



**Grade 1**

**Arkansas**

**English Language Arts Standards**

**2016**

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## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college and careers have attained particular literacy capacities. These students

- demonstrate independence;
- build strong content knowledge;
- respond to the varying demands of audience, task, purpose, and discipline;
- comprehend as well as critique;
- value evidence;
- use technology and digital media strategically and capably;
- come to understand other perspectives and cultures.

The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics. A separate document, the Arkansas Disciplinary Literacy Standards, has been created to address the unique literacy needs in other content areas.

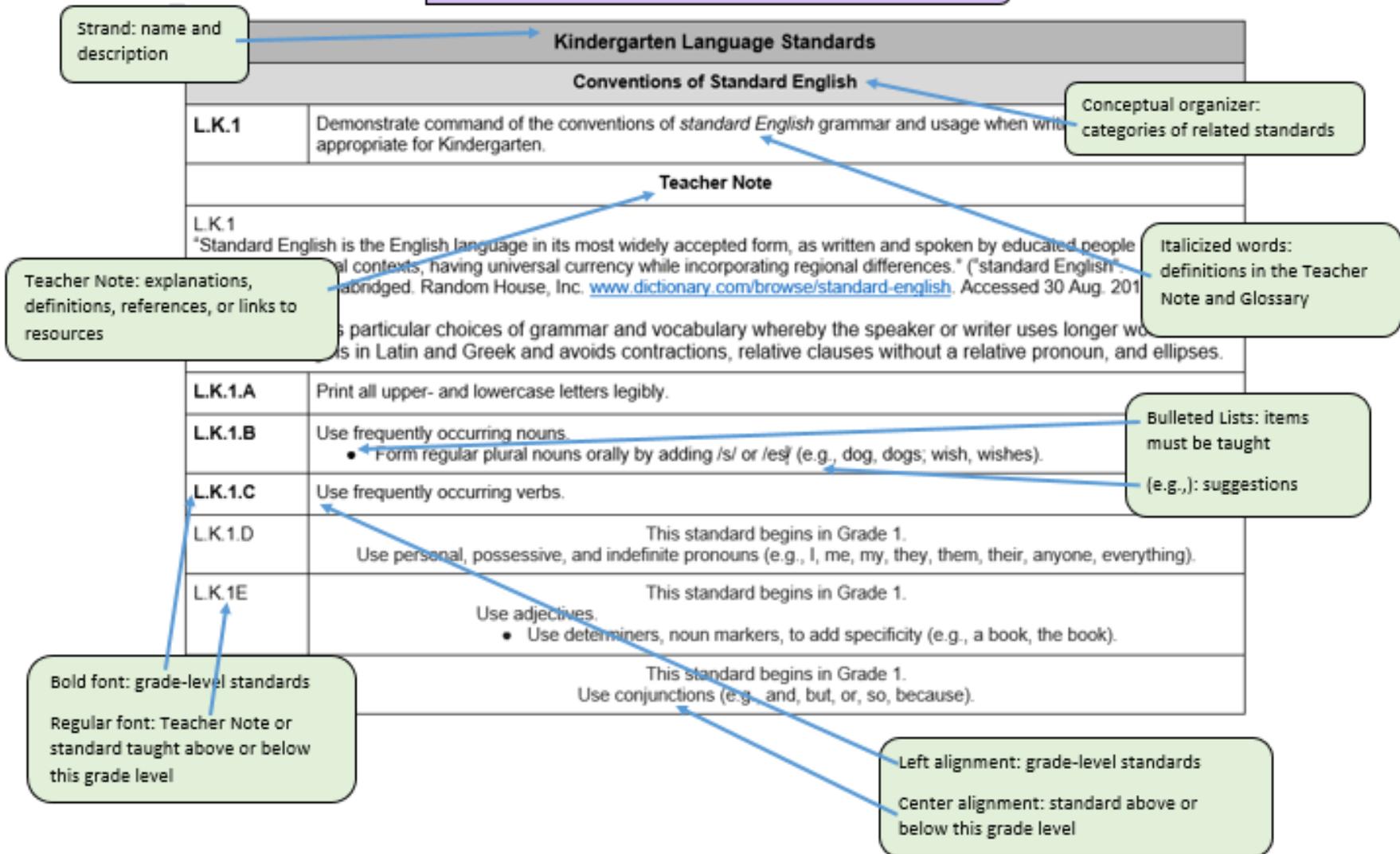
This document is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills in reading, writing, speaking and listening, and language. Although the document is organized by strands, the standards should be integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literature and literary nonfiction texts to teach the standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing a smooth learning progression from kindergarten through high school.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum.

