

## Grade 1 Reading

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Reading - Stage I</b>		
<b>Standard 1: The student will demonstrate understanding of print concepts of the English language.</b>		
1.RL.1 ( <b>Literature</b> ) Ask and answer questions about key details in a text.		
1.RI.1 ( <b>Informational Text</b> ) Ask and answer questions about key details in a text.		
1.RF.1 ( <b>Foundational Skills</b> ) Demonstrate understanding of the organization and basic features of print.	B-2: distinguishing between printed letters, words, sentences, and paragraphs.	Print Concepts
	HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).	Print Concepts
1.RL.2 ( <b>Literature</b> ) Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
1.RI.2 ( <b>Informational Text</b> ) Identify the main topic and retell key details of a text.		
1.RF.2 ( <b>Foundational Skills</b> ) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
1.RL.3 ( <b>Literature</b> ) Describe characters, settings, and major events in a story, using key details.		
1.RI.3 ( <b>Informational Text</b> ) Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
1.RF.3 ( <b>Foundational Skills</b> ) Know and apply grade-level phonics and word analysis skills in decoding words.		

## Grade 1 Reading

<p><b>1.RL.4 (Literature)</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>		
<p><b>1.RI.4 (Informational Text)</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>		
<p><b>1.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.</p>		
<p><b>1.RL.5 (Literature)</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><b>1.RI.5 (Informational Text)</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. <b>See Stage V following.</b></p>	<p>B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book. <b>(Only in reference to a skill area.)</b></p>	<p>Print Concepts</p>
<p><b>Reading - Stage V (1.RI.5 only)</b></p>		
<p><b>1.RI.5 (Informational Text) Stage V</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>B-4: locating and applying specific information by using the organizational features of a book/resource/ dictionary. (e.g., title, author, table of contents, index, glossary) <b>(Only in reference to a skill area.)</b></p>	<p>Print Concepts</p>
<p><b>1.RL.6 (Literature)</b> Identify who is telling the story at various points in a text.</p>		
<p><b>1.RI.6 (Informational Text)</b> Distinguish between information provided by</p>		

## Grade 1 Reading

<p>pictures or other illustrations and information provided by the words in a text.</p>		
<p><b>1.RL.7 (Literature)</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>		
<p><b>1.RI.7 (Informational Text)</b> Use the illustrations and details in a text to describe its key ideas.</p>		
<p><b>1.RL.8 (Literature)</b> (Not applicable to literature)</p>		
<p><b>1.RI.8 (Informational Text)</b> Identify the reasons an author gives to support points in a text.</p>		
<p><b>1.RL.9 (Literature)</b> Compare and contrast the adventures and experiences of characters in stories.</p>		
<p><b>1.RI.9 (Informational Text)</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
<p><b>1.RL.10 (Literature)</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>		
<p><b>1.RI.10 (Informational Text)</b> 10. With prompting and support, read informational texts appropriately complex for grade 1. a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. <b>(AZ.1.RI.10)</b></p>		

## Grade 1 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
<b>Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</b>		
1.RL.1 ( <b>Literature</b> ) Ask and answer questions about key details in a text.		
1.RI.1 ( <b>Informational Text</b> ) Ask and answer questions about key details in a text.		
1.RF.1 ( <b>Foundational Skills</b> ) Demonstrate understanding of the organization and basic features of print.		
1.RL.2 ( <b>Literature</b> ) Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
1.RI.2 ( <b>Informational Text</b> ) Identify the main topic and retell key details of a text.		
1.RF.2 ( <b>Foundational Skills</b> ) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	HI-1: distinguishing between initial, medial, and final spoken sounds to produce words. <b>(c only)</b>	Phonemic Awareness
<b>See Stage V following.</b>	HI-2: orally producing groups of words that begin with the same initial sounds (alliteration). <b>(c only)</b>	Phonemic Awareness

## Grade 1 Reading

	B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. <b>(a only)</b>	Phonemic Awareness
	HI-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/). <b>(b only)</b>	Phonemic Awareness
<b>Reading - Stage V (1.RF.2 only)</b>		
<b>1.RF.2 (Foundational Skills) Stage V</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	B-4: generating a series of rhyming words. <b>(a and e only and only in reference to a skill area)</b>	Phonemic Awareness
<b>1.RL.3 (Literature)</b> Describe characters, settings, and major events in a story, using key details.		
<b>1.RI.3 (Informational Text)</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<b>1.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>See Stage V following.</b>	HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. <b>(a, b, d, and e only and only in reference to a skill area)</b>	Decoding
	HI-11: reading multi-syllabic words, using syllabication rules. <b>(e only)</b>	Decoding

## Grade 1 Reading

	HI-12: identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech). <b>(f only)</b>	Decoding
<b>Reading - Stage V (1.RF.3 only)</b>		
<b>1.RF.3 (Foundational Skills) Stage V</b> Know and apply grade-level phonics and word analysis skills in decoding words.	HI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. <b>(f only and only in reference to a skill area)</b>	Decoding
<b>1.RL.4 (Literature)</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
<b>1.RI.4 (Informational Text)</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
<b>1.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.		
<b>1.RL.5 (Literature)</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.		
<b>1.RI.5 (Informational Text)</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.		
<b>1.RL.6 (Literature)</b> Identify who is telling the story at various points in a text.		

