



# Arizona English Language Proficiency Standards 2019





# Arizona English Language Proficiency Standards 2019

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## Grade 1

ARIZONA DEPARTMENT OF EDUCATION  
Office of English Language Acquisition Services (OELAS)

Grade 1 English Language Proficiency Standards

**Grade 1 Reading Foundational Standards**

<b>Oral Skills</b>	
<b>Arizona’s English Language Proficiency Standards: Reading Foundational Skills</b>	<b>Arizona’s English Language Arts Standards Reading Standards: Foundational Skills</b>
<p><b>1. Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.</li> <li>b. Articulate the 44 phonemes accurately.</li> <li>c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation.</li> <li>d. Distinguish between initial, medial, and final spoken sounds to produce words.</li> <li>e. Orally produce groups of words that begin with the same initial sounds (alliteration).</li> <li>f. Distinguish between long and short vowel sounds in orally stated single-syllable words.</li> <li>g. Identify and generate a series of single-syllable rhyming words with a variety of phonograms.</li> <li>h. Segment multi-syllable words into syllables.</li> <li>i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.</li> <li>j. Form words by blending spoken simple onsets (/c/) and rimes (/at/).</li> <li>k. Recognize and produce a new word when a phoneme is changed, added, or removed.</li> </ul>	<p><b>Phonological Awareness</b></p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).</li> <li>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/).</li> <li>f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</li> </ul>
<b>Print Skills</b>	
<b>Arizona’s English Language Proficiency Standards: Reading Foundational Skills</b>	<b>Arizona’s English Language Arts Standards Reading Standards: Foundational Skills</b>
<p><b>2. Print Concepts:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the organization and basic features of print.</li> <li>b. Track text left to right and top to bottom with return sweep.</li> <li>c. Track written words with one to one correlation.</li> <li>d. Distinguish between uppercase and lowercase letters.</li> <li>e. Distinguish between letters, words, sentences, and paragraphs.</li> <li>f. Distinguish letters from numbers and symbols.</li> <li>g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.</li> <li>h. Recognize the distinguishing features of a sentence.</li> </ul>	<p><b>Print Concepts</b></p> <p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).</li> </ul>

## Grade 1 English Language Proficiency Standards

- i. Identify capitalization and ending punctuation.
- j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.

### 3. Phonics and Word Recognition (Decoding):

- a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.
- b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.
- c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including
  - single letters
  - consonant blends
  - consonant/vowel digraphs (th, sh, ck)
  - diphthongs (ea, ie, ee)
  - r-controlled vowels
- d. Decode and blend a new word when a specific grapheme is changed, added, or removed.
- e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).
- g. Decode and blend common inflectional endings in words (-s, -ed, -ing).
- h. Use word order and context to confirm decoding of text.

### 4. Fluency:

- a. Read with sufficient accuracy and fluency to support comprehension.
- b. Use punctuation to guide reading fluency, including the use of:
  - periods
  - question marks
  - exclamation points
  - commas
  - apostrophes
  - quotation marks
- c. Read grade-appropriate high frequency words and irregular sight words fluently.

### Phonics and Word Recognition

- 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.
  - 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.

### Fluency

- 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  - 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.

Grade 1 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**

*Listening and Reading*

AZ ELP - Standard 1					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent → Basic → Intermediate			AZ ELA Standard Alignment	Instructional Supports
	Pre-Emergent/ Emergent	Basic	Intermediate		
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 1.RL.1 1.RL.2 1.RL.3  <b>Reading Informational:</b> 1.RI.1 1.RI.2 1.RI.3 1.RI.7  <b>Speaking and Listening:</b> 1.SL.2	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> respond to simple literal questions.	<b>B-1:</b> ask and answer questions such as who, what, where, why, when, and how about key details in a text.	<b>I-1:</b> ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.		
	<b>PE/E-2:</b> identify key words and phrases in a variety of literary texts and presentations.	<b>B-2:</b> identify key details in a variety of literary texts and presentations.	<b>I-2:</b> retell stories to include key details in a variety of literary texts and presentations.		
	<b>PE/E-3:</b> restate a sequence of events using key words.	<b>B-3:</b> sequence a series of events using key words and phrases.	<b>I-3:</b> sequence a series of events using transitions.		
	<b>PE/E-4:</b> identify the topic of literary texts and presentations.	<b>B-4:</b> identify the central idea of literary texts and presentations.	<b>I-4:</b> identify the central idea of literary texts and presentations.		
	<b>PE/E-5:</b> identify basic similarities and differences within a familiar text.	<b>B-5:</b> identify and describe similarities and differences within a text.	<b>I-5:</b> identify and describe similarities and differences within a text.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Reading Literature

- 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.

#### Reading Informational

- 1.RI.1 Ask and answer questions such as who, what, where, why, when, 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.
- 1.RI.7 Use the illustrations and details in a text to describe its key ideas.