# How to Read the Standards Document



## How the Standards are Labeled

**L**

**K**

**1**

**A**

**The letter in the first position of the standard numbering system represents the strand:**

Reading Literature (RL)  
Reading Informational (RI)  
Reading Foundational (RF)  
Writing (W)  
Speaking and Listening (SL)  
Language (L)

**The symbol in the second position of the standard numbering system represents the grade level.**

**The number in the third position represents the standard.**

**Some standards are broken into segments that are represented by a letter in the fourth position.**

## How to Label the Anchor Standards

**R**

**CCR**

**1**

**The letter in the first position of the anchor standard numbering system represents the strand:**

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

**The symbol in the second position of the anchor standard numbering system represents college and career readiness.**

**The number in the third position of the anchor standard numbering system represents the standard.**

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Reading. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, and poems from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

## Grade 1 Reading Standards for Literature

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Key Ideas and Details

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** *Retell* stories, including key details, and demonstrate understanding of their central message or lesson.

### Teacher Note

RL.1.2

Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. (Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” [Lobel, Arnold. “Owl and the Moon.” *Owl at Home*. HarperCollins, 1975]).

**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

<b>Integration of Knowledge and Ideas</b>	
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.1.8</b>	RL.1.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
<b>Teacher Note</b>	
<p><b>RL.1.10</b> It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>. Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.</p> <p>Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p>	

## Grade 1 Reading Standards for Informational Text

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Key Ideas and Details

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and *retell* key details of a text.

### Teacher Note

RI.1.2

Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. (Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

An example of how to identify the main idea and supporting key details is provided below:  
The main idea of the text is that sharks have unique characteristics.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text. (“Shark Facts.” IRCMS-Third Grade Reading Passages. [www.ncsu.edu/project/lancet/third.htm](http://www.ncsu.edu/project/lancet/third.htm), 2016, [https://www.ncsu.edu/project/lancet/third\\_grade/sharks3.pdf](https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf). Accessed 24 September 2016.)

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

<b>Craft and Structure</b>	
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>Teacher Note</b>	
RI.1.5 Text features should be presented in a systematic way within an aligned curriculum.	
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).

## Range of Reading and Level of Text Complexity

**RI.1.10**

With prompting and support, read informational texts appropriately complex for Grade 1.

### Teacher Note

RI.1.10

It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, [aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11](http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.

Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.

Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.

## Grade 1 Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### Print Concepts

<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.1.1.A</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.1.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.1.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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### Teacher Note

RF.1.2

To assess the understanding of words, teachers might ask students to count words in spoken sentences:

- blend two individual words to form a compound word (e.g., star + fish...starfish).
- Segment a compound word into its two individual words (e.g., starfish...star fish).

<b>RF.1.2.A</b>	Distinguish long from short vowels in spoken one-syllable words.
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<b>RF.1.2.B</b>	Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
<b>RF.1.2.C</b>	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
<b>RF.1.2.D</b>	Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
<b>Teacher Note</b>	
<p>RF.1.2.D  Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website:  <a href="http://www.readingrockets.org/article/development-phonological-skills">http://www.readingrockets.org/article/development-phonological-skills</a>.  (Moats, Louisa, Carol Tolman. "The Development of Phonological Skills." <i>Reading Rockets</i>, 2009, readingrockets.org/article/development-phonological-skills. Accessed 30 August 2016.)</p>	
<b>RF.1.2.E</b>	Delete a syllable from a word (e.g., say "remember," now say it without the "re").
<b>RF.1.2.F</b>	Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
<b>Teacher Note</b>	
<p>RF.1.2.F  The following is an example of adding a phoneme to make a new word:</p> <p>Teacher says, "ate" and asks students to repeat.  Teacher says, "add /r/ at the beginning and the word is?"  Students say "rate".</p> <p>The following is an example of substituting a phoneme to make a new word:</p> <p>Teacher says, "coat" and asks students to repeat.  Teacher says, "Change /k/ to /b/ and the word is?"  Students say "boat".</p>	

