Kindergarten – Grade 5

Core Knowledge Language Arts®

Arizona's English Language Arts Standards Unit Level Standards Alignment

Contents

Kindergarten	1
Grade 1	15
Grade 2	31
Grade 3	47
Grade 4	59
Grade 5	71

The following standards alignment chart identifies where each literacy standard is instructed within the Core Knowledge Language Arts program. Each numbered box represents a unit of instruction. In GK–2, the CKLA program is organized into two strands, so you will see standards alignments represented separately for each.

Kindergarten Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE

with promp	ing a	nd su	ppor	t, ask	k and	ansv	ver q	uesti	ons a	bout	key	details in a text. [K.RL.1]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompt	ing a	nd su	ppor	t, ret	ell fa	milia	r stor	ies, i	ncluc	ling k	ey de	etails. [K.RL.2]	
Skills	1	2	3	4	5	6	7		9	10			
	1	2	3	4	5	6	7	8	9	10	11	12	
Knowledge	1												
	ing a		ppor	t, ide	ntify	char	acter	s, se	ttings	s, and	d maj	or events in a story. [K.RI	3]
	ting a		ppor 3	t, ide	ntify 5	char 6	acter	s, se ⁻	ttings 9	s, and	d maj	or events in a story. [K.RI	3]

With prompt	ing aı	nd su	ippor	t, asl	k and	ansv	ver q	uesti	ons a	about	unkr	nown	words in a text. [K.RL.4]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	DOON	Littin											
Skills	1	2	3	4	5	6	7	8	9	10			
		_	_	4	5	6	7 7	8	9	10	11	12	
Skills Knowledge Vith prompt	1 1 ing ai	2 2 nd su	3 3 1ppor	4 t, na	5	6	7	8	9	10			and define the role of
Knowledge	1 1 ing ai	2 2 nd su	3 3 1ppor	4 t, na	5	6	7	8	9	10			and define the role of

Integration of Knowledge and Ideas 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). [K.RL.7] Skills 10 Knowledge 3 5 10 (Not applicable to literature) [K.RL.8] Skills Knowledge With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [K.RL.9] Skills 3 5 Knowledge

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	,		
With prompt understandir				t, act	tively	enga	ige in	grou	ıp rea	ading	g activities with purpose and
Skills	1	2	3	4	5	6	7	8	9	10	
Knowledge	1	2	3	4	5	6	7	8	9	10	11 12

READING STANDARDS FOR INFORMATIONAL TEXT

ey Ideas a	nd D	etails	S									
ith promp	ing a	nd su	ıppor	t, ask	and	ansv	ver q	uesti	ons a	bout	key	details in a text. [K.RI.1]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
ith prompt	ing a	nd su	ıppor	t, ide	ntify	the r	nain [.]	topic	and	retel	Lkov	details of a text. [K.RI.2]
p. op.					-				arra	reter	i Key	details of a text. [K.Ki.2]
Skills	1	2		4	5	6	7	8	9	10	i Key	

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

Skills 1 2 3 4 5 6 7 8 9 10

Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

ith prompt	ing a	nd su	ippor	t, ask	k and	ansv	ver q	uesti	ons a	bout	unkr	nown	words in	a text.
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
of a book. [K	.RI.5]	2	3	4	5	6	7	8	9	10				er, and t
		2	3	4	5	6	7	8	9	10				ei, aiiù l
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Skills	1 1 ing a	2 nd su	3 Ippor	t, naı	5 me th	6 ne au	7 thor	8 and il	9 lustr	10				
Skills Knowledge Vith prompt	1 1 ing a	2 nd su	3 Ippor	t, naı	5 me th	6 ne au	7 thor	8 and il	9 lustr	10				

ntegration	of Kı	nowl	edge	and	llde	as							
	_												ions and the text in which ation depicts). [K.RI.7]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompt	ting a	nd su	ippor	t, ide	ntify	the r	easo	ns ar	auth	nor gi	ives t	o sup	pport points in a text.
	1	2	3	4	5	6	7		9	10			
Skills	1	_											

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	,			
With prompt understandir				t, act	tively	enga	ige in	grou	ıp rea	ading	activ	vities with purpose and
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

READING STANDARDS: FOUNDATIONAL SKILLS

emonstrat	e und	ersta	ndin	g of t	he or	ganiz	atior	n and	basi	c feat	tures	of pri	nt. [K.RF	1]	
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
ollow words	s from	ı left	to rig	ght, to	op to	botto	om, a	nd pa	age b	y pag	ge. [K	.RF.1a]			
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
ecognize th	nat sp												cific sec	luence	s of
ecognize th	nat sp												cific sec	Juence	s of
ecognize the tters. [K.RF.	nat sp	oken	word	ds are	e repi	resen	ited i	n wri	tten I	angu			cific sec	Juence	es of
Recognize the	nat sp	oken 2 2	word 3	ds are	e repi	resen	rted ii	n wri	tten I	angu 10	age l	by spe	cific sec	Juence	es of
Recognize the etters. [K.RF. Skills Knowledge	nat sp	oken 2 2	word 3	ds are	e repi	resen	rted ii	n wri	tten I	angu 10	age l	by spe	cific sec	luence	es of

Skills	1	2	3	4	5	6	7	8	9	10				
owledge	1	2	3	4	5	6	7	8	9	10	11	12		
erstand	that v	words	s are	sepa	rated	by s	pace	s in p	rint.	[K.RF.	le]			
Skills	1	2	3	4	5	6	7	8	9	10				
owledge	1	2	3	4	5	6	7	8	9	10	11	12		
gnize a	nd na	me a	ll upp	oer ar	nd lov	werca	ase le	tters	of th	ie alp	habe	t. [K.RF.1	lf]	
		2	3	4	5	6	7	8	9	10				
Skills	1	_												

emonstrat	e und	ersta	ndin	g of s	poke	n wo	rds, s	yllab	les, a	and so	ound	s (phonemes). [K.RF.2]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7		9	10	11	12
dentify and	produ	ice s	ound	s (ph	oner	nes)	in a s	poke	n wo	rd. [ĸ	.RF.2a]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
ecognize a	nd pro	oduce	e rhy	ming	word	ds. [K.	.RF.2b]	ı	ı	ı	
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	ounce				_	_						Blend and segment onsets s to form one-syllable word
nd rimes o	fsingl	-	RF.2c]									
	fsingl	-	RF.2c]	4	5	6	7	8	9	10		

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/.) [K.RF.2d]

