Arizona's English Language Arts Standards Cross Walked with *the ASL Standards*

1st Grade

Arizona's English Language Arts Standards – 1st Grade	
Reading Standards for Literature *Viewing Standards for Literature*	
Key Ideas and Details	
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text. *Same*
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. *Same*
1.RL.3	Describe characters, settings, and major events in a story, using key details. *Same*
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *Identify fingerspelled words, signs, and phrases, in stories or poems that suggest feelings or appeal to the senses.*
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. *Same*
1.RL.6	Identify who is telling the story at various points in a text. *Same*
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events. *Same*
1.RL.9	Compare and contrast the adventures and experiences of characters in stories. *Same*
Range of Reading and Level of Text Complexity *Range of Viewing and Level of Text Complexity*	

1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. *With prompting and support, view prose and poetry of appropriate complexity for grade 1.*

Arizona's English Language Arts Standards – 1st Grade	
Reading Standards for Informational Text *Reading Standards for Informational Text*	
Key Ideas and Details	
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text. *Ask and answer questions about key details in a text.*
1.RI.2	Identify the main topic and retell key details of a text. *Same*
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. *Same*
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *Ask and answer questions to help determine or clarify the meaning of fingerspelled words, signs, and phrases in a text.*
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. *Know and use various text features (e.g., visual transition effects) and text structures (e.g., sequence and transition phrases) to locate key facts or information in a text.*
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *Distinguish between information provided by pictures or other illustrations and information provided by the fingerspelled signs and signs in a text.*

Integration of Knowledge and Ideas	
1.RI.7	Use the illustrations and details in a text to describe its key ideas. *Same*
1.RI.8	Identify the reasons an author gives to support points in a text. *Same*
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *Same*
Range of Reading and Level of Text Complexity *Range of Viewing and Level of Text Complexity*	
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1. *With prompting and support, view informational texts appropriately complex for grade 1.*

Arizona's English Language Arts Standards – 1st Grade	
Reading Standards: Foundational Skills *Viewing Standards for Foundational Skills*	
Print Concepts *Sign Concepts*	
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). *Demonstrate understanding of the organization and basic features of sign.* *a. Recognize that signs are separated by movement and hold patterns.* *b. Use the distinguishing features of a sentence (e.g., eye gaze, movement in starting a sign, body tilt, ending movement or hold).*

Phonological Awareness	
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). 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/). f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. *Demonstrate understanding of signs and parameters (phonemes).* *a. Distinguish the five parameters.* *b. Distinguish between handshapes and the manual alphabet.* *c. Isolate a single parameter while modifying other parameters.* *d. Segment signed words into their complete set of parameters.* *e. Produce phonological groupings (sign families and patterns, e.g. positions of power at shoulder area: BOSS, CAPTAIN, COLONEL; feelings at chest area: HAPPY, ANGRY, THRILLED).* *f. Demonstrate correct principles of numbering systems (i.e., cardinal numbers and ordinal numbers).* *g. Decode meaning of signs using phonological awareness (e.g., PRINCE, KING).*
Phonics and Word Recognition *Morphological Awareness*	
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. *Know and apply grade-level sign analysis skills in decoding signs.* *a. Recognize the derivational changes in structure of signs that influence their meanings (e.g., noun and verb pairs, affixes, and sequences).* *b. Recognize the inflective changes in structure of signs that influence their meanings (e.g., comparatives, superlatives, plurality, temporal verbs: SIT-FOR-A-LONG-TIME, changes in subject and object: GIVE –BOOK, GIVE-CUP).* *c. Recognize that movements and hold patterns change the meaning of a verb.* *d. Recognize directionality changes in the meaning of a verb.* *e. Use classifiers to show location of one object or person in relation to others (e.g., referents and prepositions).* *f. Recognize the inflective changes in classifiers that influence their meanings (e.g., CL: 3-bumpy road).*

	g. Decode non-manual markers of new signs to determine their meanings (e.g., using BPCL: 2 and expression of exhaustion to decode EXHAUSTED).
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. *View and sign on-level texts with sufficient accuracy and fluency to support comprehension.* *a. View on-level text with purpose and understanding.* *b. View on-level text with accuracy, appropriate rate, and expression on successive viewings for both published and live texts.* *c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.*

Arizona's English Language Arts Standards – 1st Grade	
Writing Standards *Standards for Published Signing*	
Text Types and Purposes	
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. *Sign opinion pieces in which they introduce the topic or name the text they are signing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*
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. *Sign 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. *Sign narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal signs to signal event order, and provide some sense of closure.*
Production and Distribution of Writing *Production and Distribution of Published Signing*	
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). *None*
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. *Same*
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. *With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers.*
Research to Build and Present Knowledge	
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). *Participate in shared research and signing projects (e.g., explore a number of "how-to" resources on a given topic and use them to sign 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. *Same*
Range of Writing *Range of Signing*	
1.W.10	(Begins in grade 3) *With guidance and support, sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Arizona's English Language Arts Standards – 1st Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
1.WF.1	Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write the common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words. *None*
1.WF.2	Demonstrate and apply sound-letter concepts. a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. *None*
Spelling	

1.WF.3	Know and apply phonics and word analysis skills when encoding words.
	a. Spell common, regular, single-syllable words using:
	    1. Short vowels and single consonants.
	    2. Consonant graphemes including *qu*, *x*, and *-ck*; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
	    3. Initial and final consonant blends (e.g., must, slab, plump).
	    4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).