<b>RF.1.2.G</b>	Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).
<b>Teacher Note</b>	
RF.1.2.G	The teacher might assess students by asking them to delete individual words from a compound word. (e.g., “cupcake” -say it again, but without “cup” - child says “cake”).
<b>Phonics and Word Recognition</b>	
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Teacher Note</b>	
RF.1.3	Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">http://www.corestandards.org/assets/Appendix_A.pdf#page=20</a> . (National Governors Association Center for Best Practices, Council of Chief State School Officers. “Appendix A.” <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 20, <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">www.corestandards.org/assets/Appendix A. pdf#page=20</a> . Accessed 30 Aug. 2016.)
<b>RF.1.3.A</b>	Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)
<b>RF.1.3.B</b>	Know the letter-sound correspondences. <ul style="list-style-type: none"> <li>● silent e (e.g., a-e, e-e, i-e, o-e, u-e)</li> <li>● vowel teams <ul style="list-style-type: none"> <li>○ vowel digraph (e.g., ee, oo, ai, ay, ea)</li> </ul> </li> </ul>

<b>RF.1.3.C</b>	Recognize and read <i>grade-appropriate</i> irregularly spelled words.
<b>Teacher Note</b>	
RF.1.3.C	Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.  Grade-appropriate is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.
<b>RF.1.3.D</b>	Read words with inflectional endings.
<b>Teacher Note</b>	
RF.1.3.D	Information on inflected endings may be found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=22">http://www.corestandards.org/assets/Appendix_A.pdf#page=22</a> . (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 22, <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=22">www.corestandards.org/assets/Appendix_A.pdf#page=22</a> . Accessed 30 Aug. 2016.)
<b>RF.1.3.E</b>	Decode regularly spelled one-syllable words that follow syllable types <ul style="list-style-type: none"> <li>● closed syllable</li> <li>● open syllable</li> <li>● vowel-consonant-e</li> <li>● vowel teams</li> <li>● consonant-le</li> <li>● r-controlled vowel</li> </ul>
<b>Teacher Note</b>	
RF.1.3.E	Information on syllable types may be found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">http://www.corestandards.org/assets/Appendix_A.pdf#page=21</a> . (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 21, <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">www.corestandards.org/assets/Appendix_A.pdf#page=21</a> . Accessed 30 Aug. 2016.)

<b>RF.1.3.F</b>	Decode two-syllable words following basic patterns by breaking the words into syllables <ul style="list-style-type: none"> <li>● compound words (e.g., cup/cake, cow/boy)</li> <li>● consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>● VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>● V/CV (e.g., bo/nus)</li> </ul>
<b>Teacher Note</b>	
RF.1.3.F Information on syllable patterns is found at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">http://www.corestandards.org/assets/Appendix_A.pdf#page=21</a> . (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 21, <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=21">www.corestandards.org/assets/Appendix_A.pdf#page=21</a> . Accessed 30 Aug. 2016.)	

## Fluency

**RF.1.4**

Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

### Teacher Note

RF.1.4

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension. Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides detailed guidance and includes rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students.

Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention." (Rasinski, Timothy. "Assessing Reading Fluency." PREL, 2004, p 15, <http://files.eric.ed.gov/fulltext/ED483166.pdf>. Accessed 30 August 2016.)

<b>RF.1.4.A</b>	Read grade-level texts with purpose and understanding.
<b>Teacher Note</b>	
<p>RF.1.4.A It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>. Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.</p> <p>Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p>	
<b>RF.1.4.B</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.C	<p>This standard begins in Grade 2.</p> <p>Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Writing. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## Grade 1 Writing Standards

The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.