Skills 1 2 3 4 5 6 7 8 9 10

Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

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

Skills 1 2 3 4 5 6 7 8 9 10

Knowledge 1 2 3 4 5 6 7 8 9 10

(now and ap	ply p	honi	cs an	d wo	rd an	alysis	s skill	ls in c	decod	ding v	vords	. [K.RF.3]		
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Demonstrat primary or n				_									· .	_
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Decode regu	ılarly	spell	ed clo	osed-	sylla	ble w	ords	. [K.R	F.3b]			'		
Skills	1	2	3	4	5	6	7		9	10				
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
Read 50 con	nmon	high	-freq	uenc	y woı	rds b	y sigł	nt fro	m a r	esea	rch-b	ased wor	d list. [K.RF.	3c]
Skills	1	2	3	4	5	6	7	8	9	10				
	1	2	3	4	5	6	7	8	9	10	11	12		
Knowledge			milar	ly sp	elled	word	ds by	ident	ifyin	g the	sour	ds of the	letters that	diffe
Knowledge Distinguish I	oetwe	en si	IIIIIai											
Distinguish I	petwe	en si	3	4	5	6	7	8	9	10				

uency													
ead emerg	ent-re	eader	text	s with	n pur	pose	and ι	unde	rstan	iding.	. [K.RI	F.4]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

WRITING STANDARDS

Text Types and Purposes

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 . . .). [K.W.1]

Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7		9	10	11	12			

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. [K.W.2]

Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			

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. [K.W.3]

Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Production and Distribution of Writing 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). [K.W.4] Skills 10 Knowledge 3 5 6 7 8 10 11 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [K.W.5] Skills 10 Knowledge With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [K.W.6] Skills 4

Research to	Buil	d an	d Pro	esen	t Kn	owle	dge					
_			•									arch and writing projects (e.g
Skills	1	2	3	4	5	6	7	8	9	10		
			_	4		-	7	8	9	10	11	12
0			•				call i	nforn	natio	n froi	n exp	periences or gather
	ce and	d sup	port	from	adul	lts, re	call i	nforn	natio	n froi	n exp	
With guidand information	ce and	d sup provi	port ded s	from	adul es to	Its, re	call in wer a	nforn ques	natio stion.	n from	n exp	
With guidand information	te and from	d sup provi 2	port ded s	from sourc	adul es to	Its, re	call in wer a	nforn ques	natio stion.	n from	n exp	periences or gather
With guidand information Skills Knowledge	te and from	d sup provi 2	port ded s	from sourc	adul es to	Its, re	call in wer a	nforn ques	natio stion.	n from	n exp	periences or gather

Knowledge

Range of Wr	iting	5											
(Begins in gr	ade 3	B) [K.V	V.10]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-lette	r bas	sics a	and I	Hand	lwrit	ing							
Demonstrat	e and	appl	y har	ndwri	tings	skills.	[K.WI	.1]					
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Match uppe	and	lower	r case	e mai	nusci	ript le	etters	S. [K.W	/F.1a]				
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Write upper	and lo	ower	manı	uscri	pt let	ters,	with	refer	ence	to a	mode	el. [K. \	WF.1b]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Write left to	right	using	gapp	ropri	ate s	pacir	ig be	twee	n wor	ds. [I	(.WF.1	c]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrat	e and	appl	y sou	ınd-le	etter	conc	epts	when	writ	ing. [K.WF.2	2]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Orally segme	ent th	e pho	onem	nes in	any	singl	e-syll	able,	spol	ken w	ord.	[K.WF.	2a]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrat	e and	unde	erstai	nd th	at ea	ch sy	llable	e is o	rgani	zed a	iroun	d a v	owel sound. [K.WF.2b]
Skills	1	2	3	4	5	6	7	8	9	10			
			_										

pelling															
Know and ap	ply p	honid	cs an	d woı	rd an	alysis	s skill	ls wh	en er	ncodi	ng w	ords. [(.WF.3]		
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Represent pl	honer	nes i	n sim	ıple v	vords	, usir	ng let	ter-s	ound	relat	ionsl	nips. [I	(.WF.3a]		
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Write or sele	ct an	initia	al or f	inal c	consc	nant	whe	nam	nedia	lvow	el is p	provide	ed. [K.WF	.3b]	
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Spell VC (Vo	wel-C	onso	nant) (e.g	g., at,	in) aı							sonant)	(e.g., p	et, mı
Spell VC (Vo	wel-C	onso	nant I sour) (e.g nds. [g., at,	in) aı 3c]	nd C\	/C (C	onso	nant			sonant)	(e.g., p	et, mu
Spell VC (Vo words with s Skills Knowledge Accurately w	wel-Cohort v	onso vowel 2 2 grade	nant I sour 3 3	(e.g. rds. [5 ropri	in) ai 3c] 6 6 ate w	nd C\ 7 7 vords	/C (C 8 8 8 8), as fo	9 9 ound	nant 10 10 in a r	-Vowe	el-Con			
Spell VC (Vo words with s Skills Knowledge Accurately w	wel-Cohort v	onso vowel 2 2 grade	nant I sour 3 3	(e.g. rds. [5 ropri	in) ai 3c] 6 6 ate w	nd C\ 7 7 vords	/C (C 8 8 8 8), as fo	9 9 ound	nant 10 10 in a r	-Vowe	el-Con			
Spell VC (Vo words with s Skills Knowledge Accurately w	wel-Cohorty	onso vowel 2 2 grade Word	nant I sour 3 3 -leve <i>Lists</i>) (e.g nds. [4 4 I app in th	s., at, s.	in) an 3c] 6 6 ate w A Glo	nd C\ 7 7 vords ssary	8 8 , as fo	9 9 ound WF.3d	nant 10 10 in a r	-Vowe	el-Con			
Spell VC (Vo words with s Skills Knowledge Accurately w guidelines un Skills Knowledge	wel-Cohort value of the second	onso vowel 2 2 grade Word 2	nant sour 3 -leve <i>Lists</i>) (e.g nds. [4 4 I app in th	5 ropride ELA	in) ai 3c] 6 6 ate w 4 Glo 6	nd C\ 7 7 vords ssary 7	/C (C 8 8 , as for /.) [K.:	9 9 ound WF.3d	nanta 10 10 in a r	-Vowe	12 rch-ba			
Spell VC (Vo words with s Skills Knowledge Accurately w guidelines un	wel-Cohort value of the second	onso vowel 2 2 grade Word 2	nant sour 3 -leve <i>Lists</i>) (e.g nds. [4 4 I app in th	5 ropride ELA	in) ai 3c] 6 6 ate w 4 Glo 6	nd C\ 7 7 vords ssary 7	/C (C 8 8 , as for /.) [K.:	9 9 ound WF.3d	nanta 10 10 in a r	-Vowe	12 rch-ba			