	5. Vowel-r combinations, including *er*, *ar*, *or* (e.g., car, her, stir, for, burn).
	
	b. With prompting and support, spell on-level words with inflectional endings:
	   1. Verbs with *-ing*, *-ed*, *-s*, and no change in the base word (e.g., snowed, playing, jumps).
	   2. Nouns with *-s*, *-es*, and no change to the base word (e.g., rugs, kisses).
	   3. Adjectives with *-er*, *-est*, and no change to the base word (e.g. slower, slowest).
	
	c. With prompting and support, spell on-level two-syllable words, including:
	   1. Words that end in -y or -ly (e.g., smelly, gladly).
	   2. Common compound words (e.g., hotdog, mailbox).
	   3. Words with two closed syllables (e.g., rabbit, wagon).
	
	d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including:
	   1. Irregular words (e.g., said, what, are, they, was).
	   2. Pattern based words (e.g., he, him, for, in, by, like).
	
	e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
	
	None

Arizona's English Language Arts Standards – 1st Grade
Speaking and Listening Standards *Discourse and Presentation Standards*
Comprehension and Collaboration

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. *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., taking turns signing 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 confusion about the topics and videos under discussion.* *d. Produce and respond appropriately to attention-getting strategies.*

1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. *Ask and answer questions about key details in storytelling or storysigning or information signed or through other media.*
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. *Ask and answer questions about what a signer says in order to gather additional information or clarify something that is not understood.*
Presentation of Knowledge and Ideas	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *Same*
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. *Same*
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) *Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)*

ASL Standards – 1ˢᵗ Grade	
Fingerspelling and Fingerreading Standards	
Key Ideas	
1.	*Demonstrate understanding of ways fingerspelled signs are formed and their uses.* *a. Use knowledge that every word spelled consecutively is separated by a brief hold.* *b. Understand the role of fingerspelling in ASL and the multiple uses of fingerspelling (e.g., emphasis #NO! and translation "bus" into B-U-S or #BUS).*
Initialized and Lexicalized Forms	
1.	*Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.* *a. Compare and contrast "families" of ASL signs that share the same ASL handshape configuration as opposed to initialized signs (e.g., HS F: CAT, STICK, BUTTON, and HAIR vs. FAMILY, FOREIGN, FURNITURE).* *b. Use common high-frequency lexicalized fingerspelling (e.g., #WHEN, #WHAT, #BUS).*
Vocabulary Acquisition and Use	
1.	*Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.* *a. Fingerspell untaught words drawing on phonemic awareness and conventions.*

	b. Decode fingerspelled words in context of other parameters (e.g., NMS: #WHAT-q). *c. Decode regularly fingerspelled letter combinations (e.g., wh, th, ph).*

Arizona's English Language Arts Standards – 1st Grade	
Language Standards	
Conventions of Standard English *Structure of American Sign 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. *Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).* *a. Raise hands into signing frame space.* *b. Use frequently occurring conjunctions (e.g., know, move-on, that; head nods, eye gazes).* *c. Understand how referents can be used to indicate determiners, pronouns, conjunctions (e.g., indexing on nondominant hand).* *d. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.* *e. Use common, proper, and possessive nouns. (e.g., name signs, open palm to demonstrate possessiveness).* *f. Use temporal signs to convey a sense of past, present, and future (e.g., YESTERDAY I EAT, EAT I nms-NOT-YET).* *g. Use frequently occurring descriptive classifiers and other adjectives (e.g., DCL, ECL, SCL, ICL, BCL).* *h. Produce simple sentences with indicating verbs using eye gaze and locative signs.* *i. Use frequently occurring conjunctions (e.g., PLUS, OTHER, THAT, list form, head nod).* *j. Use numerical incorporation.* *k. Use the manipulation of non-manual markers in topicalization.* *l. Expand and rearrange sentences from a range of sentence types.*

1.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. *None*

Knowledge of Language	
1.L.3	(Begins in grade 2) *Same*

Vocabulary Acquisition and Use	
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. *Determine or clarify the meaning of unknown and multiplemeaning signs, fingerspelled words, and phrases based on grade 1 viewing and content, choosing flexibly from an array of strategies.* *a. Use sentence-level context as clue to identify the meaning of unknown signs, fingerspelled words, and phrases.* *b. Determine the meaning of the new sign formed when a known prefix is added to a known sign (e.g., HAPPY/NOTHAPPY, TELL/AGAIN-TELL).* *c. Identify frequently occurring sign families and their inflectional forms (e.g., large circular motion: long duration, brain area: DREAM, THINK, PONDER).* *d. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., BIRDHOUSE, BOOKSHELF, DINING-ROOM)* *e. Determine meanings of signs based on similar features (e.g., nose/beaks: DUCK, BIRD, EAGLE, PARROT).*
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 (eg. large, gigantic) by defining or choosing them or by acting out the meanings. *With guidance and support from adults, demonstrate understanding of sign relationships and nuances in sign meanings.* *a. Demonstrate understanding of sign families by relating them to one another based on commonalities in parameters (e.g., CHAIRPERSON, BOSS, CHIEF or HAPPY, INSPIRED, EXCITED, DEPRESSED)*

	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., want/don't want, like/don't like). *c. Identify real-life connections between signs and their use.* *d. Distinguish shades of meaning through non-manual markers (e.g., WORK-LONG-TIME nmm: teeth vs. WORK LONG-TIME nmm: pursed lips).* *e. With teacher scaffolding, understand and use figurative language versus literal language using metaphors, similes, and analogies (e.g., EAT-YOUR-WORDS, EYES-POP-OUT).*
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*). *Use signs and phrases acquired through conversations, signing and being signed to, and responding to texts, including using frequently occurring conjunctions and determiners to signal simple relationships (e.g., DET-the, CL: 3-LIST).*