

Kindergarten – Grade 5

A Selected Correlation of
Core Knowledge Language Arts®
Arizona's English Language Arts Standards
2016

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Introduction

This document contains selected citations illustrating how **Core Knowledge Language Arts (CKLA)** fulfills Arizona's English Language Arts Standards. Each reference corresponds to specific pages in the Teacher Guide for a particular CKLA Domain or Unit and includes the applicable grade level, Unit or Domain number, and page number(s).

CKLA is a K–5 integrated literacy program that closes the achievement gap by building content knowledge systematically and coherently. CKLA students gain strong foundational skills and receive explicit language instruction, build substantial content knowledge through encounters with a rich variety of texts and contexts, develop analysis and expression in reading and writing, and become wonderful conversationalists. CKLA students gain the essential knowledge of the world and the strong foundation in literacy necessary to prepare them for secondary education and life as global citizens in the twenty-first century.

Integrated Model of Literacy

Throughout CKLA, students learn to analyze text and craft well-reasoned responses to texts, problems, or ideas. Whether students are reading, writing, spending dedicated time developing language and foundational skills, or speaking and listening, they practice careful analysis and reasoning, drawing on evidence and content knowledge to craft their work.

Strong Content Knowledge

CKLA understands that students must have a wide range of content knowledge for academic and professional success. CKLA domains and units include a substantial amount of literary and informational texts from across academic disciplines, helping students gain a critical understanding of other perspectives and cultures.

A Blended Approach to Research and Media Skills

CKLA offers students authentic tasks to prepare them for future educational goals and professional life. Rather than just writing a report, students might research a significant invention and use that research in a pitch persuading others why this invention is most important to contemporary life. Rather than writing a straightforward report on a Renaissance artifact, they research a famous Renaissance site, then write and film commercials advertising that site to Renaissance travelers. Throughout CKLA, assignments such as these encourage students to incorporate research and technology into everyday tasks, thereby preparing them for real-world situations they will encounter later in their education and profession.

Responsive to Demands of Audience, Purpose, and Task

CKLA lessons consistently encourage students to consider the purpose of reading, writing, and speaking and listening. Students explore how writers use tone to convey a particular message, then practice changing the tone in their own oral and written work. In the Writing Studio program, students spend substantial time learning about the purpose of different text types and shaping their own work to fulfill specific purposes and target particular audiences.

Evidence-centered

Throughout CKLA, students focus on evidence. They identify and analyze the evidence written in literary and informational texts and compare it to the oral evidence shared by a speaker. They craft their own oral and written work with attention to incorporating the strongest possible evidence. They consider how different kinds of evidence work, from the detail or description of a narrative text to the scientific facts presented in a pamphlet on earthquake safety.

Differentiated

CKLA offers teachers numerous options for differentiation at the point of instruction. Every lesson includes differentiation suggestions for students who are ready for additional challenge or who need additional support to access content. Differentiation options specifically for English Language Learners (ELLs) are also integrated into every lesson. The supplemental Language Studio program offers additional lessons to help students access core content.

Understanding CKLA's Selected Citations

This document offers selected illustrations of CKLA instructional correlations to Arizona's English Language Arts Standards. These citations are not meant to be exhaustive; each standard is addressed and assessed in numerous instances throughout CKLA.

Please note that in cases where Arizona's English Language Arts Standards include an overarching standard that is fulfilled through the assessment of substandards, we have listed specific citations for each substandard rather than for the more general, overarching standard. An illustration follows.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	
K.L.1a Print many upper- and lowercase letters.	Skills: TG U5 Pausing Point: 196 TG U7 Pausing Point: 209 TG U9 L3: 35–37 TG U10 L28: 279–280

Kindergarten

A Correlation of CKLA, Kindergarten to Arizona's English Language Arts Standards

Kindergarten	
Arizona's English Language Arts Standards	Core Knowledge Language Arts
Reading Standards for Literature	
Key Ideas and Details	
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	Skills: TG U6 L12: 150–151 TG U7 L11: 136 TG U9 L12: 131–132 TG U10 L19: 197–198
	Knowledge: TG D1 L9: 135–136 TG D5 L7: 81–85 TG D8 L6: 83–86 TG D10 L10: 133–139
K.RL.2 With prompting and support, retell familiar stories, including key details.	Knowledge: TG D1 L10: 153 TG D4 L7: 83 TG D5 L7: 86 TG D12 L2: 32
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	Skills: TG U6 L14: 171–172 TG U8 L1: 22 TG U9 L2: 27–28 TG U9 L10: 110–111
	Knowledge: TG D1 L2: 37 TG D3 L8: 97 TG D6 L4: 49–53 TG D7 L6: 79–80

TG = Teacher's Guide

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Kindergarten

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Craft and Structure

K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.

Skills:

TG U7 L16: 185

TG U8 L17: 186

TG U9 L2: 28

Knowledge:

TG D3 L7: 87–92

TG D5 L7: 85

TG D7 L3: 37–41

K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.

Knowledge:

TG D1 L1: 8–9

TG D3 L4: 49–52

TG D7 L7: 84–85

TG D8 L6: 81–82, 86

TG D12 L2: 32

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Knowledge:

TG D3 L4: 51–52

TG D7 L7: 84–85

TG D8 L6: 81–82

Integration of Knowledge and Ideas

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Skills:

TG U6 L7: 95

TG U7 L14: 165

TG U8 L5: 63

TG U9 L3: 40

Knowledge:

TG D1 L6: 97–98

TG D3 L1: 15

TG D5 L7: 86

TG D6 L5: 66–71

K.RL.8 (Not applicable to literature)

Not applicable according to Arizona's English Language Arts Standards.

K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Knowledge:

TG D1 L8: 128–129

TG D3 L7: 90–91

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Kindergarten

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Range of Reading and Level of Text Complexity

K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

Skills:

TG U6 L10: 128

TG U9 L3: 38–39; **L10:** 109–110

Knowledge:

TG D4 L4: 42

TG D5 L7: 81–85

TG D7 L4: 48–49

TG D8 L6: 83–86

Reading Standards for Informational Text

Key Ideas and Details

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

Knowledge:

TG D2 L2: 19–23

TG D4 L2: 21–25

TG D6 L7: 5

TG D11 L3: 33–37

K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

Knowledge:

TG D2 L8: 99

TG D5 L9: 102–106

TG D11 L1: 15

TG D12 L9: 127–128

K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Knowledge:

TG D2 L4: 48

TG D4 L10: 116

TG D5 L8: 95

TG D12 L7: 101

Craft and Structure

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

Knowledge:

TG D6 L4: 55–56

TG D7 L2: 23, 25, 27

TG D8 L3: 47

TG D10 L8: 113–114

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	Knowledge: TG D3 L1: 9; L4: 51 TG D8 L2–L5: 34–35, 48, 59–60, 72–73 TG D10 L2: 31
K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Knowledge: TG D8 L6: 81–82 TG D10 L2: 31 TG D11 L8: 102 TG D12 L5: 72
Integration of Knowledge and Ideas	
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Knowledge: TG D5 L2: 24–25 TG D9 L3: 37–38 TG D11 L5: 59–63 TG D12 L7: 103
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	Knowledge: TG D6 L8: 114 TG D8 L7: 97 TG D10 L2: 28 TG D12 L8: 111
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Knowledge: TG D4 L9: 103–104 TG D6 L6: 85–86 TG D10 L1: 18 TG D11 L7: 91–94
Range of Reading and Level of Text Complexity	
K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.	Knowledge: TG D2 L4: 41 TG D7 L1: 11–12 TG D9 L5: 67 TG D11 L2: 20, 22–23

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Arizona's English Language Arts Standards

Core Knowledge Language Arts

Reading Standards: Foundational Skills

Print Concepts

K.RF.1 Demonstrate understanding of the organization and basic features of print.

K.RF.1a Follow words from left to right, top to bottom, and page by page.

Skills:

TG U2 L1: 13
TG U6 L1: 22
TG U7 L10: 122–123
TG U8 L1: 21–23

K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.

Skills:

TG U4 L1: 30
TG U5 L1: 17–23
TG U6 L1: 22–23
TG U8 L1: 21–23

K.RF.1c Identify that a sentence is made up of a group of words.

Skills:

TG U4 L10: 116
TG U5 L13: 150–151
TG U6 L1: 22–23
TG U8 L1: 21–23

K.RF.1d Recognize the difference between a letter and a printed word.

Skills:

TG U4 L1: 30
TG U5 L1: 17–23
TG U6 L1: 22–23
TG U8 L1: 21–23

K.RF.1e Understand that words are separated by spaces in print.

Skills:

TG U4 L10: 116
TG U5 L13: 150–151
TG U6 L1: 22–23
TG U8 L1: 21–23

K.RF.1f Recognize and name all upper and lowercase letters of the alphabet.

Skills:

TG U6 L1: 18–19
TG U7 L1: 12–13
TG U9 L7: 78–79
TG U10 L1: 15–16

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Core Knowledge Language Arts

Phonological Awareness

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.2a Identify and produce sounds (phonemes) in a spoken word.

Skills:

TG U2 L3: 29–31

TG U2 L8: 76

TG U4 L1: 10–12

TG U7 L12: 143–144

K.RF.2b Recognize and produce rhyming words.

Skills:

TG U5 L1: 13, 17

TG U6 L9: 116

TG U8 L9: 102; **L16:** 176–177

Knowledge:

TG D1 L2: 29; **L5:** 79

TG D7 L4: 48–49; **L5:** 58–59

K.RF.2c Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).

Skills:

TG U2 L1: 10–11; **L2:** 20; **L3:** 28–29

TG U10 L1: 14–15

K.RF.2d Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)

Skills:

TG U2 L3: 29–31; **L8:** 76

TG U4 L1: 10–12

TG U7 L12: 143–144

K.RF.2e Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.

Skills:

TG U2 L9: 85–86; **L10:** 94

Phonics and Word Recognition

K.RF.3 Know and apply phonics and word analysis skills in decoding words.

K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound(s) for each consonant and the five major vowels.

Skills:

TG U3 L1: 18–21; **L2:** 27–30; **L3:** 36–39; **L6:** 62–65

TG U5 L13: 150–151; **L14:** 160

K.RF.3b Decode regularly spelled closed-syllable words.