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [K.SL.1] Skills 1 2 3 4 5 6 7 8 9 10 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

		ts un											
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Continue a c	onver	satic	n thr	rough	n mul	tiple	excha	anges	S. [K.S	SL.1b]			
Skills	1	2	3	4	5	6	7	8	9	10			
media by asl	king a	nd ar	ıswe	ring (quest								ally or through other ting clarification if
Confirm und	lersta king a	nding nd ar	g of a	text ring o	read quest	aloud	d or ii	nforn	natio	n pre	sente	ed or	
Confirm und media by asl something is	lersta king a s not u	nding nd ar under	g of answe	text ring o	read quest s L.2]	aloud	d or in abou	nforn t key	natio deta	n pre ils ar	sente	ed or	
Confirm und media by asl something is Skills Knowledge	lersta king a s not u 1 1	nding nd ar under 2 2 uesti	g of an answerstoo	text ring (d. [K.	read quest SL.2]	aloudions 6	d or in abou	nforn t key 8	natio deta 9	n pre ils ar 10	sente	ed or quest	
Confirm und media by asl something is Skills Knowledge Ask and ans	lersta king a s not u 1 1	nding nd ar under 2 2 uesti	g of an answerstoo	text ring (d. [K.	read quest SL.2]	aloudions 6	d or in abou	nforn t key 8	natio deta 9	n pre ils ar 10	sente	ed or quest	ting clarification if

Presentation	n of I	Knov	vled	ge aı	nd Id	leas						
Describe fam				aces,	, thing	gs, ar	nd ev	ents	and,	with	prom	npting and support, provide
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Add drawing [K.SL.5]	s or o	ther	visua	al dis	plays	to d	escri	otion	s as (desir	ed to	provide additional detail.
Skills	1	2	3	4	5	6	7	8	9	10		
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10		

LANGUAGE STANDARDS

Demonstrat or speaking.			d of t	he co	onver	ntions	s of S	Stand	ard E	nglis	h gra	ımma	r and	d usa	ge wh	en wr
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Use frequen	tly oc	curri	ng no	uns	and v	/erbs	. [K.L.	1a]								
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Form regula	r plur	al no	uns o	rally	by ac	dding	/s/	or /es	s/ (e.	g., do	og, do	ogs; v	/ish,	wishe	es). [K	.L.1b]
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Understand	00. 0	.00 91	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		, o.o ((. 000		(0.0	.,	,	J. C,	,		.,	, ,
[K.L.1c] Skills	1	2	3	4	5	6	7	8	9	10						
	1	2	3	4	5	6	7	8	9	10	11	12				
Skills	1	2	3	4	5	6	7	8	9	10			ı, off,	for, o	of, by,	with).
Skills Knowledge Use the mos	1	2	3	4	5	6	7	8	9	10			ı, off,	for, o	of, by,	with).
Skills Knowledge Use the mos	1 st frec	2 Juent	3 ly oc	4 Currin	5 ng pr	6 eposi	7 itions	8 s (e.g	9 ., to, t	10 from,			n, off,	for, o	of, by,	with).
Skills Knowledge Use the mos [K.L.1d] Skills	1 1 1	quent	3 ly occ	4 Currin	5 ng pr	6 eposi	7 tions	8 s (e.g	9 ., to, t	10 from, 10	in, o	ut, or			of, by,	with).
Skills Knowledge Use the mos [K.L.1d] Skills Knowledge	1 1 1	quent	3 ly occ	4 Currin	5 ng pr	6 eposi	7 tions	8 s (e.g	9 ., to, t	10 from, 10	in, o	ut, or			of, by,	with).
Skills Knowledge Use the mos [K.L.1d] Skills Knowledge Produce and	1 1 1 d expa	2 2 and co	3 3 comple	4 ete s	5 s enter	6 eposi	7 ftions 7 7	8 s (e.g 8 8 8 8	9 ., to, t	10 from,	in, o	ut, or			of, by,	with).
Skills Knowledge Use the mos [K.L.1d] Skills Knowledge Produce and Skills	1 1 1 1 d expa	2 quent 2 and co	3 3 comple 3 d of t	4 ete s 4 4 che co	5 ng pr	6 6 nces i	7 7 7 n sha	8 8 8 8 8 8 8 8 8	9 9 9 9angu	10 from, 10 10 age a 10 10	in, o	ut, or	K.L.1	•]		
Skills Knowledge Use the mos [K.L.1d] Skills Knowledge Produce and Skills Knowledge Demonstrat	1 1 1 1 d expa	2 quent 2 and co	3 3 comple 3 d of t	4 ete s 4 4 che co	5 ng pr	6 6 nces i	7 7 7 n sha	8 8 8 8 8 8 8 8 8	9 9 9 9angu	10 from, 10 10 age a 10 10	in, o	ut, or	K.L.1	•]		

12 Kindergarten

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
ecognize a	nd na					1. [K.L	.2b]						
	nd na						.2b]	8	9	10			

Knowledge	of La	ngu	age										
(Begins in gr	ade 2	2) [K. l	3]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Begins in g	ade 1) [K.L	.4]									
Skills	1	2	3	4	5	6	7	8	9	10		
owledge	1	2	3	4	5	6	7	8	9	10	11	12
anings. [F		2	3	4	5	6	7	8 WOI	d rela	10	snips	anu
Skills	(.L.5]	2	3	4	5	6	7	8	9	10		
Skills Knowledge	1 1	2	3	4	5	6	7	8	9	10	11	12
Skills Knowledge ort commo	1 1 n obje	2 2 ects i	3 3 into c	4 4 categ	5	6	7	8	9	10	11	12
Skills Knowledge ort commo	1 1 n obje	2 2 ects i	3 3 into c	4 4 categ	5	6	7	8	9	10	11	12

Demonstrate heir antony			-	g of f	reque	ently	occu	rring	verb	s and	l adje	ective	s by relating them to
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
dentify real colorful). [к.		onne	ction	s bet	ween	ı wor	ds an	id the	eir us	e (e.g	g., no	te pla	ices at school that are
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Distinguish s march, strut				_	7	_			_	he sa	me g	ener	al action (e.g., walk,
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	_												
				uired	thro	ugh (conve	ersati	ons,	readi	ng ar	nd be	ing read to, and
Use words a responding t				uired 4	thro	ugh (conve	ersati 8	ons,	readi 10	ng ar	nd be	ing read to, and

