

Arizona's English Language Arts Standards - 1st Grade	Foundations Lessons
<b>Reading Standards for Literature</b>	
1.RL.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	45, 50, 52, 55, 58, 60, 65, 70, 74, 75, 77, 80, Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	45, 50, 55, 60, 65, 70, 75, 80, Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
1.RL.3 Describe characters, settings, and major events in a story, using key details.	45, 50, 55, 60, 65, 70, 75, 80, Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Miles and Jax lessons, 149-150, 152-153
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.	112, 114, 116-119, 122, 123, 125, 127-130, 133-135, 136-137, 145-150, 156-160
1.RL.6 Identify who is telling the story at various points in a text.	135, 146
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
K.RL.8 (Not applicable to literature)	(Not applicable to literature)
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	55, Miles and Jax lessons, 114, 138-140, 144
1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.	45, 50, 55, 60, 65, 70, 75, 80, 121, 123, 125, 126-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
<b>Reading Standards for Informational Text</b>	
1.RI.1 Ask and answer questions such as who, what, where, why, and how about key details in a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
1.RI.2 Identify the main topic and retell key details of a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	83, 88, 93, 98, 103, 109, 113, 119, 122, 129, 137, 145
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	82, 87, 83, 88, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
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.	82, 87, 92, 97, 102, 107, 112, 117, Miles and Jax lessons, 122, 125, 130, 133, 137, 145, 151, 156
1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
1.RI.7 Use the illustrations and details in a text to describe its key ideas.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
1.RI.8 Identify the reasons an author gives to support points in a text.	83, 88, 93, 98, 103, 109, 113, 119, 122, 133, 137, 145
1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	81-83, 96-98, 112-114, 117-119, 121 -122, 133-135
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.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
<b>Reading Standards: Foundational Skills</b>	
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).	110, 121-155
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single - syllable words.	89, 95, 96 (Spelling Analysis 81-160)
b. Orally produce single - syllable words by blending sounds (phonemes), including consonant blends.	81-160
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	81-160
d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).	81-160
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/).	46-47, 60, 80, 91-92, 99, 106
f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.	46-47, 60, 80, 91-92, 99, 106
1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	
a. Know the spelling - sound correspondences for common consonant digraphs.	41-160

b. Decode regularly spelled one-syllable words.	41-160
c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	105, 106, 122
d. Recognize and apply all six syllable types when decoding grade level texts.	Spelling Analysis 21-160; Specific examples in explicit instruction: 21, 42, 43, 50, 51, 53, 56-59, 106
e. Read words with inflectional endings.	86-89, 92-94, 101-102, 111-113, 125, 132, 157
f. Recognize and read grade - appropriate irregularly spelled words.	81, 86, 98, 100, 102, 108, 110, 111, 117, 122, 127, 128, 130
<b>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</b>	
a. Read on-level text with purpose and understanding.	Miles and Jax lessons, 81-160
b. Read on - level text orally with accuracy, appropriate rate, and expression on successive readings.	81-84, 86-89, 91-94, 96-99, 101-104, 106-109, Miles and Jax G, 121-160
c. Use context to confirm or self - correct word recognition and understanding, rereading as necessary.	80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 112, 117, 121-160
<b>Writing Standards</b>	
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.	95
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.	49, 85, 90, 95, 100, 105, 110, 114, 115, 119, 120
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.	49, 64, 69, 72, 78, 89, 115
1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	49, 64, 69, 72, 78, 85, 89, 90, 95, 100, 105, 110, 114, 115, 119, 120, Miles and Jax Lessons
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.	85, 90, 95, 100, 105, 110, 114, 115, 119, 120
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
1.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how - to" books on a given topic and use them to write a sequence of instructions).	
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>Writing Standards: Foundational Skills</b>	

1.WF.1 Demonstrate and apply handwriting skills.	
a. Write upper and lower case manuscript alphabet from memory using correct letter formation.	81-160
b. Write the common grapheme (letter or letter group) for each phoneme.	5-160
c. Write with appropriate spacing between letters and words.	27-160
1.WF.2 Demonstrate and apply sound-letter concepts.	
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.	21-160 Spelling Analysis
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	21-160 Spelling Analysis
1.WF.3 Know and apply phonics and word analysis skills when encoding words.	
a. Spell common, regular, single-syllable words using: 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).	21-160 Spelling Analysis Starting in Lesson 6 Starting in Lesson 12 (QU), 41 (digraphs), 67 (doubled letters) Starting in Lesson 31 Starting in Lesson 50 (EE), 56 (silent e) Starting in Lesson 64
b. With prompting and support, spell on-level words with inflectional endings: 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).	Spelling Analysis Throughout Other Examples: 70, 89, 92-94, 98, 111-113
c. With prompting and support, spell on-level two-syllable words, including: 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).	82-160 Spelling Analysis
d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like).	21-160 Spelling Analysis
e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	6-160
<b>Speaking and Listening Standards</b>	
*As observed by the teacher throughout the curriculum.	