Skills:

TG U3 L1: 18–21; **L3:** 36–39

TG U5 L13: 150–151; **L14:** 160

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.RF.3c Read 50 common high-frequency words by sight from a research-based word list.	Skills: TG U3 L13: 128–131 TG U4 L14: 152–155 TG U5 L11: 129–132 TG U6 L11: 138–140
K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Skills: TG U5 L1: 17–18 TG U6 L2: 33–34 TG U7 L2: 29–30 TG U10 L13: 137
Fluency	
K.RF.4 Read emergent-reader texts with purpose and understanding.	Skills: TG U6 L5: 72–74 TG U8 L2: 31–32 TG U9 L14: 148–149 TG U10 L22: 226
Writing Standards	
Text Types and Purposes	
K.W.1 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Knowledge: TG D3 L6: 79–80; L8: 104–105 TG D9 L7: 103 TG D12 L8: 114
K.W.2 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Knowledge: TG D2 L1: 13–14 TG D4 L8: 94–95 TG D8 L5: 72–73 TG D10 L6: 83

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.W.3 With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Skills: TG U9 L9: 99–100; L12: 131–132; L17: 175 TG U10 L2: 30–31
	Knowledge: TG D1 L11: 163 TG D3 L1: 15 TG D6 L8: 116 TG D9 L5: 74–75 TG D12 L3: 46
Production and Distribution of Writing	
K.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).	Skills: AB U9: 51–53, 69–71, 89–91 AB U10: 19–22, 35–37, 43–45, 78–80, 111–113, 145–148
	Knowledge: TG D2 L1: 13–14 TG D5 L4: 49 TG D8 L2: 34–35 TG D12 L6: 88
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Knowledge: TG D8 L7: 100 TG D10 L9: 128 TG D11 L9: 121–122 TG D12 L3: 46
K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Knowledge: TG D8 L4: 59–60 TG D11 L10: 135 TG D12 L3: 46
Research to Build and Present Knowledge	
K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Knowledge: TG D2 L7: 87–88 TG D3 L9: 116 TG D6 L6: 85–86 TG D10 L1: 18

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Knowledge: TG D3 L10: 128–129 TG D6 L5: 73–74 TG D10 L1: 18
K.W.9 (Begins in grade 4)	Not applicable according to Arizona's English Language Arts Standards.
Range of Writing	
K.W.10 (Begins in grade 3)	Not applicable according to Arizona's English Language Arts Standards.
Writing Standards: Foundational Skills	
Sound-letter Basics and Handwriting	
K.WF.1 Demonstrate and apply handwriting skills.	
K.WF.1a Match upper and lower case manuscript letters.	Skills: AB U9 L6: 34; L10: 58 TG U9 L3: 35–37 TG U10 L28: 279–280
K.WF.1b Write upper and lower manuscript letters, with reference to a model.	Skills: AB U9 L6: 33; L7: 41 TG U9 L3: 35–37 TG U10 L28: 279–280
K.WF.1c Write left to right using appropriate spacing between words.	Skills: AB U8: 35–36 AB U9: 51–53, 69–71, 89–91 AB U10: 19–22, 35–37, 43–45, 78–80, 111–113, 145–148
K.WF.2 Demonstrate and apply sound-letter concepts when writing.	
K.WF.2a Orally segment the phonemes in any single-syllable, spoken word.	Skills: TG U7 L5: 61–62 TG U4 L4: 46–47
K.WF.2b Demonstrate and understand that each syllable is organized around a vowel sound.	Skills: TG U7 L1: 11–12 TG U8 L15: 168 TG U10 L1: 14–16

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Arizona's English Language Arts Standards

Core Knowledge Language Arts

Spelling

K.WF.3 Know and apply phonics and word analysis skills when encoding words.

K.WF.3a Represent phonemes in simple words, using letter-sound relationships.

Skills:

TG U3 L8: 83–84

TG U4 L2: 27–28

TG U5 L9: 107–108

K.WF.3b Write or select an initial or final consonant when a medial vowel is provided.

Skills:

TG U3 L10: 101–102

TG U5 L4: 49–52

TG U8 L13: 140–141

K.WF.3c Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.

Skills:

TG U5 L13: 151–152

TG U6 L12: 48–49

TG U8 L7: 82–83

K.WF.3d Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under *Word Lists* in the ELA Glossary.)

Skills:

TG U5 L5: 60–64

TG U7 L17: 192–193

TG U9 L13: 137–138

K.WF.3e Attempt phonetic spelling of unknown words.

Skills:

TG U9 L12: 131–132

TG U10 L5: 62–63

Speaking and Listening Standards

Comprehension and Collaboration

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

Skills:

TG U7 L9: 111

TG U8 L17: 185–186

TG U9 L10: 111

TG U10 L13: 141

Knowledge:

TG D1 L7: 106–107

TG D4 L6: 73

TG D9 L7: 102–103

TG D12 L3: 39–45

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Kindergarten

Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.SL.1b Continue a conversation through multiple exchanges.	Skills: TG U6 L4: 61–62 TG U7 L9: 111 TG U8 L3: 44 TG U9 L10: 111
	Knowledge: TG D1 L12: 170–171 TG D3 L6: 81–82 TG D8 L1: 17 TG D12 L8: 112
K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Skills: TG U5 L5: 63–64; L8: 100; L11: 133–134
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Skills: TG U6 L5: 73 TG U7 L11: 136 TG U9 L17: 174–175 TG U10 L13: 141
	Knowledge: TG D3 L10: 128–129 TG D6 L4: 47 TG D7 L7: 93 TG D11 L4: 52–53
Presentation of Knowledge and Ideas	
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Knowledge: TG D2 L6: 64 TG D7 L3: 35–36 TG D9 L6: 91–92 TG D11 L10: 126–127
K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Knowledge: TG D1 L2: 37 TG D5 L8: 97 TG D8 L7: 99–100 TG D10 L10: 141–142

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Knowledge: TG D1 L7: 106–107 TG D7 L5: 58–59 TG D8 L1: 12–17 TG D9 L7: 102
Language Standards	
Conventions of Standard English	
K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
K.L.1a Use frequently occurring nouns and verbs.	Knowledge: TG D2 L2: 23 TG D5 L5: 59–60 TG D8 L6: 87 TG D12 L8: 112
K.L.1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Skills: TG U6 L4: 58
K.L.1c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Skills: TG U9 L1: 13–14; L2: 23–24; L5: 56; L7: 76–77
	Knowledge: TG D6 L4: 56 TG D8 L6: 88 TG D10 L8: 113–114 TG D11 L4: 52–53
K.L.1d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Skills: TG U1 L3: 34 TG U7 L9: 106–108 TG U9 L2: 24 TG U10 L15: 157

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.L.1e Produce and expand complete sentences in shared language activities.	Skills: TG U6 L12: 150–151 TG U7 L9: 111 TG U8 L17: 185–186 TG U9 L17: 185–186
	Knowledge: TG D1 L10: 153 TG D3 L6: 81–82 TG D7 L4: 53
K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
K.L.2a Capitalize the first word in a sentence and the pronoun I.	Skills: TG U5 L13: 150–151 TG U6 L2: 35 TG U9 L1: 15–16 TG U10 L2: 30–31
K.L.2b Recognize and name end punctuation.	Skills: TG U5 L13: 150–151 TG U6 L11: 139–140 TG U8 L15: 166 TG U10 L2: 30–31
Knowledge of Language	
K.L.3 (Begins in grade 2)	Not applicable according to Arizona's English Language Arts Standards.
Vocabulary Acquisition and Use	
K.L.4 (Begins in grade 1)	
K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Knowledge: TG D2 L5: 59–60 TG D6 L6: 85–86 TG D8 L5: 72–73 TG D10 L4: 48–49

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.	Skills: TG U6 L11: 138–139 TG U7 L3: 39–42; L9: 105–108
	Knowledge: TG D7 L4: 52 TG D8 L3: 46 TG D11 L4: 51 TG D12 L2: 31
K.L.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Knowledge: TG D2 L2: 23 TG D5 L1: 13–14 TG D9 L4: 58 TG D12 L8: 112
K.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Knowledge: TG D6 L5: 72 TG D7 L8: 106 TG D8 L5: 71
K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Knowledge: TG D1 L2: 36 TG D3 L6: 81–82 TG D9 L5: 72 TG D12 L8: 113

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Grade 1

A Correlation of CKLA, Grade 1 to Arizona's English Language Arts Standards

Grade 1	
Arizona's English Language Arts Standards	Core Knowledge Language Arts
Reading 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.	Skills: TG U2 L1: 18–20 TG U3 L3: 42–43 TG U5 L2: 32–33 TG U7 L4: 41, 43–45
	Knowledge: TG D1 L8: 95–99 TG D3 L6: 91–96 TG D9 L5: 74–80 TG D10 L5: 70–74
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	Skills: TG U1 L22: 248–250 TG U3 L8: 96–103 TG U7 L8: 75–77
	Knowledge: TG D1 L1: 16–17; L3: 38–39 TG D3 L4: 62–63 TG D5 L5: 74
1.RL.3 Describe characters, settings, and major events in a story, using key details.	Skills: TG U2 L17: 190–191 TG U3 L2: 31–33 TG U6 L1: 15–16 TG U7 L4: 43–45
	Knowledge: TG D1 L1: 7; L2: 26–27 TG D3 L6: 94–97 TG D9 L2: 34, 37–38

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Grade 1

Arizona's English Language Arts Standards	Core Knowledge Language Arts
Craft and Structure	
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Skills: TG U2 L15: 174–175 TG U3 L16: 187–188
	Knowledge: TG D1 L1: 12–13 TG D3 L5: 73–79 TG D9 L5: 80
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.	Skills: TG U4 L2: 27–32
	Knowledge: TG D5 L4: 52–54 TG D6 L3: 46–48
1.RL.6 Identify who is telling the story at various points in a text.	Skills: TG U1 L19: 211 TG U5 L13: 157–158
	Knowledge: TG D4 L2: 28–31; L4: 55–59; L7: 98; L11: 151
Integration of Knowledge and Ideas	
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	Knowledge: TG D1 L5: 55–58 TG D3 L2: 25–30 TG D5 L6: 87 TG D9 L2: 34–35
1.RL.8 (Not applicable to literature)	Not applicable according to Arizona's English Language Arts Standards.
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	Skills: TG U2 L7: 93–94 TG U7 L12: 122–124
	Knowledge: TG D3 L2: 29–30; L8: 126 TG D9 L2: 37–38; L3: 54

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Grade 1

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Range of Reading and Level of Text Complexity

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

Skills:

TG U2 L7: 91–93

TG U3 L1: 15–17

TG U5 L2: 30–32

Knowledge:

TG D4 L2: 26–27; **L9:** 125

TG D9 L1: 10–12

TG D10 L5: 69

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.