Grade 1 Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE

Ask and answer text. [1.RL.1] Skills 1	questi 2	ons si		as wh	no, wł	nat, w	here	, why	, whe	, and how about	key details in a
	2	3									
			4	5	6	7					
Knowledge 1	2	3	4	5	6	7	8	9	10	11	
Retell stories, incomessage, or less	•	_	detai 4	ils, ar 5	nd de	mon:	strate	e und	ersta	ding of their ma	in idea, central
Knowledge 1	2	3	4	5	6	7	8	9	10	11	
Describe charac	ters, s	etting	gs, an	ıd ma	ajor e	vents	s in a	story	, usir	key details. [1.R	L.3]
Skills 1	2	3	4	5	6	7					
Knowledge 1	2	3	4	5	6	7	8	9	10	11	

Craft and S	truct	ure										
dentify word	ds and	d phr	ases	in sto	ories	or po	ems	that	sugg	est fe	eeling	gs or appeal to the senses.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Evnlain maid	or diff	erenc	ces be	etwe						and	book	s that give information,
. ,	wide	reac	ling o	of a ra	ange	of te	kt typ	es. [1	.RL.5]			
drawing on a	a wide	read	ding o	of a ra	ange 5	of tex	kt typ	es. [1	.RL.5]			

Identify who	is tel	ling t	he st	ory a	t vari	ious p	ooint	s in a	text.	[1.RL	.6]	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	

ca illustrat	ones	and d	otaile	ina	ctor	, to d	oscri	ha ita	cha	racto	re co	tting, or eve	nte ri pi
) se mustrat	0113 6	ina a	Ctans	ıııa	3101 y	r to u		De Its	CIIa	lacte	13, 30	ttilig, or eve	III.S. [I.KL
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Not applica	ble to	liter	ature	e) [1.R	L.8]								
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Compare an	d con	trast	the a	adver	nture	s and	d exp	erien	ces o	f cha	racte	rs in stories	. [1.RL.9]
Skills	1	2	3	4	5	6	7						



READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas a	nd Do	etails	s									
Ask and ansv	wer q	uesti	ons s	such a	as wh	no, wł	nat, v	vhere	, why	, and	how about key details in a text.	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
escribe the				twee	n two	indi	vidua	ıls, ev	ents,	, idea	s, or p	pieces of information in a to
escribe the				twee	n two	indi	vidua	ıls, ev	ents,	, idea	s, or p	pieces of information in a to
			3]	twee	n two	indiv	vidua 7	ıls, ev	ents,	, idea	s, or p	pieces of information in a to

sk and ans ext. [1.RI.4]	wer q	uesti	ons t	o hel _l	p det	ermi	ne or	clari	fy the	e mea	aning	g of words and phrases in a
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
						_						nts, glossaries, electronic
						_						nts, glossaries, electronic
nenus, icon	s) to I	ocate	e key	facts	or ir	nform	natior					nts, glossaries, electronic
menus, icon Skills Knowledge Distinguish I	s) to I	ocate 2 2 een in	e key 3 forma	facts 4 4 ation	5 prov	ofform 6 6 vided	natior 7 7	n in a	text.	[1.RI.	5]	nts, glossaries, electronic
nenus, icon Skills Knowledge	s) to I	ocate 2 2 een in	e key 3 forma	facts 4 4 ation	5 prov	ofform 6 6 vided	natior 7 7	n in a	text.	[1.RI.	5]	



Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
lentify basi	c sim	ilariti	ies in	and	differ	rence	s bet	weer	two	texts	on th	ne same topic (e.	
Identify basic similarities in and differences between two texts on the same topic (e.g., in													
-									ı two	texts	on th	ne same topic (e.g., i	
lentify basi ustrations,									ı two	texts	on th	ne same topic (e.g., ir	
ustrations,		riptic	ons, o	r pro	cedu	ıres).			ı two	texts	on th	ne same topic (e.g., in	

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	,			
With prompt studies, scie	_										_	nctional texts, history/social nde 1. [1.RI.10]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

READING STANDARDS: FOUNDATIONAL SKILLS

rint Conce	pts											
Demonstrate	e und	ersta	ındin	g of t	he or	ganiz	zatior	n and	l basi	c fea	tures	of print. [1.RF.1]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2				_						
Kilowieuge			3	4	5	6	7	8	9	10	11	
). [1.R	tingu F.1a]	ıishin	g fea	tures	of a	sent					ation of first word and endi
Recognize th). [1.R	tingu F.1a]		g fea								ation of first word and endi

Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1.RF.2] 2 3 5 Skills Knowledge Distinguish long from short vowel sounds in spoken single-syllable words. [1.RF.2a] Skills Knowledge 4 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [1.RF.2b] Skills Knowledge 4 Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken singlesyllable words. [1.RF.2c] Skills Knowledge Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). [1.RF.2d] Skills 3 Knowledge 4 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/). [1.RF.2e] Skills Knowledge Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. [1.RF.2f] Skills 2 3 Knowledge