### Text Types and Purposes

<b>W.1.1</b>	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.
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### Teacher Note

W.1.1  
An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge. ("opinion." Merriam-Webster Inc., 2015. [merriam-webster.com/dictionary/opinion](http://merriam-webster.com/dictionary/opinion). Accessed 30 August 2016.)

Note the learning progression: opinion writing is the foundation and precursor to persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.

W.1.1.A	This standard begins in Grade 3. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
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W.1.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
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W.1.1.C	This standard begins in Grade 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
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W.1.1.D	This standard begins in Grade 6. Establish and maintain a formal style.
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W.1.1.E	This standard begins in Grade 3. Provide a concluding statement or section.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>Teacher Note</b>	
<p>W.1.2  For detailed information about text types see the following resource: <a href="http://www.corestandards.org/assets/Appendix A.pdf">www.corestandards.org/assets/Appendix A.pdf</a>.  (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, <a href="http://www.corestandards.org/assets/Appendix A. pdf">www.corestandards.org/assets/Appendix A. pdf</a>. Accessed 30 Aug. 2016.)</p>	
W.1.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aid comprehension.
W.1.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.
<b>W.1.2.C</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.1.2.D	This standard begins in Grade 4. Use precise language and domain-specific words to inform about or explain the topic.
W.1.2. E	This standard begins in Grade 6. Establish and maintain a formal style.
W.1.2.F	This standard begins in Grade 3. Provide a concluding statement or section.

<b>W.1.3</b>	Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.
<b>Teacher Note</b>	
<p>W.1.3 Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade</a>. (Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade</a>. Accessed 30 Aug. 2016.)</p> <p>Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).</p>	
W.1.3.A	<p>This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
W.1.3.B	<p>This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
W.1.3.C	<p>This standard begins in Grade 3. Use temporal words and phrases to signal event order.</p>
W.1.3.D	<p>This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
W.1.3.E	<p>This standard begins in Grade 3. Provide a conclusion that follows from the narrated experiences or events.</p>

<b>Production and Distribution of Writing</b>	
W.1.4	This standard begins in Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.1.5</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>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
<b>Teacher Note</b>	
W.1.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	
<b>Research to Build and Present Knowledge</b>	
<b>W.1.7</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>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.1.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature.
W.1.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts.
<b>Range of Writing</b>	
<b>W.1.10</b>	Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Speaking and Listening. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on Range and Content of Student Speaking and Listening Grades K-5**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## Grade 1 Speaking and Listening Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Comprehension and Collaboration

<b>SL.1.1</b>	Participate in <i>collaborative conversations/discussions</i> with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
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#### Teacher Note

SL.1.1  
 For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link: [http://www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26).  
 (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 26, [www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26). Accessed 30 Aug. 2016.)

Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion).

<b>SL.1.1.A</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).
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<b>SL.1.1.B</b>	Continue conversations by responding to the comments of others through multiple exchanges.
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<b>SL.1.1.C</b>	Ask questions to clear up any confusion about the topics and texts under discussion.
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SL.1.1.D	<p>This standard begins in Grade 3.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>
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<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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<b>Presentation of Knowledge and Ideas</b>	
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Teacher Note</b>	
SL.1.5 A visual display is a presentation of information that can be seen.	
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation.
<b>Teacher Note</b>	
SL.1.6 See L.1.1 for specific language expectations for Grade 1 students when speaking and writing.	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond to the Arkansas College Anchor Standards for Language by number. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; indeed, they are inseparable from such contexts.

## Grade 1 Language Standards

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Conventions of Standard English

<b>L.1.1</b>	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 1 when writing or speaking.
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### Teacher Note

L.1.1  
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." Dictionary.com Unabridged. Random House, 2016, [www.dictionary.com/browse/standard-english](http://www.dictionary.com/browse/standard-english). Accessed 30 Aug. 2016.)

Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.