Skills:

TG U4 L4: 53; **L12:** 138–139

Knowledge:

TG D2 L2: 25–28

TG D5 L8: 115–117

TG D8 L1: 12–16

TG D11 L1: 12–16

1.RI.2 Identify the main topic and retell key details of a text.

Skills:

TG U4 L10: 118–119

Knowledge:

TG D4 L11: 151, 153

TG D5 L2: 29

TG D10 L12: 178

TG D11 L7: 100–101

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.

Skills:

TG U4 L12: 139

Knowledge:

TG D5 L5: 75

TG D6 L1: 11–12

TG D8 L9: 135–140

TG D10 L3: 46

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
Craft and Structure	
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Knowledge: TG D5 L5: 73 TG D6 L4: 58 TG D7 L4: 57–62 TG D10 L4: 57
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.	Knowledge: TG D6 L2: 25–28; L5: 72–76 TG D7 L4: 53, 57–61
1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Knowledge: TG D6 L3: 43–44 TG D10 L2: 34–36; L6: 94–95
Integration of Knowledge and Ideas	
1.RI.7 Use the illustrations and details in a text to describe its key ideas.	Knowledge: TG D5 L5: 42–43 TG D6 L5: 72–76, 80–81 TG D7 L6: 100–101 TG D10 L9: 134–135
1.RI.8 Identify the reasons an author gives to support points in a text.	Knowledge: TG D6 L6: 91 TG D8 L9: 140 TG D10 L4: 57–58
1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Knowledge: TG D4 L7: 100 TG D6 L3: 48 TG D8 L4: 52; L8: 126
Range of Reading 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.	Skills: TG U4 L2: 27–31
	Knowledge: TG D4 L12: 161–162 TG D6 L1: 9 TG D8 L3: 44 TG D11 L11: 153–155

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Grade 1

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Reading Standards: Foundational Skills

Print Concepts

1.RF.1 Demonstrate understanding of the organization and basic features of print.

1.RF.1a Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).

Skills:

TG U1 L20: 223–224

TG U5 L7: 83–84

Phonological Awareness

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.

Skills:

TG U2 L1: 12–13

TG U3 L4: 52–53

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Skills:

TG U1 L1: 22–24

TG U3 L17: 196

TG U4 L1: 12–14

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Skills:

TG U1 L3: 44–45

TG U3 L9: 110–112

TG U4 L3: 37–38

TG U5 L1: 15–20

1.RF.2d Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).

Skills:

TG U1 L4: 55–56

TG U2 L12: 140–141

TG U3 L11: 133–134

TG U4 L7: 81–82

1.RF.2e 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/).

Skills:

TG U1 L5: 70; **L13:** 141

TG U3 L10: 122

TG U4 L18: 197

1.RF.2f Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

Skills:

TG U2 L2: 28

TG U7 L2: 20

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Arizona's English Language Arts Standards

Core Knowledge Language Arts

Phonics and Word Recognition

1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.

Skills:

TG U1 L17: 181–182; **L18:** 195–196

TG U6 L18: 184–185

TG U7 L21: 199–200

1.RF.3b Decode regularly spelled one-syllable words.

Skills:

TG U2 L4: 53–54

TG U3 L5: 65–66

TG U4 L2: 24–25

TG U6 L11: 114–115

1.RF.3c Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Skills:

TG U4 L14: 158–160

TG U6 L14: 143–144

TG U7 L21: 199–200

1.RF.3d Recognize and apply all six syllable types when decoding grade level texts.

Skills:

TG U2 L4: 53–54

TG U3 L5: 65–66

TG U4 L2: 24–25

TG U6 L11: 114–115

1.RF.3e Read words with inflectional endings.

Skills:

TG U4 L13: 143–149

TG U6 L15: 153–155

1.RF.3f Recognize and read grade-appropriate irregularly spelled words.

Skills:

TG U1 L3: 47–48

TG U2 L5: 64–66, 70

TG U6 L12: 126

TG U7 L9: 90

Fluency

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

1.RF.4a Read on-level text with purpose and understanding.

Skills:

TG U2 L4: 54–57

TG U3 L16: 184–188

TG U6 L16: 167–168

TG U7 L17: 172

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Grade 1

Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Skills: TG U2 L16: 181–182 TG U3 L13: 158 TG U7 L20: 191–195
1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Skills: TG U6 L2: 23–24
Writing Standards	
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.	Skills: TG U3 L6: 76–79 TG U5 L17: 204–208
	Knowledge: TG D6 L6: 84, 93–94 TG D6 L7: 115–118
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.	Skills: TG U3 L6: 76–79 TG U4 L21: 233–236 TG U7 L16: 162–165
	Knowledge: TG D5 L4: 56–57 TG D7 L8: 130–131 TG D10 L11: 166–168 TG D11 L11: 156–157
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.	Skills: TG U3 L7: 91–92 TG U6 L5: 53–55
	Knowledge: TG D1 L3: 38–39; L9: 113 TG D4 L5: 78–79 TG D9 L8: 137–138

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
Production and Distribution of Writing	
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).	Skills: TG U4 L23: 257–258 TG U5 L15: 177 TG U6 L4: 45–46
	Knowledge: TG D2 L4: 55–56; L6: 79–80 TG D5 L11: 165 TG D6 L6–L9: 101–102, 117–118, 133, 147
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.	Skills: TG U3 L7: 89–91 TG U6 L5: 53–55 TG U7 L16: 162–165
	Knowledge: TG D9 L9: 151–152 TG D10 L5: 77
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.	Skills: TG U6 L5: 53–55
	Knowledge: TG D7 L7: 116–117; L8: 130–131 TG D11 L11: 156–157
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).	Knowledge: TG D4 L3: 48 TG D6 L8: 132–133 TG D9 L6: 107 TG D10 L2: 23, 34–36
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Knowledge: TG D1 L2: 28–29 TG D3 L5: 83–84 TG D9 L6: 108–109 TG D10 L2: 36
1.W.9 (Begins in grade 4)	Not applicable according to Arizona's English Language Arts Standards.

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Grade 1

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Range of Writing

1.W.10 (Begins in grade 3)

Not applicable according to Arizona's English Language Arts Standards.

Writing Standards: Foundational Skills

Sound-letter Basics and Handwriting

1.WF.1 Demonstrate and apply handwriting skills.

1.WF.1a Write upper and lower case manuscript alphabet from memory using correct letter formation.

Skills:

TG U1 L1: 24–25

TG U4 L4: 49; **L19:** 209; **L21:** 234; **L23:** 257

TG U5 L7: 83–84; **L11:** 130–132; **L13:** 153–154

1.WF.1b Write the common grapheme (letter or letter group) for each phoneme.

Skills:

TG U1 L1: 24–25

TG U5 L18: 213

TG U6 L17: 174–175

1.WF.1c Write with appropriate spacing between letters and words.

Skills:

TG U1 L18: 200

TG U3 L3: 44–46

TG U4 L21: 237–238

1.WF.2 Demonstrate and apply sound-letter concepts.

1.WF.2a Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.

Skills:

TG U1 L3: 44–45

TG U3 L17: 194–196

TG U5 L21: 241–243

TG U7 L7: 67

1.WF.2b Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

Skills:

TG U4 L7: 78–81

TG U4 L25: 272–273

TG U5 L21: 242–243

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Grade 1

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Spelling

1.WF.3 Know and apply phonics and word analysis skills when encoding words.

1.WF.3a 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*).

Skills:

TG U1 L30: 327
TG U2 L8: 102–105
TG U5 L21: 241–242
TG U7 L5: 50

1.WF.3b 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*).

Skills:

TG U4 L10: 114–115; **L19:** 207
TG U5 L1: 16–19; **L3:** 42–43
TG U6 L21: 214–215
TG U7 L8: 78–79

1.WF.3c 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*).

Skills:

TG U4 L10: 114–115
TG U5 L16: 194
TG U6 L5: 52–53

1.WF.3d 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*).

Skills:

TG U1 L32: 347–348
TG U2 L16: 181
TG U3 L18: 206–207

1.WF.3e Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

Skills:

TG U1 L30: 327–328
TG U3 L2: 28–29

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Grade 1

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Speaking and Listening 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.

1.SL.1a 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).

Skills:

TG U2 L1: 14, 19

Knowledge:

TG D1 L1: 13–15

TG D7 L7: 106

TG D11 L1: 10–11

1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Skills:

TG U1 L20: 220–221, 224–225

Knowledge:

TG D1 L1: 13–15

TG D5 L8: 118–199

TG D6 L5: 76

1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Skills:

TG U1 L26: 287–288

Knowledge:

TG D5 L4: 48

TG D6 L1: 15–16

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

Knowledge:

TG D3 L1: 17

TG D5 L4: 56–57

TG D7 L1: 21

TG D10 L2: 34–35

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.