00111 0 m d =	- برام	h o := :		d	rd -:-	ا دراه	الناه	o i	4000	Jip~ -		- حاطمال	
now and ap	рріу р	nonic	es an	a wo	ru an	aiysis	S SKIII	SINC	aecoc	airig c	me-s	/liable o	rtwo
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
ow the sp	elling	-sour	nd co	rresp	onde	ences	for o	comn	non c	onso	nant	digraph	S. [1. F
Skills	1	2	3	4	5	6	7						
nowledge	1	2	3	4	5	6	7	8	9	10	11		
ecode regu	ılarly	spelle	ed or	ne-sy	llable	word	ds. [1.	RF.3b]]				
Skills	1	2	3	4	5	6	7						
					_								
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Knowledge se knowled a printed v	lge th	at ev	ery s									rmine th	ne nu
se knowled	lge th	at ev	ery s									rmine th	ne nu
se knowled a printed v	lge th word.	at ev	ery s	yllab	le mu	ıst ha	ive a					rmine th	ne nu
se knowled a printed v	lge th word.	at ev [1.RF.: 2	ery s 3c] 3	yllab	5 5	st ha	7 7	vowe	l sou	nd to	dete		
se knowled a printed v Skills (nowledge	lge th word.	at ev [1.RF.: 2	ery s 3c] 3	yllab	5 5	st ha	7 7	vowe	l sou	nd to	dete		
se knowled a printed v Skills Knowledge ecognize a	lge th word.	at ev [1.RF.] 2 ply a	ery s 3c] 3 Il six	yllab 4 4 syllal	sole ty	6 6 rpes v	ve a 7 7 when	vowe	l sou	nd to	dete		
se knowled a printed v Skills Knowledge ecognize al Skills	lge the word.	at ev [1.RF.] 2 2 ply a	ery s 3c] 3 Il six 3	yllab 4 4 syllal 4	s ole ty	6 6 pes v	ve a 7 7 when 7	vowe 8 decc	l sou	nd to	dete		
se knowled a printed v Skills Knowledge ecognize an Skills	lge the word.	at ev [1.RF.] 2 2 ply a	ery s 3c] 3 Il six 3	yllab 4 4 syllal 4	s ole ty	6 6 pes v	ve a 7 7 when 7	vowe 8 decc	l sou	nd to	dete		
se knowled a printed v Skills Knowledge ecognize at Skills Knowledge ead words Skills	lge the word. 1 1 nd ap 1 with i	at ev [1.RF.] 2 ply al 2 nflec	ery s 3c] 3 Il six 3 tiona	yllab 4 syllal 4 l end	sole ty 5 ings.	6 6 pes v	vhen 7 7 3e]	vowe 8 decc	l sou	nd to	dete		
se knowled a printed v Skills Knowledge ecognize at Skills Knowledge	lge the word. 1 1 nd ap 1 with i	at ev [1.RF.] 2 ply al 2 nflec 2	ery s 3c] 3 Il six 3 tiona 3	yllab 4 syllal 4 l end 4	sole ty 5 sings. 5	6 6 cpes v 6 6 6 6	7 7 when 7 3e] 7	vowe 8 decc	9 oding	nd to 10 grad 10	dete	el texts.	
se knowled a printed v Skills Knowledge ecognize at Skills Knowledge ead words Skills Knowledge	lge the word. 1 1 nd ap 1 with i	at ev [1.RF.] 2 ply al 2 nflec 2	ery s 3c] 3 Il six 3 tiona 3	yllab 4 syllal 4 l end 4	sole ty 5 sings. 5	6 6 cpes v 6 6 6 6	7 7 when 7 3e] 7	vowe 8 decc	9 oding	nd to 10 grad 10	dete	el texts.	

Fluency														
Read with su	fficie	nt ac	cura	cy an	d flu	ency	to su	ppor	t con	npreh	nensio	n. [1.RF.4]		
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
ead on-leve . .RF.4b]	el text	orall	y wit	h acc	curac	y, ap _l	propr	riate	rate,	and e	expre	ssion on succes	ssive readir
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7		9	10	11		
			or se	elf-co	rrect	wor	d rec	ognit	ion a	nd ur	nders	tanding, reread	ing as
Jse context			or se	elf-co	rrect 5	word 6	d rec	ognit	ion a	nd ur	nders	tanding, reread	ing as

WRITING STANDARDS

Text Types and Purposes 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. [1.W.1] Skills 5 3 4 Knowledge 6 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [1.w.2] Skills 7 10 11 Knowledge 5 6 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. [1.W.3] Skills 5 6 Knowledge 4

Production and Distribution of Writing

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). [1.W.4]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

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. [1.w.5]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [1.W.6]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

Research to Build and Present Knowledge

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). [1.W.7]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	9	10	11		

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1.w.8]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
(Begins in gr	ade 4	l) [1.w	/.9]									

(= -6 6		/ L											
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	9	10	11			

Range of Wr	riting	5									
(Begins in gr	ade 3	3) [1. W	/.10]								
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

WRITING STANDARDS: FOUNDATIONAL SKILLS

Demonstrat	e and	appl	y han	dwri	ting s	skills.	[1.WF	.1]							
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Write upper	and lo	ower	case	man	uscri	pt alp	ohabe	et fro	m m	emor	y usi	ng corr	ect let	ter form	atio
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Write the co	mmor	n gra	phem	ne (le	tter	or let	ter gr	oup)	for e	ach p	ohon	eme. [1.	WF.1b]		
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7		9	10	11				
Write with a	oprop	riate	spac	ing b	etwe	en le	tters	and	word	S. [1. W	/F.1c]				
		2	3	4	5	6	7								
Skills	1									10	11				
	1	2	3	4	5	6	7		9	10	TT				
Skills	1									10	11				
Skills Knowledge	1									10	11				

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

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	9	10	11			

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

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	9	10	11		

Spelling

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

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	9	10	11			

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).

[1.WF.3a]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

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).

[1.WF.3b]

Knowledge 1 2 3 4 5 6 7 8 9 10 11	9 10 11

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).

[1.WF.3c]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

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).

[1.WF.3d]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	9	10	11			

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

Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	9	10	11				

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. [1.SL.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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). [1.SL.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Skills	1	2	3	4	5	6	7					
	1			4								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Ask question	ıs to c	lear	up ar	ту со	nfusi	on at	oout t	the to	pics	and ¹	texts	under discussion. [1.SL.1c]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Ask and ans or through o					key	detai	ls in a	a text	reac	l alou	ıd or	information presented orally
					key (detai 6	ls in a	a text	reac	l alou	id or	information presented orally
or through o	ther r	nedia	a. [1.S	L.2]	-		_	a text	reac	l alou	id or	information presented orally
or through o Skills Knowledge	ther r	nedia 2 2 uesti	3 3 ons a	L.2] 4 4 about	5 5 wha	6 6 t a sp	7 7 Deake	8 er say	9	10	11	information presented orally
or through o Skills Knowledge Ask and ans	ther r	nedia 2 2 uesti	3 3 ons a	L.2] 4 4 about	5 5 wha	6 6 t a sp	7 7 Deake	8 er say	9	10	11	

Describe pe clearly. [1.st.		olace	s, thi	ngs, a	and e	events	s with	rele	vant	detai	ls, expressing ideas and feelings
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
			VISUC	ıı uısı	Jiays	to ac	25CLI	ווטוו:	> VVIIE	ен ар	propriate to clarify ideas, though
and feelings Skills			3	4	5 5	6	7	DUOTE	S WITE	еп ар	propriate to clarify ideas, though
and feelings Skills Knowledge	. [1.SL.	5]	_		_		·	8	9	10	11
Skills Knowledge Produce cor	1 1 nplete	2 2 e sent	3 3 tence	4 4 es wh	5 5 en ap	6 6	7 7 oriate	8	9	10	
Skills Knowledge	1 1 nplete	2 2 e sent	3 3 tence	4 4 es wh	5 5 en ap	6 6	7 7 oriate	8	9	10	11

LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [1.L.1] Skills Knowledge 10 Use common, proper, and possessive nouns. [1.L.1a] Skills 2 Knowledge 6 Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). [1.L.1b] Skills 5 6 Knowledge Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). [1.L.1c] Skills Knowledge 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). [1.L.1d] Skills 3 4 5 6 Knowledge 10 Use frequently occurring adjectives. [1.L.1e] Skills Knowledge Use frequently occurring conjunctions (e.g., and, but, or, so, because). [1.L.1f] Skills 3 5 Knowledge 6 7 8

Arizona's English Language Arts Standards

O1 :::				_								
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Jse frequent	tly oc	curri	ng pr	epos	itions	s (e.g	., dur	ring, l	oeyo	nd, to	ward). [1.L.1h]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
roduce and	expa	and co	ompl	ete si	mple	and	com	poun	d ser	ntenc	es. [1	.L.1i]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
nd exclama	tory s	sente	nces	. [1.L.1	lj] 5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Vrite multip	le ser	ntenc	es in	an oi	der t	hat s	uppo	orts a	maii	n idea	ors	tory. [1.L.1k]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Demonstrate pelling whe					onver	ntions	s of S	tand	ard E	Inglis	h cap	oitalization, punctuation,
					onver 5	ntions	s of S	tand	ard E	Inglis	h car	oitalization, punctuation,
pelling whe	n writ	ting.	[1.L.2]				_	tand	ard E	Englis 10	h car	oitalization, punctuation,
pelling whe	n writ	ting. 2	3	4	5	6	7					oitalization, punctuation,
pelling whe Skills Knowledge	n writ	ting. 2	3	4	5	6	7					oitalization, punctuation,
pelling whe Skills Knowledge Capitalize da	n writ	ting. [2 2 and na	3 3 ames	4 4 of pe	5 eople	6 6 . [1.L.2	7 7 2a]					oitalization, punctuation,
pelling whe Skills Knowledge Capitalize da Skills	n writ	2 2 and na 2	3 3 ames 3	4 4 5 of pe	5 5 eople 5	6 6 . [1.L.; 6	7 7 2a] 7 7	8	9	10	11	pitalization, punctuation,
pelling whe Skills Knowledge Capitalize da Skills Knowledge	n writ	2 2 and na 2	3 3 ames 3	4 4 5 of pe	5 5 eople 5	6 6 . [1.L.; 6	7 7 2a] 7 7	8	9	10	11	pitalization, punctuation,
Skills Knowledge Capitalize da Skills Knowledge Jse end pun	n writ	ting. I	3 3 ames 3 3 or ser	4 4 of pe	5 5 5 5 ees. [1	6 6 6 6 .L.2b]	7 7 2a] 7	8	9	10	11	pitalization, punctuation,
pelling whe Skills Knowledge Capitalize da Skills Knowledge Jse end pun Skills	n writen test and tes	ing. I	3 3 ames 3 3 arr ser 3 3 3	4 4 4 4 4 ntence 4 4	5 eople 5 ees. [1	6 6 6 6 .L.2b]	7 7 2a] 7 7 7	8	9	10	11 11	
Skills Knowledge Capitalize da Skills Knowledge Jse end pun Skills Knowledge	n writen test and tes	ing. I	3 3 ames 3 3 arr ser 3 3 3	4 4 4 4 4 ntence 4 4	5 eople 5 ees. [1	6 6 6 6 .L.2b]	7 7 2a] 7 7 7	8	9	10	11 11	

Grade 1

28

(Begins in grade 2) [1.L.3] Skills	Knowledge	of La	ngu	age									
	(Begins in gr	ade 2	2) [1.L	.3]									
Knowledge 1 2 3 4 5 6 7 8 9 10 11	Skills	1	2	3	4	5	6	7					
	Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Vocabulary Acquisition and Use

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.4]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use frequently occurring affixes as a clue to the meaning of a word. [1.L.4a]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [1.L.4b]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

Use sentence-level context as a clue to the meaning of a word or phrase. [1.L.4c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [1.L.5]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [1.L.5a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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). [1.L.5b] Skills Knowledge 5 6 Identify real-life connections between words and their use (e.g., note places at home that are COZY). [1.L.5c] Skills Knowledge 6 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. [1.L.5d] Skills 4 5 Knowledge 5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [1.L.6] Skills Knowledge

Grade 2 Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE

Key Ideas an	d De	etails	5				
Ask and answ understandir			'				what, where, when, why, and how to demonstrate
Skills	1	2	3	4	5	6	
Knowledge	1	2	3	4	5	6	7 8 9 10 11 12
Recount stor message, less			_			folkt	tales from diverse cultures, and determine their central
Skills	1	2	3	4	5	6	
Knowledge	1	2	3	4	5	6	7 8 9 10 11 12
Describe how	ı cha	racte	rs in	a sto	ry re	spon	nd to major events and challenges. [2.RL.3]
Skills	1	2	3	4	5	6	
SKIIIS				_			

raft and S	truct	ure													
Describe hov repeated line						_	_	, ,			beats	s, allite	eration, rh	ıymes,	
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
				ro of	o cto	rv in	cludi	na h	ow th	a had	rinnii	na intr			
Describe the the ending c						-	Ciuui	ng m	JVV LI		31111111	ig iiiti	oduces th	ne story a	nd
						-	Cidai		J V (1)		31111111	lig iiitii	oduces th	ne story a	nd

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [2.RL.6]

Skills 1 2 3 4 5 6

Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

Jse informa understandi	_									n a p	rint c	or dig	ital text to demonstrate
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applica	ble to	liter	ature	e) [2.R	L.8]	,				,			
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Knowledge	1 d con	2 trast	3	4 chara	5 cters	6 s and	setti	ngs f	rom				rsions of the same sto
Skills	1	2	3	4	5	6							

Range of Reading and Level of Text Complexity 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. [2.RL.10] Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

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

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

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

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

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. [2.RI.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Craft and Structure

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

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

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. [2.RI.5]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

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

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Explain how spectarify a text. [2.	.RI.7]	mages	s (e.g	., a di	agra	m sh	owing	r hou			
Skille	2							5 1100	/ a [[]	achin	e works) contribute to and
Skills		3	4	5	6						
Knowledge	2	3	4	5	6	7	8	9	10	11	12
Describe how re	easons	supp	ort s	pecifi	ic po	ints t	he au	thor	make	es in a	a text. [2.RI.8]
Skills	. 2	3	4	5	6						
Knowledge	. 2	3	4	5	6	7	8	9	10	11	12
Compare and co	ontras	t the r	nost	impo	rtant	t poin	its pr	esen [.]	ted b	y two	texts on the same topic.
Skills 1	2	3	4	5	6						
Knowledge	2	3	4	5	6	7	8	9	10	11	12