## Grade 1 Reading

<b>1.RI.6 (Informational Text)</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
<b>1.RL.7 (Literature)</b> Use illustrations and details in a story to describe its characters, setting, or events.		
<b>1.RI.7 (Informational Text)</b> Use the illustrations and details in a text to describe its key ideas.		
<b>1.RL.8 (Literature)</b> (Not applicable to literature)		
<b>1.RI.8 (Informational Text)</b> Identify the reasons an author gives to support points in a text.		
<b>1.RL.9 (Literature)</b> Compare and contrast the adventures and experiences of characters in stories.		
<b>1.RI.9 (Informational Text)</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
<b>1.RL.10 (Literature)</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
<b>1.RI.10 (Informational Text)</b> 11. With prompting and support, read informational texts appropriately complex for grade 1. With prompting and support, read functional texts including history/social studies, science, and technical texts,		

## Grade 1 Reading

appropriately complex for grade 1. <b>(AZ.1.RI.10)</b>		
--	--	--

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Reading - Stage I</b>		
<b>Standard 3: The student will read analyze text for expression, enjoyment, and response to other related content areas.</b>		
<b>1.RL.1 (Literature)</b> Ask and answer questions about key details in a text.		
<b>1.RI.1 (Informational Text)</b> Ask and answer questions about key details in a text.		
<b>1.RF.1 (Foundational Skills)</b> Demonstrate understanding of the organization and basic features of print.		
<b>1.RL.2 (Literature)</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
<b>1.RI.2 (Informational Text)</b> Identify the main topic and retell key details of a text.		
<b>1.RF.2 (Foundational Skills)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		



## Grade 1 Reading

<p><b>1.RL.3 (Literature)</b> Describe characters, settings, and major events in a story, using key details.</p>		
<p><b>1.RI.3 (Informational Text)</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
<p><b>1.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p><b>1.RL.4 (Literature)</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>		
<p><b>1.RI.4 (Informational Text)</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>		
<p><b>1.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. <b>(b only)</b></p>	<p>Fluency</p>
<p><b>1.RL.5 (Literature)</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><b>1.RI.5 (Informational Text)</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><b>1.RL.6 (Literature)</b> Identify who is telling the story at various points in a text.</p>		

## Grade 1 Reading

<b>1.RI.6 (Informational Text)</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
<b>1.RL.7 (Literature)</b> Use illustrations and details in a story to describe its characters, setting, or events.		
<b>1.RI.7 (Informational Text)</b> Use the illustrations and details in a text to describe its key ideas.		
<b>1.RL.8 (Literature)</b> (Not applicable to literature)		
<b>1.RI.8 (Informational Text)</b> Identify the reasons an author gives to support points in a text.		
<b>1.RL.9 (Literature)</b> Compare and contrast the adventures and experiences of characters in stories.		
<b>1.RI.9 (Informational Text)</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
<b>1.RL.10 (Literature)</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
<b>1.RI.10 (Informational Text)</b> With prompting and support, read informational texts appropriately complex for grade 1.  With prompting and support, read functional texts including history/social studies, science,		

## Grade 1 Reading

and technical texts, appropriately complex for grade 1. <b>(AZ.1.RI.10)</b>		
---	--	--

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
<b>1.RL.1 (Literature)</b> Ask and answer questions about key details in a text.	HI-2: comparing a prediction about an action or event to what actually occurred within a text. <b>(Only in reference to a skill area.)</b>	Fiction/Non-Fiction
	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-4: asking questions to clarify text.	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text, using complete sentences. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-10: identifying cause and effect of specific events in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-11: describing characters from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-12: describing the setting from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction

## Grade 1 Reading

	HI-14: identifying and describing the plot in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-15: locating information from a completed graphic organizer. <b>(Only in reference to a skill area)</b>	Non-Fiction
1.RI.1 <b>(Informational Text)</b> Ask and answer questions about key details in a text.	HI-2: comparing a prediction about an action or event to what actually occurred within a text. <b>(Only in reference to a skill area.)</b>	Fiction/Non-Fiction
	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-4: asking questions to clarify text.	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text, using complete sentences. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-10: identifying cause and effect of specific events in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-13: summarizing the key events from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in	Non-Fiction

