

**Main Criteria:** Classroom Supplement Units Grade 1

**Secondary Criteria:** Arizona Academic Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Arizona Academic Standards

#### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>OBJECTIVE /</b>	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including

GRADE LEVEL EXPECTATION		consonant blends.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	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).
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.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).

OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.a.	Print all upper- and lowercase letters.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.1.L.1.k.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.c.	Use commas in dates and to separate single words in a series.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT /		Vocabulary Acquisition and Use

<b>STANDARD</b>		
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.L.4.	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.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>STRAND</b>	AZ.1.L.	Language Standards K-2
<b>CONCEPT / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 1

Arizona Academic Standards

Language Arts

Grade 1 - Adopted: 2010

<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Craft and Structure
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Range of Reading and Level of Text Complexity
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	AZ.1.RF.	Reading Standards Foundational Skills K-2

CONCEPT / STANDARD		Phonological Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	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).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.a.</b>	<b>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>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.b.</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.c.</b>	<b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.2.</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.6.</b>	<b>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.b.</b>	<b>Use common, proper, and possessive nouns.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.f.</b>	<b>Use frequently occurring adjectives.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.i.</b>	<b>Use frequently occurring prepositions (e.g., during, beyond, toward).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.j.</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.1.L.1.k.</b>	<b>Write multiple sentences in an order that supports a main idea or story.</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.d.</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.4.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Unit 2

Arizona Academic Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

<b>LEVEL</b>		
<b>STRAND</b>	<b>AZ.1.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.1.</b>	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.2.</b>	Identify the main topic and retell key details of a text.
<b>STRAND</b>	<b>AZ.1.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.4.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.6.</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND</b>	<b>AZ.1.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.7.</b>	Use the illustrations and details in a text to describe its key ideas.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.8.</b>	Identify the reasons an author gives to support points in a text.
<b>STRAND</b>	<b>AZ.1.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RI.10.</b>	With prompting and support, read informational texts appropriately complex for grade 1.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.1.RI.10.a.</b>	With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.2.</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.2.a.</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.2.b.</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>OBJECTIVE / GRADE LEVEL</b>	<b>1.RF.3.a.</b>	Know the spelling-sound correspondences for common consonant digraphs.



EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	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).
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.1.SL.	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
<b>STRAND</b>	AZ.1.L.	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.1.b.	Use common, proper, and possessive nouns.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.1.f.	Use frequently occurring adjectives.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	AZ.1.L.1.k.	Write multiple sentences in an order that supports a main idea or story.
<b>STRAND</b>	AZ.1.L.	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.2.b.	Use end punctuation for sentences.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>STRAND</b>	AZ.1.L.	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.L.4.	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.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND</b>	AZ.1.L.	<b>Language Standards K-2</b>

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 3

Arizona Academic Standards

Language Arts

Grade 1 - Adopted: 2010

<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.a.</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.b.</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.c.</b>	<b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.4.a.</b>	<b>Read on-level text with purpose and understanding.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.4.b.</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<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>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.W.5.</b>	<b>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.</b>
<b>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.W.7.</b>	<b>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).</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.a.</b>	<b>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>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.b.</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.1.L.1.k.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.4.	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.

<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND</b>	AZ.1.L.	Language Standards K-2
<b>CONCEPT / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 4

Arizona Academic Standards  
Language Arts  
Grade 1 - Adopted: 2010

<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Craft and Structure
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	AZ.1.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Range of Reading and Level of Text Complexity
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	AZ.1.RI.	Reading Standards for Informational Text K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RI.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RI.2.	Identify the main topic and retell key details of a text.

PROFICIENCY LEVEL		
STRAND	AZ.1.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND	AZ.1.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.8.	Identify the reasons an author gives to support points in a text.
STRAND	AZ.1.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade 1.
OBJECTIVE / GRADE LEVEL EXPECTATION	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.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonological Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	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).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1



OBJECTIVE / PROFICIENCY LEVEL		Language standards 1 and 3 on page 26 for specific expectations.)
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.1.L.1.k.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.4.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND	AZ.1.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Unit 5

Arizona Academic Standards  
Language Arts  
Grade 1 - Adopted: 2010

STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	AZ.1.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	AZ.1.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade 1.
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.1.RI.1 0.a.	With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonological Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND	AZ.1.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.1.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	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).
STRAND	AZ.1.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.6.</b>	<b>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.b.</b>	<b>Use common, proper, and possessive nouns.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.e.</b>	<b>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).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.f.</b>	<b>Use frequently occurring adjectives.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.j.</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.1.L.1.k.</b>	<b>Write multiple sentences in an order that supports a main idea or story.</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.b.</b>	<b>Use end punctuation for sentences.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.d.</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.e.</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.4.</b>	<b>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.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE</b>	<b>1.L.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to,</b>

<b>OBJECTIVE / PROFICIENCY LEVEL</b>		and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Unit 7

Arizona Academic Standards

Language Arts

Grade 1 - Adopted: 2010

<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.1.	Ask and answer questions about key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>AZ.1.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.a.</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.b.</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.3.c.</b>	<b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>
<b>STRAND</b>	<b>AZ.1.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.4.a.</b>	<b>Read on-level text with purpose and understanding.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.RF.4.b.</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<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>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.W.5.</b>	<b>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.</b>
<b>STRAND</b>	<b>AZ.1.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.W.7.</b>	<b>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).</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.a.</b>	<b>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>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.b.</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.SL.1.c.</b>	<b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>

<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>STRAND</b>	<b>AZ.1.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.5.</b>	<b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.SL.6.</b>	<b>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.b.</b>	<b>Use common, proper, and possessive nouns.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.f.</b>	<b>Use frequently occurring adjectives.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.1.j.</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.1.L.1.k.</b>	<b>Write multiple sentences in an order that supports a main idea or story.</b>
<b>STRAND</b>	<b>AZ.1.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>1.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.b.</b>	<b>Use end punctuation for sentences.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.d.</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>1.L.2.e.</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>