Skills:

TG U1 L19: 210–211

Presentation of Knowledge and Ideas

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

Knowledge:

TG D2 L10: 134–135

TG D10 L7: 107–108

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Skills: TG U3 L13: 158 TG U5 L7: 85
	Knowledge: TG D1 L3: 38–39 TG D5 L3: 43 TG D6 L1: 17–18 TG D11 L5: 75
1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	Skills: TG U1 L28: 305–307 TG U3 L1: 17–19
	Knowledge: TG D1 L1: 13 TG D5 L3: 41 TG D8 L5: 83 TG D10 L4: 63–64
Language Standards	
Conventions of Standard English	
1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
1.L.1a Use common, proper, and possessive nouns.	Skills: TG U2 L19: 205–207 TG U4 L12: 135–136 TG U6 L13: 135–136 TG U7 L3: 30–31
	Skills: TG U6 L15: 153–155 TG U7 L4: 41–42
1.L.1b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).	Knowledge: TG D4 L9: 127–129 TG D5 L6: 89–91 TG D6 L6: 115–117

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Grade 1

Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.L.1d 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).	Skills: TG U4 L11: 127–128 TG U4 L18: 198–199
	Knowledge: TG D10 L7: 106–107 TG D10 L8: 121–122
1.L.1e Use frequently occurring adjectives.	Skills: TG U4 L17: 187–188 TG U5 L18: 214–216
1.L.1f Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Skills: TG U7 L8: 78–79
	Knowledge: TG D6 L5: 79–80 TG D7 L3: 49–50 TG D8 L6: 99–100 TG D9 L4: 66–67
1.L.1g Use determiners (e.g., articles, demonstratives).	Knowledge: TG D1 L5: 61–62 TG D3 L9: 142–144
1.L.1h Use frequently occurring prepositions (e.g., during, beyond, toward).	Skills: TG U6 L12: 128
1.L.1i Produce and expand complete simple and compound sentences.	Skills: TG U5 L11: 130–133
	Knowledge: TG D11 L3: 46–47
1.L.1j In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.	Skills: TG U5 L11: 130–133
	Knowledge: TG D11 L3: 46–47

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.L.1k Write multiple sentences in an order that supports a main idea or story.	Skills: TG U7 L16: 160–161
	Knowledge: TG D9 L8: 137 TG D10 L12: 180–181 TG D11 L11: 156–157
1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
1.L.2a Capitalize dates and names of people.	Skills: TG U1 L19: 210–212
1.L.2b Use end punctuation for sentences.	Skills: TG U1 L31: 342 TG U5 L5: 63–65 TG U7 L10: 102–103
1.L.2c Use commas in dates and to separate single words in a series.	Skills: TG U7 L7: 69–70
Knowledge of Language	
1.L.3 (Begins in grade 2)	Not applicable according to Arizona's English Language Arts Standards.
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.	
1.L.4a Use frequently occurring affixes as a clue to the meaning of a word.	Skills: TG U5 L3: 42–43
	Knowledge: TG D1 L10: 126 TG D4 L13: 178–179 TG D6 L5: 78 TG D7 L1: 15

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Grade 1

Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.L.4b Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Skills: TG U7 L8: 79–80
	Knowledge: TG D5 L7: 103 TG D7 L2: 35
1.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.	Skills: TG U1 L22: 249 TG U4 L12: 137 TG U6 L14: 146
	Knowledge: TG D1 L1: 12 TG D8 L5: 83 TG D10 L8: 117 TG D11 L2: 32–33
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Knowledge: TG D4 L12: 167 TG D7 L3: 48 TG D9 L6: 108–109 TG D10 L12: 179
1.L.5b 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).	Skills: TG U1 L29: 318–320
	Knowledge: TG D4 L5: 77 TG D5 L7: 98, 103 TG D6 L1: 16 TG D9 L7: 122
1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Knowledge: TG D6 L5: 78 TG D8 L3: 45 TG D9 L6: 106 TG D11 L7: 99

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
1.L.5d With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Skills: TG U3 L1: 16–19
	Knowledge: TG D5 L8: 117
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., <i>because</i>).	Skills: TG U3 L3: 42–43
	Knowledge: TG D2 L5: 66 TG D4 L5: 76 TG D6 L4: 62 TG D9 L4: 67

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Grade 2

A Correlation of CKLA, Grade 2 to Arizona's English Language Arts Standards

Grade 2	
Arizona's English Language Arts Standards	Core Knowledge Language Arts
Reading Standards for Literature	
Key Ideas and Details	
2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Skills: TG U1 L5: 71–72 TG U2 L1: 20–21 TG U4 L7: 94–96 TG U5 L5: 65–66
	Knowledge: TG D1 L4: 53–54 TG D2 L4: 54–61 TG D3 L2: 28–29 TG D4 L5: 76–77
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Skills: TG U1 L19: 219–220 TG U4 L8: 109
	Knowledge: TG D1 L1: 17–19 TG D2 L4: 62–63 TG D3 L2: 32 TG D4 L4: 59–60
2.RL.3 Describe how characters in a story respond to major events and challenges.	Skills: TG U1 L14: 163–167 TG U1 L17: 195–197 TG U5 L8: 102–104
	Knowledge: TG D1 L2: 31–33 TG D1 L4: 53–54, 58 TG D3 L2: 32

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
Craft and Structure	
2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.	Knowledge: TG D2 L5: 74 TG D7 L3: 49–50 TG D12 L2: 35–36
2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Skills: TG U2 L10: 142 TG U4 L15: 184–188
	Knowledge: TG D2 L10: 147 TG D3 L2: 32; L3: 45
2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Knowledge: TG D1 L2: 35 TG D2 L5: 70–74 TG D3 L2: 32
Integration of Knowledge and Ideas	
2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Skills: TG U1 L12: 135–137 TG U4 L22: 256–257 TG U5 L14: 158; L25: 264–266
	Knowledge: TG D1 L1: 12–13; L3: 43 TG D2 L5: 72–74 TG D3 L2: 32
2.RL.8 (Not applicable to literature)	Not applicable according to Arizona's English Language Arts Standards.
2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.	Knowledge: TG D1 L3: 40; L5: 72–73; L7: 113; L8: 131–132

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Grade 2

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Range of Reading and Level of Text Complexity

2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.

Skills:

TG U2 L1: 18–20

TG U4 L10: 133

TG U5 L21–L27: 221–223, 258, 273, 283

Knowledge:

TG D1 L5: 76–81

TG D2 L5: 70–74

TG D3 L2: 24–28; **L3:** 37–42

TG D4 L1: 13–18

Reading Standards for Informational Text

Key Ideas and Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Skills:

TG U3 L3: 42–45; **L25:** 294–295

TG U6 L5: 67–71; **L18:** 212

Knowledge:

TG D2 L12: 173

TG D5 L5: 80

TG D8 L2: 36; **L3:** 49

2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Skills:

TG U3 L14: 182

Knowledge:

TG D5 L5: 75–80

TG D7 L2: 28–32

TG D12 L7: 107–114

2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Skills:

TG U6 L7: 85–88; **L15:** 181–183

Knowledge:

TG D5 L5: 82; **L8:** 118–124

TG D6 L3: 46–47

TG D7 L9: 135–139

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Grade 2

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Skills:

TG U6 L11: 126–127; **L16:** 189–193

Knowledge:

TG D7 L2: 30–31

TG D8 L3: 43

TG D9 L1: 11

TG D10 L8: 112

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Skills:

TG U3 L3: 42–44

TG U6 L2: 27–30; **L5:** 67–71

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Knowledge:

TG D6 L1: 46–47

TG D8 L2: 33

TG D10 L9: 124–130

TG D12 L7: 114

Integration of Knowledge and Ideas

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Skills:

TG U6 L3: 38–43; **L31:** 331–333

Knowledge:

TG D5 L7: 105

TG D7 L1: 13

TG D9 L2: 29

TG D10 L5: 72

2.RI.8 Describe how reasons support specific points the author makes in a text.

Skills:

TG U6 L7: 85–88; **L22:** 244–247

Knowledge:

TG D8 L5: 75; **L7:** 109

TG D9 L6: 93–98

TG D10 L8: 115

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	Knowledge: TG D2 L14: 201 TG D5 L7: 111 TG D6 L2: 34 TG D7 L3: 49–50
Range of Reading and Level of Text Complexity	
2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.	Skills: TG U3 L25: 294–295 TG U6 L14: 164–165; L20: 230–231
	Knowledge: TG D2 L6: 84–86 TG D5 L4: 56–60 TG D8 L4: 55–61 TG D12 L8: 123–128
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.	
2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Skills: TG U1 L1: 27–31 TG U2 L2: 29–34 TG U4 L17: 201–204 TG U6 L6: 77–78
2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	Skills: TG U1 L7: 86–87 TG U3 L3: 39–41 TG U4 L5: 64–66 TG U6 L3: 45–46
2.RF.3c Identify and apply all six syllable types to decode appropriate grade-level text.	Skills: TG U1 L7: 86–87 TG U2 L2: 33–34 TG U3 L3: 39–42 TG U4 L2: 20–21

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.RF.3d Decode words with common prefixes and suffixes.	Skills: TG U1 L19: 215–217 TG U2 L6: 92 TG U3 L11: 139–140 TG U5 L15: 167–168
2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	Skills: TG U1 L11: 118–119 TG U2 L16: 207–208 TG U3 L9: 116–119 TG U4 L6: 76–79
2.RF.3f Recognize and read grade-appropriate irregularly spelled words.	Skills: TG U1 L12: 132–133 TG U2 L6: 86–87 TG U4 L3: 34–37 TG U5 L11: 129–130
Fluency	
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
2.RF.4a Read on-level text with purpose and understanding.	Skills: TG U1 L4: 58–60, 62–63 TG U2 L15: 201–202 TG U4 L11: 145 TG U5 L2: 27–28
2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Skills: TG U1 L5: 70–72 TG U2 L16: 208–209 TG U4 L21: 251
2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Skills: TG U1 L5: 70–72 TG U2 L16: 208–209 TG U4 L21: 251

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Grade 2

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Writing Standards

Text Types and Purposes

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Skills:

TG U2 L12: 160–162; **L14:** 191–192

TG U4 L14: 175–176

Knowledge:

TG D3 L7: 104–105

TG D5 L2: 35–36

TG D12 L2: 35–36; **L9:** 147

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Skills:

TG U6 L22: 251–252; **L23:** 262–263

Knowledge:

TG D2 L9–L11: 138, 149, 161–162

TG D6 L5: 73–74

TG D7 L1: 21–22

TG D8 L2: 36

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.

Skills:

TG U1 L1: 32; **L7:** 88

TG U5 L19: 205

Knowledge:

TG D4 L7–L10: 108–109, 122–123, 134–135, 148–149

TG D8 L1: 19–20

TG D9 L1: 20

TG D11 L7–L8: 105–106, 122–123

Production and Distribution of Writing

2.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).