Range of Reading and Level of Text Complexity 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. [2.RI.10] Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and	l Woı	rd Re	cog	nitio	n								
Know and ap words. [2.RF.3		rade-l	evel p	ohoni	cs ar	ıd wo	rd an	alysis	skill	s in d	ecodi	ing or	ne-syllable or two-syllable
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Distinguish l	ong a	and sl	nort \	owel	s wh	en re	ading	g regi	ularly	spel	led o	ne-sy	/llable words. [2.RF.3a]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Know spellin	g-soı	und c	orres	pond	dence	es for	addi	itiona	ıl con	nmor	ı vow	el tea	ams. [2.RF.3b]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify and	apply	/ all s	ix syl	lable	type	s to d	deco	de ap	prop	riate	grad	e-lev	el text. [2.RF.3c]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode word	ls wit	th cor	nmo	n pre	fixes	and:	suffix	kes. [2	2.RF.3	d]			
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify word	ls wit	th inc	onsis	stent	but c	comn	non s	pellir	ng-so	und (corre	spon	dences. [2.RF.3e]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize ar	nd rea	ad gra	ade-a	appro	priat	e irre	egula	rly sp	ellec	wor	ds. [2	.RF.3f]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

ead with su	ıfficie	nt ac	cura	cy an	d flu	ency	to su	ppor	t con	npreh	ensi	on. [2	.RF.4]		
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7		9	10	11	12			
ead on-leve	el text	with	purp	ose a	and ι	ınder	stand	ding.	[2.RF.	4a]					
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
ead on-leve													on succe	ssive re	eading
ead on-leve													on succe	ssive re	eading
ead on-leve	el text	orall	y wit	h acc	curac	у, ар							on succe	ssive re	eading
ead on-leve 2.RF.4b] Skills Knowledge se context	1 1 to co	orall 2 nfirm	y wit	h acc	curac 5	y, ap 6 6	propr 7	riate	rate,	and e	expre	ssior			
Read on-leve	1 1 to co	orall 2 nfirm	y wit	h acc	curac 5	y, ap 6 6	propr 7	riate	rate,	and e	expre	ssior			

WRITING STANDARDS

Text Types a	nd P	urpo	oses										
•	ply re	ason	s tha	t sup	port	the c	pinic	n, us	e link	king v	vords	e.g	writing about, state an ., because, and, also) to ction. [2.W.1]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Write inform develop poin				_				_					facts and definitions to
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

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. [2.w.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Production and Distribution of Writing

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). [2.W.4]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [2.w.5]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [2.w.6]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Research to Build and Present Knowledge

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). [2.W.7]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recall inform question. [2.V		n fron	n exp	erier	ices (or ga	ther i	nforr	natio	n fro	m pro	ovide	ed sources to answer a	
Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12														
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
(Begins in gr	ade 4	l) [2.v	V.9]											
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		

Range of Wi	riting	5											
(Begins in gr	ade 3	3) [2.v	V.10]										
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

WRITING STANDARDS: FOUNDATIONAL SKILLS

	r bas					8								
Demonstrat	e and	appl	y har	ndwri	tings	skills.	[2.WF	.1]						
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
Vrite legibly	in ma	anuso	cripts	s usir	ng coi	rrect	lette	r forr	natio	n. [2. \	WF.1a]			
Vrite legibly in manuscripts using correct letter formation. [2.WF.1a] Skills 1 2 3 4 5 6														
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
anscribe id	deas i	n ma	nusc	ript v	vith a	uton	natici	ty an	d pro	pers	paci	ng. [2	.WF.1	
	1	2	3	4	5	6								
Skills														

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

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

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)

[2.WF.2a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Spelling

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

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

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).

[2.WF.3a]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

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). [2.WF.3b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

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).

[2.WF.3c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

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., against, many, enough, does).
- 2. Pattern-based words (e.g., which, kind, have).

[2.WF.3d]

Skills 1	2	3	4	5	6						
Knowledge 1	2	3	4	5	6	7	9	10	11	12	

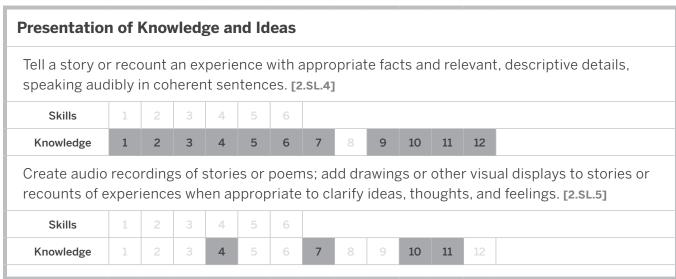
SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. [2.SL.1]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Build on oth	ers' ta	alk in	conv	ersat	tions	by lir	nking	their	com	ımen	ts to	the r	emarks of others. [2.SL.1
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Ask for clarit			d fur	ther e	expla	natic	n as	need	ed ak	out 1	the to	pics	and texts under
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recount or o			_		deta	ils fr	om a	text	read	alou	d or i	nforr	mation presented orally o
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Ask and ans additional in								-				-	comprehension, gather
adicionidi ini		2	3	4	5	6							
Skills	1												



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.) [2.SL.6]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

LANGUAGE STANDARDS

Conventions	s of S	Stan	dard	Eng	lish									
Demonstrate or speaking.			d of t	he co	onvei	ntion	s of S	Stand	ard E	inglis	h gra	ammar	and usage whe	n writing
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Use collectiv	e noi	uns (e	e.g., g	group). [2.	L.1a]								
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
Form and use	e fred	quent	ly oc	curri	ng irı	regul	ar plu	ıral n	ouns	(e.g.	, feet	, child	ren, teeth, mice,	fish).
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Use reflexive	pror	nouns	e.g.	., my:	self, d	ourse	lves)	. [2.L.:	lc]					
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
Form and usverbs (e.g., s						uture	e tens	ses of	freq	uentl	у ос	curring	g regular and irre	egular
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
						,								

Use adjective	es and	d adv	erbs,	and	choo	se be	etwee	n the	em de	epend	ding o	on wh	nat is to be modified.
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use interject	ions ((e.g.,	Yes!	That	is mi	ne; Ye	es, th	at is r	mine!	!) [2.L	.1f]		
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Produce, exp				_						npou	ınd s	enter	nces using frequently
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify and (use d	eclar	ative	, inte	rroga	ative,	impe	rative	e, and	d excl	ama	torys	sentences. [2.L.1h]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With assistar supporting d								hesiv	ve pa	ragra	iph th	nat co	ontains: a main idea,
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate spelling when					onver	ntions	s of S	tand	ard E	nglis	h cap	oitaliz	zation, punctuation, and
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Capitalize ho	liday	s, pro	oduct	nam	ies, a	nd ge	eogra	phic	name	es. [2	.L.2a]		
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use commas	in gr	eetin	ngs ar	nd cla	sing	s of I	etter	S. [2.L	2b]				
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