#### Speaking and Listening

- 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Grade 1 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**

*Listening and Reading*

AZ ELP - Standard 2					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
determine the meaning of words and phrases in oral presentations and literary and informational text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 1.RL.4  <b>Reading Informational:</b> 1.RI.4  <b>Language:</b> 1.L.4 1.L.5	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	<b>B-1:</b> determine the meaning of general academic, and content-specific words and phrases, and some common expressions.	<b>I-1:</b> determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Reading Literature

**1.RL.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Reading Informational

**1.RI.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### Language

**1.L.4** 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.

- 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.

**1.L.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- 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 duck is a bird that swims; a tiger 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. 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 (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Grade 1 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
*Speaking and Writing*

AZ ELP - Standard 3					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
speak and write about grade appropriate complex literary and informational texts and topics.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.2 1.W.3  <b>Speaking and Listening:</b> 1.SL.4 1.SL.5  <b>Language:</b> 1.L.2	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Conventions of writing include but are not limited to:</b> writing uppercase and lowercase letters, spacing between words, capitalization, punctuation, spelling, and so on.  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> communicate simple information or feelings about familiar topics, experiences, or events.	<b>B-1:</b> communicate simple messages about a variety of topics, experiences, or events.	<b>I-1:</b> communicate oral presentations about a variety of topics, experiences, or events.		
	<b>PE/E-2:</b> add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	<b>B-2:</b> add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.	<b>I-2:</b> add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.		
	<b>PE/E-3:</b> compose written statements about familiar text and topics using appropriate conventions.	<b>B-3:</b> compose short written texts using appropriate conventions (narrative and informational).	<b>I-3:</b> compose written narratives and informational texts using appropriate conventions.		
	<b>PE/E-4:</b> produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.	<b>B-4:</b> produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.	<b>I-4:</b> produce writing with appropriate organization on a variety of topics, experiences, or events.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**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.

#### Speaking and Listening

**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.

#### Language

**1.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Use commas in dates and to separate single words in a series.

Grade 1 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
*Speaking and Writing*

AZ ELP - Standard 4					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
construct grade appropriate oral and written claims and support them with reasoning and evidence.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.1  <b>Speaking and Listening:</b> 1.SL.4	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> express an opinion using words and/or illustrations about a familiar topic.	<b>B-1:</b> express an opinion or preference using phrases about a familiar topic or story	<b>I-1:</b> express an opinion about a given topic or story and use justification.		
	<b>PE/E-2:</b> identify and use words that signal closure.	<b>B-2:</b> identify and use phrases that signal closure.	<b>I-2:</b> provide a sense of closure to an opinion.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### **Writing**

**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.

#### **Speaking and Listening**

**1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 1 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
*Speaking and Writing*

AZ ELP - Standard 5					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
adapt language choices to purpose, task, and audience when speaking and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.5  <b>Speaking and Listening:</b> 1.SL.6  <b>Language:</b> 1.L.6	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> respond to questions and suggestions from peers and add details to writing.	<b>B-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>I-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.		
	<b>PE/E-2:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>B-2:</b> demonstrate awareness of differences between informal playground speech and language appropriate to the classroom.	<b>I-2:</b> shift appropriately between informal “playground speech” and language appropriate to the classroom.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**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

**1.SL.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

#### Language

**1.L.6** 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*).

Grade 1 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

AZ ELP - Standard 6					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.6  <b>Speaking and Listening:</b> 1.SL.1	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.	<b>B-1:</b> participate in short discussions and/or written exchanges.	<b>I-1:</b> participate in discussions and/or written exchanges about a variety of topics.		
	<b>PE/E-2:</b> respond to simple yes-no and some wh- questions about familiar topics.	<b>B-2:</b> ask simple yes-no and wh- questions about familiar topics.	<b>I-2:</b> ask and answer questions about a variety of grade-appropriate topics.		
	<b>PE/E-3:</b> follow basic rules of discussion about familiar topics.	<b>B-3:</b> follow the rules for discussion.	<b>I-3:</b> follow the rules for discussion.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**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.

#### Speaking and Listening

- 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.

Grade 1 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

AZ ELP - Standard 7					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
conduct research and evaluate and communicate findings to answer questions or solve problems.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.7 1.W.8  <b>Speaking and Listening:</b> 1.SL.4 1.SL.5	<p><b><i>Functions for using language include but are not limited to:</i></b>                      describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b>                      descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b>                      stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b>                      Peers (one to one)                      Small group (one to a group)                      Whole group (one to many)</p> <p><b><i>Supports include but are not limited to:</i></b>                      context and visual aids.</p>
	<b>PE/E-1:</b> label information and observations in simple notes.	<b>B-1:</b> record information and observations in guided notes.	<b>I-1:</b> record information and observations in organized notes.		
	<b>PE/E-2:</b> respond to a question or problem based on provided information from resources.	<b>B-2:</b> respond to a question or problem based on gathered information from provided source.	<b>I-2:</b> respond to a question or problem based on relevant personal experience or gathered information.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### **Writing**