<b>L.1.1.A</b>	This standard begins in Grade 3. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
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<b>L.1.1.B</b>	Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).
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<b>L.1.1.C</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.). <ul style="list-style-type: none"><li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).</li></ul>
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<b>L.1.1.D</b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).
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<b>L.1.1.E</b>	Use adjectives. <ul style="list-style-type: none"><li>• Use determiners, noun markers, to add specificity (e.g., a book, the book).</li></ul>
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<b>L.1.1.F</b>	Use conjunctions (e.g., and, but, or, so).
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<b>L.1.1.G</b>	Use prepositions (e.g., during, beyond, toward).
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<b>L.1.1.H</b>	Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> <li>• Use appropriate spacing to separate words in a sentence.</li> </ul>
L.1.1.I	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.1.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
<b>L.1.1.K</b>	Print all upper- and lowercase letters with proper letter formation.
<b>L.1.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.
<b>Teacher Note</b>	
L.1.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <a href="http://www.dictionary.com">Dictionary.com Unabridged</a> . Random House, 2016. <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a> . Accessed 30 Aug. 2016.)	
<b>L.1.2.A</b>	Capitalize the first word in sentences, the pronoun I, dates, and names of people.
<b>L.1.2.B</b>	Use end punctuation for sentences.
<b>L.1.2.C</b>	Use commas in dates and to separate single words in a series.

<b>L.1.2.D</b>	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</li> </ul>
<b>Teacher Note</b>	
<p>L.1.2.D  More information on Phoneme-Grapheme Correspondence may be found on a chart at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=17">http://www.corestandards.org/assets/Appendix_A.pdf#page=17</a>.  (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 17, www.corestandards.org/assets/Appendix A. pdf#page=17. Accessed 30 Aug. 2016.)</p> <p>A chart of vowel sounds with examples can be found at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=18">http://www.corestandards.org/assets/Appendix_A.pdf#page=18</a>.  (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 18, www.corestandards.org/assets/Appendix A. pdf#page=18. Accessed 30 Aug. 2016.)</p>	

<b>Knowledge of Language</b>	
L.1.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.1.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.1.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .
<b>Vocabulary Acquisition and Use</b>	
<b>L.1.4</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>L.1.4.A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.1.4.B</b>	Use frequently occurring affixes as a clue to the meaning of a word.
<b>L.1.4.C</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>Teacher Note</b>	
L.1.4.C	A chart with common discipline-specific roots may be found at the following link: <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> . ("Common Content Area Roots and Affixes." ILA/NCTE, 2016, <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a> . Accessed 30 August 2016.)
L.1.4.D	This standard begins in Grade 2. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.
<b>Teacher Note</b>	
<b>L.1.5</b>	Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).
<b>L.1.5.A</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>L.1.5.B</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).
<b>L.1.5.C</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>L.1.5.D</b>	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.
<b>L.1.6</b>	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).

Glossary  
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation/discussion	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion)
Collegial discussion	Talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (“dialect.” <a href="http://www.dictionary.com/Unabridged">Dictionary.com.Unabridged</a> . <a href="http://www.dictionary.com/browse/dialect?s=t">www.dictionary.com/browse/dialect?s=t</a> . Accessed 17 September 2016.)
Domain-specific words	Terms that are used within a particular discipline
Fluency (Reading)	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses
General academic words	General academic words refers to words that can be used across all disciplines
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands
High-frequency words	Regular and irregular words that appear often in printed text (Honig, Bill, Linda Diamond, and Linda Gutlohn. <a href="#">Teaching Reading Sourcebook</a> . Arena, 2008, p. 243.)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense (e.g., can, could, may, might, must, ought, shall, should, will, would) (“modal auxiliary.” <a href="#">American Heritage® Dictionary of the English Language, Fifth Edition</a> . Houghton Mifflin Harcourt, 2011, <a href="http://www.thefreedictionary.com/modal+auxiliary">www.thefreedictionary.com/modal+auxiliary</a> . Accessed 17 Sep. 2016.)
Multimedia	A technique in which several media are employed such as the combining of sound, video, and text for expressing ideas
Nuance	A subtle difference or distinction in expression or meaning
Objective summary	A shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one’s experience and personality (“perspective.” <a href="#">Cambridge Academic Dictionary</a> . Cambridge UP, 2016, <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">www.dictionary.cambridge.org/us/dictionary/English/perspective</a> . Accessed 30 Aug. 2016.)
Point of view	The position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative
Precise language	Specific language that spells out relationships between ideas, leading readers to a desired conclusion