Skills:

TG U2 L14: 191–192

TG U3 L22: 272–276

TG U5 L18: 196–197

TG U6 L22: 251–252

Knowledge:

TG D10 L1: 17

TG D11 L7: 105–106

TG D12 L6: 100–101

Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Skills: TG U2 L14: 191–192 TG U5 L18: 196–197
	Knowledge: TG D4 L9: 134–135 TG D6 L6: 93 TG D8 L8: 125–126 TG D12 L9: 147
2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Skills: TG U2 L14: 191–192
	Knowledge: TG D4 L10: 148 TG D10 L9: 132–133 TG D12 L9: 147
Research to Build and Present Knowledge	
2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Knowledge: TG D2 L6: 89 TG D5 L8: 126 TG D6 L6: 93 TG D8 L3: 49
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	Skills: TG U3 L22: 272–276
	Knowledge: TG D1 L5: 83–84 TG D2 L7: 101–103 TG D3 L3: 44–45 TG D4 L1: 20–21
2.W.9 (Begins in grade 4)	Not applicable according to Arizona's English Language Arts Standards.
Range of Writing	
2.W.10 (Begins in grade 3)	Not applicable according to Arizona's English Language Arts Standards.

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Grade 2

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Writing Standards: Foundational Skills

Sound-letter Basics and Handwriting

2.WF.1 Demonstrate and apply handwriting skills.

2.WF.1a Write legibly in manuscript using correct letter formation.

Skills:

TG U4 L13–L14: 165–167, 175–178

TG U5 L19: 205

AB U4: 56–61, 67–71, 79–83

AB U5: 107–109, 117–119

2.WF.1b Transcribe ideas in manuscript with automaticity and proper spacing.

Skills:

TG U4 L13–L14: 165–167, 175–178

TG U5 L19: 205

AB U4: 56–61, 67–71, 79–83

AB U5: 107–109, 117–119

2.WF.2 Demonstrate and apply sound-letter concepts.

2.WF.2a Write the most common graphemes (letters or letter groups) for each phoneme. For example:

1. Consonants: /s/= s, ss, ce, ci, cy
/f/= f, ff, ph
/k/= c, k, ck
2. Vowels: /o/= o, o_e, oa, ow (long o)
/a/= a, a_e, ai, ay, eigh (long a)

Skills:

TG U1 L15: 172; **L20:** 225; **L22:** 245–246

TG U3 L5: 67

Spelling

2.WF.3 Know and apply phonics and word analysis skills when encoding words.

2.WF.3a Spell on-level, regular, single-syllable words that include:

1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
2. Complex consonant blends (e.g., scr, str, squ).
3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
4. Vowel-r combinations (e.g., turn, star, third, four, for).
5. Contractions (e.g., we'll, I'm, they've, don't).
6. Homophones (e.g., bear, bare; past, passed).
7. Plurals and possessives (e.g., its, it's).

Skills:

TG U2 L15: 197

TG U3 L10: 128

TG U4 L10: 130

Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.WF.3b With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).	Skills: TG U3 L15: 187 TG U5 L5: 61–62 TG U6 L10: 115–116
2.WF.3c With prompting and support, spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies).	Skills: TG U1 L20: 225 TG U2 L5: 75–76 TG U3 L15: 187–188 TG U4 L6: 79–82
2.WF.3d Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).	Skills: TG U3 L5: 67 TG U4 L15: 180
Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Skills: TG U1 L4: 61–63
	Knowledge: TG D2 L13: 188 TG D9 L11: 160 TG D10 L5: 75–76
2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.	Skills: TG U4 L17: 207–208
	Knowledge: TG D2 L4: 60 TG D10 L7: 75–76 TG D11 L4: 56–57 TG D12 L8: 133

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	Skills: TG U4 L7: 96–97
	Knowledge: TG D5 L1: 16 TG D10 L5: 75; L8: 118
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Skills: TG U4 L8: 109–112
	Knowledge: TG D4 L4: 62–63 TG D7 L3: 41 TG D8 L2: 25 TG D9 L9: 133
2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Skills: TG U4 L6: 84–85
	Knowledge: TG D1 L1: 17–19 TG D5 L1: 15 TG D7 L3: 46 TG D8 L3: 47
Presentation of Knowledge and Ideas	
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Knowledge: TG D4 L5: 68 TG D5 L4: 65 TG D7 L6: 97–98 TG D10 L1: 18
2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Knowledge: TG D4 L10: 149 TG D5 L4: 65 TG D7 L2: 35 TG D10 L3: 45

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Skills: TG U6 L23: 262–263
	Knowledge: TG D1 L1: 17–19 TG D2 L3: 47–48 TG D4 L10: 148 TG D7 L2: 33–34
Language Standards	
Conventions of Standard English	
2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
2.L.1a Use collective nouns (e.g., group).	Skills: TG U4 L10: 131–132
2.L.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Skills: TG U4 L7: 92–93; L10: 131–132
	Knowledge: TG D1 L5: 84–85
2.L.1c Use reflexive pronouns (e.g., myself, ourselves).	Skills: TG U5 L10: 121–122
2.L.1d Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).	Skills: TG U1 L19: 215–217 TG U4 L8: 104
	Knowledge: TG D2 L5: 76–79
2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Skills: TG U5 L3: 35–36 TG U6 L12: 146
	Knowledge: TG D4 L6: 91–92 TG D8 L6: 98–99 TG D10 L2: 30 TG D11 L4: 46–47

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.L.1f Use interjections (e.g., Yes! That is mine; Yes, that is mine!)	Skills: TG U1 L12: 136–137; L18: 205–206 TG U2 L11: 151–152 TG U4 L18–L19: 230–231, 235
2.L.1g Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).	Skills: TG U2 L9: 129 TG U6 L12: 144–145; L18: 213
2.L.1h Identify and use declarative, interrogative, imperative, and exclamatory sentences.	Skills: TG U2 L9: 129 TG U6 L12: 144–145; L18: 213
2.L.1i With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.	Skills: TG U6 L22: 251–252; L23: 262–263
	Knowledge: TG D2 L9–L11: 138, 149, 161–162 TG D6 L5: 73–74 TG D7 L1: 21–22 TG D8 L2: 36
2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
2.L.2a Capitalize holidays, product names, and geographic names.	Skills: TG U4 L13: 163–165 TG U5 L12: 140
2.L.2b Use commas in greetings and closings of letters.	Skills: TG U4 L14: 175–176
2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.	Skills: TG U2 L2: 30 TG U5 L9: 110
2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Skills: TG U1 L11: 124–125
2.L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Skills: TG U5 L6: 73–75 TG U6 L23: 263; L5: 67–71

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Grade 2

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Knowledge of Language

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2.L.3a Compare formal and informal uses of English.

Skills:

TG U3 L15: 188–189

Knowledge:

TG D3 L5: 75

TG D9 L6: 100–101

Vocabulary Acquisition and Use

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2.L.4a Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Knowledge:

TG D1 L1: 19

TG D2 L4: 61

TG D3 L1: 14–15

TG D7 L8: 128–129

2.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

Knowledge:

TG D1 L3: 43–44

TG D2 L14: 199

TG D4 L3: 44–45

TG D5 L3: 50–51

2.L.4c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Skills:

TG U1 L6: 81–82; **L9:** 97–98

Knowledge:

TG D2 L1: 13

TG D6 L3: 48–49; **L7:** 102

TG D10 L1: 10

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.L.4d Use sentence-level context as a clue to the meaning of a word or phrase.	Skills: TG U1 L12: 136–138 TG U3 L11: 141
	Knowledge: TG D1 L4: 65 TG D8 L4: 63 TG D9 L2: 28 TG D10 L2: 25–26
2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Skills: TG U6 L15: 179–181
	Knowledge: TG D5 L1: 5; L6: 73
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Skills: TG U3 L17: 213–214
	Knowledge: TG D2 L9: 135–136 TG D8 L5: 68 TG D10 L8: 118 TG D12 L8: 121–122
2.L.5b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Skills: TG U2 L13: 182 TG U3 L18: 223–226
	Knowledge: TG D2 L13: 186 TG D5 L8: 125 TG D7 L6: 92

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Grade 2

Arizona's English Language Arts Standards	Core Knowledge Language Arts
2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Skills: TG U6 L4: 53–57
	Knowledge: TG D1 L8: 114 TG D2 L9: 135–136 TG D6 L4: 60 TG D8 L5: 76

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Grade 3

A Correlation of CKLA, Grade 3 to Arizona's English Language Arts Standards

Grade 3	
Arizona's English Language Arts Standards	Core Knowledge Language Arts
Reading Standards for Literature	
Key Ideas and Details	
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1 L5: 129–134 TG U6 L4: 63–70 TG U8 L5: 110
3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	TG U1 L6: 139–147 TG U4 L6: 146, 155 TG U6 L6: 95–98
3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG U1 L7: 154–156 TG U5 L2: 26–33 TG U8 L7: 142
Craft and Structure	
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TG U4 L3: 58–59 TG U8 L7: 154–155 TG U10 L16: 366–368
3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TG U4 L13: 300–304 TG U6 L2: 35; L3: 58
3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.	TG U1 L8: 192; L9: 229–230 TG U4 L6: 137–143
Integration of Knowledge and Ideas	
3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TG U6 L1: 15–16 TG U8 L12: 241–242
3.RL.8 (Not applicable to literature)	Not applicable according to Arizona's English Language Arts Standards.
3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TG U1 L3: 83 TG U4 L2: 50–51 TG U8 L7: 152–153; L13: 258–260

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Grade 3

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Range of Reading and Level of Text Complexity

3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

TG U6 L10: 150
TG U8 L6: 128–132
TG U10 L16: 366–368

Reading Standards for Informational Text

Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

TG U3 L13: 299–300
TG U4 L12: 285
TG U10 L10: 241, 248–249

3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

TG U4 L11: 255–257
TG U5 L7: 142–148
TG U10 L13: 315–325

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

TG U2 L3: 55–61
TG U3 L10: 220–222
TG U5 L3: 47–51

Craft and Structure

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

TG U2 L10: 214–222
TG U5 L12: 276
TG U7 L10: 186

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

TG U2 L1: 11–20; **L11:** 236
TG U5 L13: 291–292

3.RI.6 Distinguish one's own point of view from that of the author of a text.

