

# DUSD Essential Standards for ELA

## First Grade

### Arizona First Grade ELA Standards

Reading for 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 for Informational Text	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.
	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Foundation Skills	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"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>d. Recognize and apply all six syllable types when decoding grade level texts.</li> <li>e. Read words with inflectional endings.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
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.
	<b>1.W.3</b>	<b>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.</b>
<b>Writing Foundations</b>	<b>1.WF.2</b>	Demonstrate and apply sound-letter concepts. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
	<b>1.WF.3</b>	<b>Know and apply phonics and word analysis skills when encoding words.</b> <b>a. Spell common, regular, single-syllable words using:</b> <b>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).</b> <b>b. With prompting and support, spell on-level words with inflectional endings:</b> <b>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).</b> <b>c. With prompting and support, spell on-level two-syllable words, including:</b> <b>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).</b> <b>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:</b> <b>1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like). e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</b>
<b>Language</b>	<b>1.L.4 (a,b)</b>	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).

<b>Speaking and Listening</b>	<b>1.SL.1 (a,b,c)</b>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
	<b>1.SL.2</b>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>