Recount	Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Standard English	The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (“standard English.” <a href="http://www.dictionary.com/Unabridged">Dictionary.com Unabridged</a> . Random House, 2016, <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a> . Accessed 30 Aug. 2016.)
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <a href="#"><u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u></a> . Heinemann, 2006, p. 8.)
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author’s attitude toward the subject, characters, or situation (e.g., amused, sad, angry)
Visual display	A presentation of information that can be seen

## Contributors

The following people contributed to the development of this document:

Carrie Appleberry - Dumas Public Schools	Kyla Lawrence - North Little Rock School District
Amy Becker - Hamburg School District	Vernita E. Lee - Pine Bluff School District
Vickie Beene - Nashville School District	Gerri McCann - Manila Public Schools
Debra Brown - eStem Public Charter Schools	Kelly McLaughlin - Guy Perkins School District
Tonisha R. Burton - Emerson-Taylor-Bradley School District	Kelle Meeker - Siloam Springs School District
Eric Christensen - Russellville School District	Rachel Mosier - Southside School District
Susan Coles - Sheridan School District	Sandra Newton - Texarkana Arkansas School District
Lisa Collins - Dover School District	Tara Nutt - Bentonville School District
Meredith Cox - Springdale Public Schools	Lynn Parker - Crossett School District
Cori Curtis - Salem School District	Rebecca Perrin - Valley View Public Schools
Tracy Dean - Pulaski County Special School District	Regina Poteete - Nemo Vista School District
Claire Dearing - Forrest City School District	Kathy Powers - Conway Public Schools
Angela Donner - Marion School District	Elizabeth Reece - Clinton Public Schools
Donnielle Embry - Waldron Public Schools	Carolyn Rhinehart - Scranton School District
Dianna Flippo - Virtual Arkansas	Paula Richardson - Harrison School District
Carol Foster - Nevada School District	Dedra Riggs - Hoxie Public Schools
Ikela Frazier - Camden Fairview School District	Kelsey Riley - Helena-West Helena School District
Julya Gandy - Cabot Public Schools	Kathryn Robinson - Fort Smith Public Schools
Elizabeth Gehring – Brinkley Public Schools	Marsha Saul – Stuttgart School District

Mamye Gill - Hamburg School District	Tammy Schulz - Harrisburg School District
Jennifer Glover - McGehee Public Schools	Krystal Shipp - Monticello School District
C. Jordan Goodwin - El Dorado Public Schools	Tiffany Shumpert - West Memphis District
Carie Hogan Green - Junction City Schools	Steve Snow - Searcy Public Schools
Natalie Trower Greenfield - Batesville School District	Valerie Stavey - North Little Rock School District
Dr. Roger Guevara - Southern Arkansas University	Jill Stephens - Jasper School District
Janet Hagood - Pocahontas Public Schools	Sarah Sullivan - Fayetteville Public Schools
Keri Hamilton - Magnolia Public School District	Jessi Thompson - Prescott Public Schools
Karen Harris - Fouke School District	Heidi Tolin - Smackover School District
Michelle Hastings - Benton School District	Stephanie VanHouten - Hazen School District
Stefanie Hatcher - Paragould School District	Alex Vernon - Hendrix College
Kiley Henderson - Hot Springs School District	DeeDee Walker - Star City School District
Teresa Holsclaw - Henderson State University	Michael Warren - Prairie Grove School District
Ashley Hughes - Bismarck School District	Crystal Watson - Fayetteville Public Schools
Britt Humphries - Fort Smith Public Schools	Jennifer White - Little Rock School District
Gary Dwayne Inzer - Hermitage Public School District	Becky Whitley - Harmony Grove School District
Jeremy Kennedy - Greenbrier Public Schools	Mindy Williams - Mountain Home Public Schools
Suzanne Kesterson - Cossatot River School District	Trina Williams - Bryant School District
Jennifer Kirkland - Rogers Public Schools	Tonya Williams - Division of Child Care and Early Childhood Education