**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.

#### **Speaking and Listening**

**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.

Grade 1 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

AZ ELP - Standard 8					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
analyze and critique the arguments of others orally and in writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Informational:</b> 1.RI.8  <b>Writing:</b> 1.W.1  <b>Speaking and Listening:</b> 1.SL.3	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> orally identify one reason an author or a speaker gives to support a point.	<b>B-1:</b> orally and/or in writing identify one or two reasons an author or speaker gives to support the points.	<b>I-1:</b> orally and/or in writing identify relevant reasons an author or speaker gives to support the points.		
	<b>PE/E-2:</b> respond to yes-no, either-or, and wh- questions about what an author or speaker says.	<b>B-2:</b> ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	<b>I-2:</b> ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### **Reading Informational**

**1.RI.8** Identify the reasons an author gives to support points in a text.

#### **Writing**

**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.

#### **Speaking and Listening**

**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.

Grade 1 English Language Proficiency Standards

**LANGUAGE**

***Standards 9 and 10 are to be used across Standards 1-8***

<b>AZ ELP - Standard 9</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b> →	<b>Basic</b> →	<b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
create clear and coherent grade-appropriate speech and text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 1.W.2 1.W.3  <b>Speaking and Listening:</b> 1.SL.4	<b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b><i>Supports include but are not limited to:</i></b> context and visual aids.
	<b>PE/E-1:</b> apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>B-1:</b> apply understanding of how text types are organized in increasing complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>I-1:</b> apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).		
	<b>PE/E-2:</b> apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	<b>B-2:</b> apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	<b>I-2:</b> apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		

## Grade 1 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**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.

#### Speaking and Listening

**1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 1 English Language Proficiency Standards

**LANGUAGE**

***Standards 9 and 10 are to be used across Standards 1-8***

<b>AZ ELP - Standard 10</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
make accurate use of standard English to communicate in grade appropriate speech and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Language:</b> 1.L.1	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b><i>Supports include but are not limited to:</i></b></p>
	<b>PE/E-1:</b> using some familiar singular and plural nouns.	<b>B-1:</b> using an increasing range of singular and plural nouns.	<b>I-1:</b> using grade-appropriate singular and plural nouns.		
	<b>PE/E-2:</b> using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>B-2:</b> using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>I-2:</b> using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).		
	<b>PE/E-3:</b> recognizing possessive nouns (e.g., That is Mary's backpack.).	<b>B-3:</b> using possessive with some familiar nouns (e.g., That is Mary's backpack.).	<b>I-3:</b> using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack).		
	<b>PE/E-4:</b> beginning to use personal subject and object pronouns.	<b>B-4:</b> using personal subject and object pronouns.	<b>I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.		
	<b>PE/E-5:</b> using familiar verbs in the present progressive.	<b>B-5:</b> using verbs distinguishing present progressive and simple present.	<b>I-5:</b> using verbs in the past progressive.		

## Grade 1 English Language Proficiency Standards

<p><b>PE/E-6:</b> using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., <i>had, was, went</i>).</p>	<p><b>B-6:</b> using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., <i>ate, ran, sang</i>).</p>	<p><b>I-6:</b> using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., <i>drank, sat, wrote</i>).</p>		<p>context and visual aids.</p>
<p><b>PE/E-7:</b> using some familiar verbs in the future with “going to”.</p>	<p><b>B-7:</b> using an increasing range of verbs in the future with “going to” and “will”.</p>	<p><b>I-7:</b> using grade-appropriate verbs in the future with “going to” and “will”.</p>		
<p><b>PE/E-8:</b> applying subject-verb agreement using familiar nouns and verbs.</p>	<p><b>B-8:</b> applying subject-verb agreement using an increasing range of nouns and verbs.</p>	<p><b>I-8:</b> applying subject-verb agreement using grade-appropriate nouns and verbs.</p>		
<p><b>PE/E-9:</b> recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>B-9:</b> using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>		
<p><b>PE/E-10:</b> beginning to use some frequently occurring prepositional phrases (e.g., <i>on the table</i>) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p><b>B-10:</b> using a wider range of prepositional phrases (e.g., <i>after lunch</i>) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p><b>I-10:</b> using a variety of prepositional phrases (e.g., <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p>		
<p><b>PE/E-11:</b> using some simple, frequently occurring conjunctions (e.g., <i>and, but</i>).</p>	<p><b>B-11:</b> using a wider range of frequently occurring conjunctions (e.g., <i>and, but, because</i>).</p>	<p><b>I-11:</b> using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>		

## Grade 1 English Language Proficiency Standards

	<p><b>PE/E-12:</b> beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p>	<p><b>B-12:</b> increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<p><b>I-12:</b> using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>		
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### AZ ELA Standard Alignment

**Language**

**1.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use common, proper, and possessive nouns.
- b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).
- c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- 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).
- e. Use frequently occurring adjectives.
- f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- g. Use determiners (e.g., articles, demonstratives).
- h. Use frequently occurring prepositions (e.g., during, beyond, toward).
- i. Produce and expand complete simple and compound sentences.
- j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.
- k. Write multiple sentences in an order that supports a main idea or story.