TG U2 L2: 38–47
TG U4 L11: 266; **L14:** 318–320

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

TG U2 L12: 249–255
TG U8 L2: 39–45
TG U9 L6: 141–149

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

TG U3 L2: 53–54
TG U5 L4: 74–79
TG U7 L15: 250–251

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Grade 3

Arizona's English Language Arts Standards	Core Knowledge Language Arts
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	TG U4 L8: 194 TG U5 L2: 35–36 TG U7 L14: 242
Range of Reading and Level of Text Complexity	
3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, sciences, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	TG U3 L9: 196–202 TG U7 L18: 304–305 TG U11 L2: 26
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.	
3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	TG U2 L4: 93–94 TG U4 L3: 77–78
3.RF.3b Decode words with common Latin suffixes.	TG U8 L8: 181–183
3.RF.3c Apply knowledge of the six syllable types to read grade-level words accurately.	TG U1 L1: 37–38 TG U6 L2: 25–26 TG U7 L1: 30–32
3.RF.3d Read grade-level appropriate irregularly spelled words.	TG U4 L6: 158 TG U5 L11: 258–261
Fluency	
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
3.RF.4a Read grade-level text with purpose and understanding.	TG U4 L15: 327–328 TG U5 L5: 102–114 TG U11 L2: 26–27
3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U4 L13: 304–305 TG U5 L14: 299 TG U7 L13: 236–237
3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U7 L17: 291 TG U10 L16: 366–368

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Grade 3

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Writing Standards

Text Types and Purposes

3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.

3.W.1a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.

TG U4 L6: 156–157
TG U6 L1: 16
TG U9 L12: 292–293

3.W.1b Provide reasons that support the opinion.

TG U1 L12: 311–312
TG U2 L6: 141
TG U4 L15: 131–132

3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

TG U1 L11: 293–294
TG U9 L2: 51–54; **L5:** 131–132

3.W.1d Provide a concluding statement or section.

TG U1 L11: 293–294
TG U4 L9: 226
TG U9 L12: 292–293

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

TG U2 L13: 275–277
TG U5 L14: 301–302
TG U6 L10: 150

3.W.2b Develop the topic with facts, definitions, and details.

TG U2 L13: 275–277
TG U6 L7: 118–119
TG U7 L18: 308–310

3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

TG U2 L14: 296–297
TG U5 L15: 309–312
TG U7 L18: 308–310

3.W.2d Provide a concluding statement or section.

TG U2 L14: 296–297
TG U5 L15: 309–312
TG U7 L18: 308–310

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

TG U6 L11: 156–161, 162–168
TG U10 L5: 131–132; **L16:** 368

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Grade 3

Arizona's English Language Arts Standards	Core Knowledge Language Arts
3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG U1 L2: 59 TG U7 L13: 235–236 TG U10 L6: 156–157
3.W.3c Use temporal words and phrases to signal event order.	TG U10 L7: 181; L10: 250–251
3.W.3d Provide a sense of closure.	TG U1 L4: 106–107 TG U10 L8: 201–202
Production and Distribution of Writing	
3.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.)	TG U2 L13: 275–277 TG U3 L11: 259 TG U7 L17: 289–291
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).	TG U2 L14: 296–297 TG U4 L8: 206 TG U10 L10: 205–206
3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TG U1 L13: 339 TG U5 L16: 321–322 TG U7 L19: 314
Research to Build and Present Knowledge	
3.W.7 Conduct short research projects that build knowledge about a topic.	TG U2 L12: 263 TG U5 L7: 150 TG U10 L13: 326–327
3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TG U4 L3: 71–75 TG U7 L6: 116–122 TG U8 L2: 47
3.W.9 (Begins in grade 4)	Not applicable according to Arizona's English Language Arts Standards.
Range of Writing	
3.W.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 discipline-specific tasks, purposes, and audiences.	TG U5 L12: 265 TG U10 L12: 304

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Grade 3

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Writing Standards: Foundational Skills

Sound-letter Basics and Handwriting

3.WF.1 Demonstrate and apply handwriting skills.

3.WF.1a Read and write cursive letters, upper and lower case.

TG U1 Cursive Program: 8–19

TG U7 L20: 328–329

TG U11 L9: 158–159

3.WF.1b Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.

TG U1 Cursive Program: 8–19

TG U7 L20: 328–329

TG U11 L9: 158–159

3.WF.2 Standard ends at grade 2.

Not applicable according to Arizona's English Language Arts Standards.

Spelling

3.WF.3 Know and apply spelling conventions and patterns.

3.WF.3a Spell single-syllable words with less common and complex graphemes (e.g., *ough*, *ugh*, *old*, *-ind*, *-ost*, *-ild* families).

TG U10 L5: 109–110

TG U11 L5: 87–88

3.WF.3b Identify language of origin for words, as noted in dictionaries.

G3 U9 L3: 77–81

G3 U11 L5: 96

3.WF.3c Spell singular and plural possessives (e.g., *teacher's*, *teachers'*).

TG U7 L18: 305–308

TG U8 L10: 214

3.WF.3d Spell regular two- and three-syllable words that:

1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel teams, vowel-r, and consonant le.
2. Include common, transparent prefixes and suffixes (e.g., *re-*, *pre-*, *sub-*, *un-*, *dis-*, *mis-*; *-able*, *-ness*, *-ful*, *-tion*).

TG U6 L1: 10–13

TG U10 L8: 204–205

3.WF.3e 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.
2. Pattern-based words.

TG U3 L4: 90

TG U8 L10: 204–205

TG U10 L5: 109–110

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Grade 3

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Speaking and Listening Standards

Comprehension and Collaboration

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TG U2 L5: 119–121
TG U4 L14: 315–317
TG U5 L4: 69–70

3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

TG U4 L9: 226
TG U5 L9: 210–211
TG U9 L13: 299–300

3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

TG U4 L2: 51
TG U5 L17: 326, 328
TG U11 L8: 145

3.SL.1d Explain their own ideas and understanding based on the discussion.

TG U1 L1: 34–35
TG U5 L9: 210–211
TG U7 L8: 158–160

3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TG U1 L12: 309–310
TG U2 L1: 9–10
TG U5 L2: 36

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

TG U5 L17: 326–328
TG U9 L9: 220–221
TG U10 L1: 11

Presentation of Knowledge and Ideas

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

TG U5 L17: 326–328
TG U7 L20: 328
TG U11 L12: 178

3.SL.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

TG U8 L3: 64–65; **L11:** 236

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

TG U2 L8: 176
TG U5 L3: 44
TG U11 L11: 175

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Grade 3

Arizona's English Language Arts Standards

Core Knowledge Language Arts

Language Standards

Conventions of Standard English

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

3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

TG U2 L5: 120–121
TG U10 L11: 277–280
TG U11 L4: 80

3.L.1b Form and use regular and irregular plural nouns.

TG U3 L6: 132–134; **L10:** 229–230; **L11:** 255–259

3.L.1c Use abstract nouns (e.g., childhood).

TG U2 L11: 241–243; **L12:** 264

3.L.1d Form and use regular and irregular verbs.

TG U4 L12: 286–288; **L15:** 329

3.L.1e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

TG U4 L2: 52–53; **L7:** 180–181

3.L.1f Ensure subject-verb and pronoun-antecedent agreement.

TG U4 L4: 103–104
TG U10 L12: 305–307
TG U11 L10: 166–167

3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

TG U9 L11: 277
TG U10 L2: 47–49
TG U11 L7: 127–129

3.L.1h Use coordinating and subordinating conjunctions.

TG U5 L12: 278–280
TG U6 L2: 26–28
TG U7 L8: 160–162

3.L.1i Produce simple, compound, and complex sentences.

TG U2 L15: 306–307
TG U6 L9: 144–145
TG U9 L7: 182–183

3.L.1j Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

TG U2 L13: 279–281
TG U7 L20: 326

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

3.L.2a Capitalize appropriate words in titles.

TG U10 L16: 368
TG U11 L9: 158

3.L.2b Use commas in addresses.

TG U3 L2: 53–54
TG U11 L9: 158

3.L.2c Use commas and quotation marks in dialogue.

TG U7 L12: 217–218
TG U11 L10: 166–167

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Grade 3

Arizona's English Language Arts Standards	Core Knowledge Language Arts
3.L.2d Form and use possessives.	TG U7 L18: 305–308 TG U8 L2: 47–49
Knowledge of Language	
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
3.L.3a Choose words and phrases for effect.	TG U2 L12: 263 TG U5 L11: 258 TG U7 L8: 158–160
3.L.3b Recognize and observe differences between the conventions of spoken and written Standard English.	TG U8 L9: 200; L3: 65
Vocabulary Acquisition and Use	
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
3.L.4a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	TG U3 L4: 88–91 TG U7 L7: 142–143 TG U10 L13: 328–329
3.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TG U2 L6: 142–144 TG U9 L8: 212–214 TG U10 L11: 260–266
3.L.4c Use sentence-level context as a clue to the meaning of a word or phrases.	TG U2 L10: 214–222 TG U5 L6: 120–131 TG U10 L10: 242–247
3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TG U6 L4: 64 TG U8 L10: 214 TG U9 L2: 54–55
3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	TG U4 L7: 175–178 TG U7 L16: 274 TG U9 L10: 238–246
3.L.5b Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).	TG U2 L12: 256 TG U4 L7: 172 TG U5 L12: 271

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Grade 3

Arizona's English Language Arts Standards	Core Knowledge Language Arts
3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	TG U9 L6: 140–143; L11: 269 TG U10 L8: 191–192
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	TG U2 L6: 128 TG U3 L9: 195 TG U7 L20: 326

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Grade 4

A Correlation of CKLA, Grade 4 to Arizona's English Language Arts Standards

Grade 4	
Arizona's English Language Arts Standards	Core Knowledge Language Arts
Reading Standards for Literature	
Key Ideas and Details	
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U3 L1: 14–15 TG U6 L1: 14–20 TG U8 L3: 66–67
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TG U2, Pt. 2 L24: 181–186 TG U3 L12: 157–159 TG U6 L2: 40–43
4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	TG U3 L3: 46–47 TG U6 L3: 61–62 TG U8 L10: 206–221
Craft and Structure	
4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	TG U3 L4: 57–60; L10: 135–137; L11: 143–146 TG U5 L7: 157–173
4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.	TG U3 L1: 10, 16–19; L2: 27–28; L13: 168 TG U6 L3: 63–65 TG U7 L1: 9–14
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TG U2, Pt. 2 L23: 170 TG U3 L3: 40–42 TG U6 L8: 145–148 TG U8 L1: 20, 23
Integration of Knowledge and Ideas	
4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TG U3 L2: 30–31; L3: 46–47 TG U5 L7: 164
4.RL.8 (Not applicable to literature)	Not applicable according to Arizona's English Language Arts Standards.

