefully read complex grade-level text.
- The standards call for students to focus on academic language when speaking, reading, and writing.

2010 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
1.RL.1	Ask and answer questions about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
1.RL.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	(Not applicable to literature)
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.

2016 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea , central message, or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
1.RL.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	(Not applicable to literature)
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading Standards for Informational Text	
Key Ideas and Details	
1.RI.1	Ask and answer questions about key details in a text.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	

Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.
Reading Standards for Informational Text	
Key Ideas and Details	
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	

1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
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	
1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
AZ.1.RI.10	a. With prompting and support, read functional texts including history/social studies, science and technical texts, appropriately complex for grade 1.
Reading Standards: Foundational Skills	
Print Concepts	
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	

1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
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	
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.
Reading Standards: Foundational Skills	
Print Concepts	
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).
Phonological Awareness	

1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
Phonics and Word Recognition	

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

1.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
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Fluency

1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Writing Standards

Text Types and Purposes

1.RF.3	<p>Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words.
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Fluency

1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Writing Standards

Text Types and Purposes

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.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.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.
Production and Distribution of Writing	
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).
AZ.1.W.4	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.
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.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.
Production and Distribution of Writing	
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).
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Speaking and Listening Standards K-2	Speaking and Listening Standards
Comprehension and Collaboration	Comprehension and Collaboration

1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> 1. Short vowels and single consonants. 2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). 3. Initial and final consonant blends (e.g., must, slab, plump). 4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn). <p>b. With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> 1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps). 2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses). 3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest). <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <ol style="list-style-type: none"> 1. Words that end in -y or -ly (e.g., smelly, gladly). 2. Common compound words (e.g., hotdog, mailbox). 3. Words with two closed syllables (e.g., rabbit, wagon). <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:</p> <ol style="list-style-type: none"> 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like). <p>e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p>
Speaking and Listening Standards	Speaking and Listening Standards
Comprehension and Collaboration	Comprehension and Collaboration

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. 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.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
Language Standards	
Conventions of Standard English	

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. 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.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
Language Standards	
Conventions of Standard English	

1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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>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>
AZ.1.L.1	k. Write multiple sentences in an order that supports a main idea or story.

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

1.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. 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.
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Knowledge of Language

1.L.3	(Begins in grade 2)
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Vocabulary Acquisition and Use

1.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ol 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. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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1.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
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Knowledge of Language

1.L.3	(Begins in grade 2)
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Vocabulary Acquisition and Use

1.L.4	<p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
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1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</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>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>
1.L.6	<p>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., <i>because</i>).</p>

1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</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>d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.</p>
1.L.6	<p>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., <i>because</i>).</p>