## Grade 1 Reading

	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text. <b>(Only in reference to a skill area)</b>	Non-Fiction
<b>1.RF.1 (Foundational Skills)</b> Demonstrate understanding of the organization and basic features of print.		
<b>1.RL.2 (Literature)</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. <b>(Only in reference to a skill area.)</b>	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text, using complete sentences.	Fiction/Non-Fiction
	HI-13: summarizing the key events from a literary selection.	Fiction
	HI-14: identifying and describing the plot in a literary selection.	Fiction
<b>1.RI.2 (Informational Text)</b> Identify the main topic and retell key details of a text.	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text.	Fiction/Non-Fiction

## Grade 1 Reading

<p><b>1.RF.2 (Foundational Skills)</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		
<p><b>1.RL.3 (Literature)</b> Describe characters, settings, and major events in a story, using key details.</p>	<p>HI-7: summarizing the main idea and details from text, using complete sentences.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-11: describing characters from a literary selection.</p>	<p>Fiction</p>
	<p>HI-12: describing the setting from a literary selection.</p>	<p>Fiction</p>
	<p>HI-13: summarizing the key events from a literary selection.</p>	<p>Fiction</p>
	<p>HI-14: identifying and describing the plot in a literary selection.</p>	<p>Fiction</p>
<p><b>1.RI.3 (Informational Text)</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>HI-8: extracting and interpreting specific information from external text features of text. <b>(Only in reference to a skill area)</b></p>	<p>Fiction/Non-Fiction</p>
	<p>HI-10: identifying cause and effect of specific events in a literary selection.</p>	<p>Fiction/Non-Fiction</p>
<p><b>1.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p><b>1.RL.4 (Literature)</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual</p>	<p>Fiction/Non-Fiction</p>

## Grade 1 Reading

	image.	
1.RI.4 ( <b>Informational Text</b> ) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	HI-2: comparing a prediction about an action or event to what actually occurred within a text. ( <b>Only in reference to a skill area.</b> )	Fiction/Non-Fiction
	HI-4: asking questions to clarify text.	Fiction/Non-Fiction
1.RF.4 ( <b>Foundational Skills</b> ) Read with sufficient accuracy and fluency to support comprehension.		
1.RL.5 ( <b>Literature</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.  <b>See Stage V following.</b>	HI-1: identifying the differences between fiction and nonfiction.	Fiction/Non-Fiction
	HI-9: identifying the author's purpose for writing a book.	Fiction/Non-Fiction
<b>Reading - Stage V (1.RL.5 only)</b>		
1.RL.5 ( <b>Literature</b> ) <b>Stage V</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.	HI-1: comparing and contrasting fiction and nonfiction. ( <b>Only in reference to a skill area.</b> )	Fiction/Non-Fiction
1.RI.5 ( <b>Informational Text</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.	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-8: extracting and interpreting specific information from external text features of text.	Fiction/Non-Fiction

## Grade 1 Reading

	HI-8: extracting and interpreting specific information from external text features of text.	Fiction/Non-Fiction
	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.	Non-Fiction
<b>1.RL.6 (Literature)</b> Identify who is telling the story at various points in a text.		
<b>1.RI.6 (Informational Text)</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	HI-8: extracting and interpreting specific information from external text features of text.	Fiction/Non-Fiction
<b>1.RL.7 (Literature)</b> Use illustrations and details in a story to describe its characters, setting, or events.	HI-11: describing characters from a literary selection.	Fiction
	HI-12: describing the setting from a literary selection.	Fiction
<b>1.RI.7 (Informational Text)</b> Use the illustrations and details in a text to describe its key ideas.	HI-7: summarizing the main idea and details from text, using complete sentences.	Fiction/Non-Fiction
	HI-8: extracting and interpreting specific information from external text features of text.	Fiction/Non-Fiction
<b>1.RL.8 (Literature)</b> (Not applicable to literature)		
<b>1.RI.8 (Informational Text)</b> Identify the reasons an author gives to support points in a text.		



## Grade 1 Reading

<p><b>1.RL.9 (Literature)</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>HI-11: describing characters from a literary selection.</p>	Fiction
	<p>HI-14: identifying and describing the plot in a literary selection. <b>(Only in reference to a skill area)</b></p>	Fiction
<p><b>1.RI.9 (Informational Text)</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
<p><b>1.RL.10 (Literature)</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>		
<p><b>1.RI.10 (Informational Text)</b> With prompting and support, read informational texts appropriately complex for grade 1. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. <b>(AZ.1.RI.10)</b></p>		