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Grade 4

Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TG U5 L7: 160–173
Range of Reading and Level of Text Complexity	
4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	TG U2, Pt. 2 L24: 181–186 TG U3 L3: 43–44 TG U6 L2: 44–45
Reading Standards for Informational Text	
Key Ideas and Details	
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U2 L2: 36–39 TG U5 L3: 64–75
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TG U7 L1: 19–29; L9: 174–189
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	TG U2, Pt. 1 L12: 273–289 TG U4 L5: 179–184 TG U5 L12: 271–275
Craft and Structure	
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	TG U5 L6: 127–128; L8: 186–187 TG U7 L8: 56, 59
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TG U1 L3: 54–55; L7: 112 TG U4 L5: 176–179
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	TG U1 L8: 126–128
Integration of Knowledge and Ideas	
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	TG U2, Pt. 1 L1: 13–15 TG U5 L1: 31–32; L2: 48–50 TG U7 L12: 242

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	TG U2 L9: 209–210 TG U5 L2: 49, 52–53; L5: 119
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TG U5 L7: 175–179 TG U7 L5: 90–98; L7: 149–150
Range of Reading and Level of Text Complexity	
4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	TG U2, Pt. 1 L4: 82–98 TG U4 L3: 93–98 TG U5 L3: 64–75 TG U7 L10: 203–212
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.	
4.RF.3a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.	TG U2 L2: 53–54 TG U5 L9: 224–225 TG U7 L6: 127–129 TG U8 L11: 244–247
4.RF.3b Apply knowledge of the six syllable patterns to read grade level words accurately.	TG U2, Pt. 1 L6: 147–149 TG U7 L6: 128–131 TG U8 L11: 245–247
4.RF.3c Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.	TG U2 L2: 53–54 TG U5 L9: 224–225 TG U7 L6: 127–129 TG U8 L11: 244–247
Fluency	
4.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
4.RF.4a Read grade-level text with purpose and understanding.	TG U4 L5: 172–205 TG U5 L12: 289–290 TG U6 L4: 80
4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U3 L8: 109–112 TG U5 L14: 345–346 TG U6 L1: 18–20

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Grade 4

Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1 BOY Assessment: 258–262 TG U2 L7: 154–166 TG U5 L5: 109–119 TG U6 L1: 14–15
Writing Standards	
Text Types and Purposes	
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
4.W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	TG U4 L3: 99–103 TG U6 L3: 65–66 TG U7 L5: 101
4.W.1b Provide reasons that are supported by facts and details.	TG U2, Pt. 1 L10: 237–239; L12: 290–293 TG U4 L3: 99–103 TG U7 L5: 101
4.W.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	TG U2, Pt. 1 L13: 313–314 TG U6 L3: 66 TG U7 L12: 249
4.W.1d Provide a concluding statement or section related to the opinion presented.	TG U2, Pt. 1 L13: 313–314 TG U7 L13: 268–270
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U2, Pt. 1 L3: 74–76; L5: 117–119 TG U5 L5: 123 TG U7 L3: 60
4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U2, Pt. 1 L3: 74–76; L5: 117–119 TG U5 L5: 123; L7: 175–181 TG U7 L3: 60; L5: 100
4.W.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	TG U2, Pt. 1 L3: 74–76; L5: 117–119 TG U7 L3: 60; L10: 167–168
4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U2, Pt. 1 L3: 74–76; L5: 117–119 TG U5 L5: 123; L7: 175–181 TG U7 L10: 197–198
4.W.2e Provide a concluding statement or section related to the information or explanation presented.	TG U2, Pt. 1 L3: 74–76; L5: 117–119 TG U5 L7: 175–181

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Grade 4

Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1 L6: 103–105; L8: 145–148 TG U2, Pt. 2 L20: 113–114 TG U6 L6: 119–121
4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U1 L6: 103–105 TG U4 L4: 155 TG U6 L8: 149–151 TG U8 L10: 222–223
4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.	TG U1 L7: 123–124 TG U8 L12: 255
4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1 L4: 71; L8: 145–148; L12: 214–215 TG U6 L1: 21–23 TG U8 L13: 277–278
4.W.3e Provide a conclusion that follows from the narrated experiences or events.	TG U1 L13: 226 TG U6 L12: 230–232 TG U8 L16: 317–318
Production and Distribution of Writing	
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	TG U1 L9: 162 TG U4 L5: 208–209 TG U5 L7: 77–83 TG U8 L13: 277–279
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4).	TG U6 L2: 36–37 TG U7 L15: 294–295 TG U8 L17: 324–325
4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	TG U8 L18: 328–329
Research to Build and Present Knowledge	
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U4 L2: 61–84; L3: 93–103 TG U6 L7: 136 TG U7 L7: 149–150

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	TG U2, Pt. 2 L18: 62–64 TG U5 L5: 121–122 TG U7 L5: 100–101
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
4.W.9a Apply grade 4 Reading standards to literature.	TG U1 L1: 28 TG U3 L3: 47 TG U6 L3: 70
4.W.9b Apply grade 4 Reading standards to informational texts.	TG U2, Pt. 1 L12: 290–293 TG U5 L1: 31–33; L12: 310–314 TG U7 L3: 60–61
Range of Writing	
4.W.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 discipline-specific tasks, purposes, and audiences.	TG U2, Pt. 2 L21: 135 TG U3 L13: 169–170 TG U6 L4: 86 TG U8 L12: 254–256
Writing Standards: Foundational Skills	
Sound-letter Basics and Handwriting	
4.WF.1 Demonstrate and apply handwriting skills.	
4.WF.1a Read and write cursive letters, upper and lower case.	TG U1 Cursive Program: 6–17 TG U5 L7: 175–178, 182 TG U8 L17: 323–325
4.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.	TG U1 Cursive Program: 6–17 TG U5 L7: 175–178, 182 TG U8 L17: 323–325
Speaking and Listening Standards	
Comprehension and Collaboration	
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
4.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG U2 L7: 171–176 TG U4 L3: 104–107 TG U6 L3: 63–65

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Grade 4

Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.	TG U6 L12: 233–234 TG U7 L1: 10–15 TG U8 L19: 332–333
4.SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TG U3 L2: 32–33 TG U4 L7: 274; L8: 286–290
4.SL.1d Review the key ideas expressed and explain their own ideas and understanding based on the discussion.	TG U4 L6: 223–227 TG U5 L1: 10–12 TG U6 L1: 18–20
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U2, Pt. 1 L7: 172–176 TG U3 L7: 101–102 TG U4 L4: 147–149
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	TG U3 L5: 70–71 TG U5 L1: 18–30 TG U8 L1: 11–13
Presentation of Knowledge and Ideas	
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TG U1 L5: 85–86 TG U2, Pt. 2 L23: 175–176 TG U4 L10: 326 TG U6 L6: 122; L12: 233
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TG U4 L10: 327–330 TG U8 L18: 329
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).	TG U2, Pt. 2 L23: 175–176 TG U3 L6: 81–83 TG U4 L3: 105–107 TG U7 L1: 10–15 TG U8 L2: 24–25
Language Standards	
Conventions of Standard English	
4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
4.L.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TG U8 L4: 93–96; L6: 134–136; L9: 197
4.L.1b Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	TG U7 L9: 186–187; L11: 227–228

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	TG U7 L14: 280–282; L16: 325 TG U8 L2: 55–56
4.L.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	TG U5 L11: 276–279; L14: 349–350
4.L.1e Form and use prepositional phrases.	TG U2, Pt. 1 L4: 101–102
4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TG U2, Pt. 1 L11: 262–264; L14: 336 TG U2, Pt. 2 L17: 36–38
4.L.1g Correctly use frequently confused words (e.g., to, too, two; there, their).	TG U8 L4: 96–97; L9: 197
4.L.1h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1–3.)	TG U2, Part 1 L3: 74–77 TG U7 L10: 196–200; L13: 268–270 TG U8 L5: 113–114; L8: 175–178
4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
4.L.2a Use correct capitalization.	TG U2, Pt. 2 L19: 82–86; L24: 190–191 TG U7 L16: 327 TG U8 L17: 324–325
4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1 L6: 99–101 TG U5 L2: 55–57; L4: 101–102
4.L.2c Use a comma before a coordinating conjunction in a compound sentence.	TG U5 L2: 55–57 TG U8 L11: 240–242; L14: 291
4.L.2d Spell grade-appropriate words correctly, consulting references as needed.	TG U2, Pt. 2 L19: 89–91 TG U5 L9: 225–226 TG U7 L10: 194–198 TG U8 L6: 139–141
Knowledge of Language	
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
4.L.3a Choose words and phrases to convey ideas precisely.	TG U1 L11: 187–188 TG U2, Pt. 1 L2: 50–52 TG U8 L19: 332–333
4.L.3b Choose punctuation for effect.	TG U2, Pt. 2 L19: 93–94 TG U8 L10: 222–223; L16: 316–317; L17: 324–325

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
4.L.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U2, Pt. 2 L23: 175 TG U4 L4: 154–155 TG U8 L19: 332–333
Vocabulary Acquisition and Use	
4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
4.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	TG U2, Pt. 1 L11: 264–266 TG U2, Pt. 2 L19: 86–89 TG U5 L2: 57–58 TG U7 L2: 50–51
4.L.4b Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TG U5 L2: 54–55 TG U6 L9: 163–164 TG U7 L8: 167 TG U8 L9: 196–197
4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG U4 L3: 107 TG U7 L1: 16–17 TG U8 L1: 14; L8: 161–162
4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	TG U1 L10: 167–176 TG U3 L4: 49–60 TG U7 L14: 276–279 TG U8 L5: 111
4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U7 L3: 58–59 TG U8 L5: 103–111; L7: 151 TG U8 L10: 207–220
4.L.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.	TG U2, Pt. 1 L2: 50; L12: 289 TG U5 L5: 121 TG U7 L3: 59 TG U8 L2: 54
4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	TG U1 L6: 91–97 TG U2, Pt. 1 L4: 82–83 TG U4 L3: 91–92 TG U7 L2: 35–47

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Grade 5

A Correlation of CKLA, Grade 5 to Arizona’s English Language Arts Standards

Grade 5	
Arizona’s English Language Arts Standards	Core Knowledge Language Arts
Reading Standards for Literature	
Key Ideas and Details	
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U3 L3: 41–48 TG U4 L3: 69–82 TG U6 L2: 54–62 TG U9 L8: 124–129
5.RL.2 Determine a theme of a story, drama, or poem from details in the text; include how characters in a story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	TG U2 L5: 115–126 TG U4 L11: 261 TG U7 L3: 54–55 TG U8 L7: 170–177
5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TG U1 L7: 130–132 TG U2 L13: 295 TG U6 L2: 63 TG U8 L3: 74–75
Craft and Structure	
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TG U1 L3: 53–61 TG U3 L7: 99–102 TG U4 L3: 114 TG U6 L2: 51–61
5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG U3 L4: 61–65 TG U4 L1: 20–28 TG U6 L2: 51–63 TG U7 L4: 83–90
5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	TG U1 L7: 130–132 TG U4 L4: 101–113 TG U8 L1: 25 TG U9 L12: 190–193

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
Integration of Knowledge and Ideas	
5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	TG U3 L3: 42–43 TG U7 L3: 73
5.RL.8 (Not applicable to literature)	Not applicable according to Arizona's English Language Arts Standards.
5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG U2 L13: 294 TG U4 L3: 83 TG U8 L7: 177
Range of Reading and Level of Text Complexity	
5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	TG U3 L9: 122–129 TG U4 L1: 18–28 TG U7 L3: 58–66
Reading Standards for Informational Text	
Key Ideas and Details	
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U2 L7: 149–160 TG U5 L1: 18–22 TG U6 L4: 103–114 TG U8 L13: 288–298
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TG U2 L8: 172–182 TG U5 L5: 142 TG U6 L5: 127–138
5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	TG U1 L4: 73–75 TG U2 L7: 151–160 TG U6 L5: 127–138
Craft and Structure	
5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	TG U1 L12: 212–221 TG U2 L7: 161 TG U5 L9: 241–250 TG U8 L4: 84–85

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	TG U1 L9: 158–172 TG U4 L2: 36–37 TG U9 L2: 30; L15: 229–231
5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TG U1 L9: 158–171 TG U8 L10: 232–235; L13: 288–298; L14: 308–318
Integration of Knowledge and Ideas	
5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TG U5 L10: 267–279 TG U9 L6: 99–100; L13: 202–207
5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TG U1 L8: 144–147 TG U4 L1: 11–18 TG U8 L5: 132
5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U5 L12: 306–314 TG U9 L3: 54; L6: 99–100
Range of Reading and Level of Text Complexity	
5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	TG U2 L9: 195 TG U5 L7: 203–204 TG U6 L6: 147–148 TG U8 L8: 188–203 TG U9 L15: 223–224
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
5.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.	
5.RF.3a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.	TG U2 L4: 106–107 TG U4 L2: 54–56 TG U5 L2: 61–64 TG U8 L6: 159–160 TG U9 L15: 251–252
5.RF.3b Apply knowledge of the six syllable patterns to read grade level words accurately.	TG U1 Beginning-of-Year Assessment: 286–287 TG U6 Middle-of-Year Assessment: 259–260 TG U9 End-of-Year Assessment: 238–239

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
5.RF.3c Use combined knowledge of morphology to read grade level words accurately.	TG U2 L6: 140–141; L9: 200 TG U4 L14: 327–328
5.RF.3d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	TG U4 L14: 327–329 TG U8 L6: 161–163
Fluency	
5.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
5.RF.4a Read grade-level text with purpose and understanding.	TG U1 L3: 53–61 TG U2 L3: 69–76 TG U4 L3: 69–83 TG U8 L5: 115–132
5.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1 L2: 29–30 TG U2 L9: 195–197 TG U4 L6: 150–152 TG U7 L13: 257–259
5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U3 L2: 26 TG U4 L6: 151 TG U7 L14: 284 TG U9 L15: 323–328
Writing Standards	
Text Types and Purposes	
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
5.W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TG U4 L4: 118–119 TG U8 L7: 179–181 TG U9 L8: 133
5.W.1b Provide logically ordered reasons that are supported by facts and details.	TG U1 L8: 149–151 TG U4 L5: 142–145 TG U8 L8: 206–207
5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	TG U3 L2: 27, 32–33 TG U4 L8: 204–206
5.W.1d Provide a concluding statement or section related to the opinion presented.	TG U4 L12: 289–291 TG U8 L12: 282 TG U9 L8: 133

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
5.W.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U2 L3: 80–85 TG U4 L7: 178–181 TG U5 L3: 89–92 TG U9 L10: 165
5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U2 L3: 81–85 TG U5 L3: 89–92 TG U9 L1: 22–23
5.W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	TG U2 L6: 136–138 TG U5 L13: 345–347
5.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U2 L10: 228–230 TG U5 L10: 280–283; L17: 404 TG U9 L1: 21–22
5.W.2e Provide a concluding statement or section related to the information or explanation presented.	TG U2 L12: 274–275 TG U6 L10: 244 TG U9 L10: 160–165
5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U5 L16: 395–398 TG U7 L4: 90 TG U9 L2: 31
5.W.3b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	TG U1 L4: 85 TG U3 L7: 100–101 TG U7 L1: 24
5.W.3c Use a variety of transitional words and phrases to manage the sequence of events.	TG U1 L10: 176–181; L11: 201 TG U9 L2: 31
5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1 L12: 209–211 TG U3 L7: 103–104 TG U5 L16: 397–398
5.W.3e Provide a conclusion that follows from the narrated experiences or events.	TG U1 L7: 132–133; L12: 212 TG U9 L2: 31

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
Production and Distribution of Writing	
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG U1 L5: 98–99 TG U4 L12: 291 TG U9 L5: 80
5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	TG U2 L13: 296–297 TG U4 L13: 310–311 TG U8 L13: 300–301
5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.	TG U1 L8: 148–149; L9: 172 TG U6 L7: 185–188; L8: 206–208
Research to Build and Present Knowledge	
5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	TG U5 L8: 231–234; L10: 280–282 TG U9 L14: 219–220
5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	TG U2 L10: 228–230 TG U5 L5: 144–146 TG U9 L4: 73–75
5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
5.W.9a Apply grade 5 Reading standards to literature.	TG U3 L10: 141–143 TG U4 L1: 26–28 TG U9 L8: 132–133
5.W.9b Apply grade 5 Reading standards to informational texts.	TG U1 L11: 201–204 TG U4 L4: 118–120 TG U8 L2: 61
Range of Writing	
5.W.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 discipline-specific tasks, purposes, and audiences.	TG U1 L10: 179–181 TG U5 L5: 144–147 TG U6 L5: 139–140

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Arizona's English Language Arts Standards

Core Knowledge Language Arts

Writing Standards: Foundational Skills

Sound-letter Basics and Handwriting

5.WF.1 Demonstrate and apply handwriting skills.

5.WF.1a Read and write cursive letters, upper and lower case.

TG U8 L13: 295–297

5.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.

TG U2 L3: 84–85

TG U5 L12: 318–320

Speaking and Listening Standards

Comprehension and Collaboration

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TG U1 L6: 118–121

TG U2 L12: 273

TG U4 L3: 68

5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.

TG U1 L11: 199–201

TG U3 L1: 18

TG U7 L1: 19–23

5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

TG U1 L14: 262

TG U3 L10: 138–139

TG U8 L6: 157

5.SL.1d Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.

TG U1 L9: 158–163

TG U6 L8: 205

TG U7 L3: 54–55

TG U8 L8: 188–197

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TG U3 L5: 74

TG U5 L5: 14–22

TG U6 L6: 149–151

TG U9 L7: 119

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

TG U1 L8: 139–147

TG U5 L7: 206–209

TG U8 L13: 288–298

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
Presentation of Knowledge and Ideas	
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TG U5 L19: 414–415 TG U6 L4: 114 TG U9 L9: 38
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1 L9: 155–157 TG U6 L8: 206–209 TG U9 L7: 119
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	TG U4 L14: 321 TG U7 L13: 257–258 TG U9 L9: 138
Language Standards	
Conventions of Standard English	
5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U5 L11: 291–292; L14: 370 TG U6 L2: 65–66
5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	TG U9 L12: 194–195; L13: 210–211
5.L.1c Use verb tense to convey various times, sequences, states, and conditions.	TG U5 L2: 58–60 TG U6 L4: 115–117 TG U8 L2: 62–64
5.L.1d Recognize and correct inappropriate shifts in verb tense.	TG U4 L2: 51–54 TG U5 L4: 113–116 TG U8 L2: 62–64
5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).	TG U5 L11: 291–292; L14: 370 TG U6 L9: 228–229
5.L.1f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1–3).	TG U2 L4: 107–108 TG U4 L7: 178–181 TG U8 L7–L8: 179–180, 206–207; L10: 236–237; L12: 281–282
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
5.L.2a Use punctuation to separate items in a series.	TG U4 L14: 326–327

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Arizona's English Language Arts Standards	Core Knowledge Language Arts
5.L.2b Use a comma to separate an introductory element from the rest of the sentence.	TG U9 L6: 100–101; L10: 166–167; L15: 222–234
5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	TG U8 L11: 258–259 TG U9 L10: 151–152; L15: 234–235
5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.	TG U1 L4: 69–71 TG U8 L14: 320
5.L.2e Spell grade-appropriate words correctly, consulting references as needed.	TG U4 L14: 329–330 TG U5 L18: 410 TG U6 L6: 156–159
Knowledge of Language	
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U9 L2: 32–34
5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TG U1 L4: 83–84 TG U3 L3: 44–45 TG U7 L1: 15–18
Vocabulary Acquisition and Use	
5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
5.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	TG U5 L9: 253–254 TG U6 L4: 117–118 TG U9 L6: 101–102
5.L.4b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG U1 L2: 35–36 TG U2 L2: 48 TG U5 L9: 140–149 TG U9 L15: 229–231
5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG U2 L1: 19–21 TG U8 L11: 245–246 TG U9 L1: 10–11
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

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Grade 5

Arizona's English Language Arts Standards	Core Knowledge Language Arts
5.L.5a Interpret figurative language, including similes and metaphors, in context.	TG U1 L10: 182–183 TG U2 L11: 238–242 TG U5 L14: 367–369 TG U6 L4: 103
5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U2 L12: 267 TG U4 L3: 76, 83–84 TG U5 L14: 365, 367–368
5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TG U2 L5: 126–127 TG U5 L9: 251–252 TG U6 L4: 114–115
5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	TG U4 L11: 278; L15: 342 TG U9 L14: 219–221

TG = Teacher's Guide

U = Unit

L = Lesson