1 2	2 3										
		4	5	6	7		9	10	11	12	
ned s	pelling	patte	rns v	vhen	writir	ng wo	ords ((e.g.,	cage	\rightarrow b	adge; boy \rightarrow boil). [2.L
1 2	2 3	4	5	6							
1 2	2 3	4	5	6	7	8	9	10	11	12	
	1 2	1 2 3	1 2 3 4 1 2 3 4	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	

se knowled 2. L.3]	lge of	lang	uage	and	its cc	nven	tions	whe	n wri	ting,	spea	king, r	eading	or liste	ening.
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Compare for	mal a	and ir	nform	nal us	ses of	Engl	ish. [2.L.3a]						
01 :11		2	3	4	5	6									
Skills	1														

Vocabulary A	Acqu	isiti	on aı	nd U	se								
Determine o	r clari	ify th	e me	aning	g of u	nkno	wn ar	nd m	ultinl	le-me	anin	g WOI	ds and phrases based o
grade 2 read	ing ar	_		•							,	_	
grade 2 read Skills	ing ar	nd co		•							,	_	

Determine th (e.g., happy/			_				rmed	d whe	en a k	(nowr	n pre	fix is	added to a known word
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use a known (e.g., addition						e me	aning	g of a	n unl	know	n woi	rd wit	th the same root
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use knowled (e.g., birdhou	_			_									ng of compound words [2.L.4c]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Use sentence	e-leve	el cor	itext	as a	clue t	o the	e mea	ıning	of a	word	or pl	nrase	. [2.L.4d]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use glossarie meaning of w		_		_			both	prin	t and	digit	al, to	dete	ermine or clarify the
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate	und	ersta	ndin	g of w	vord	relati	onshi	ips ar	nd nu	iance	s in v	vord	meanings. [2.L.5]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
ldentify real- juicy). [2.L.5a]		onne	ction	s bet	weer	n wor	ds an	d the	eir us	e (e.g	g., de:	scrib	e foods that are spicy or
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

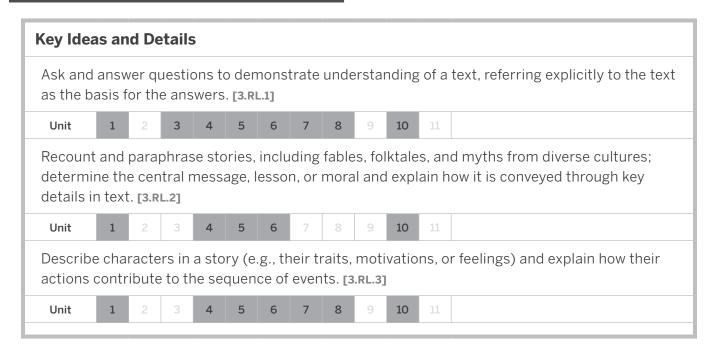
Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [2.L.5b] Skills Knowledge Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). [2.L.6] Skills Knowledge

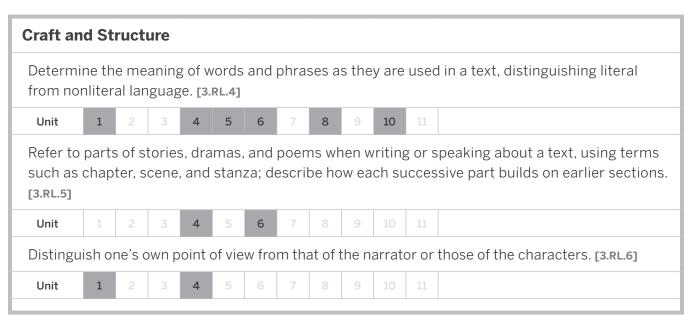
Grade 2

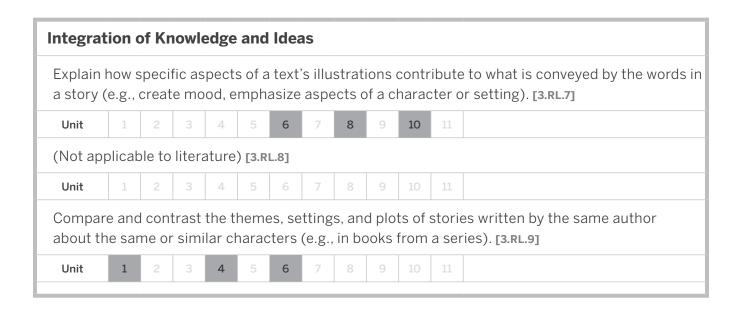
Grade 3 Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE







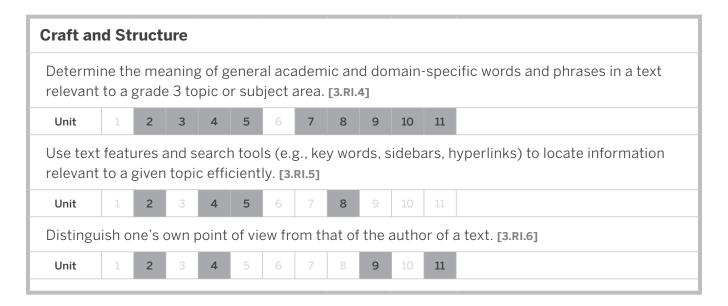
Range of Reading and Level of Text Complexity

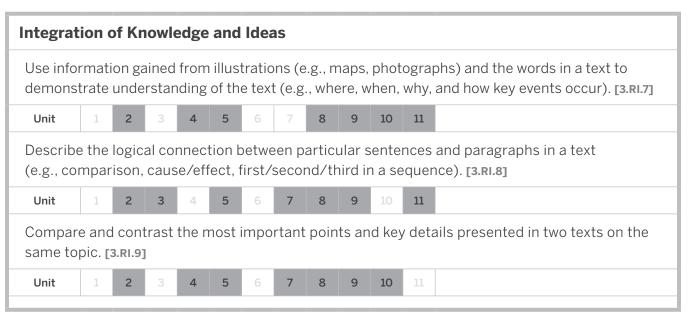
By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. [3.RL.10]

Unit 1 2 3 4 5 6 7 8 9 10 11

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3.RI.1] Unit 8 10 11 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. [3.RI.2] 4 Unit 2 3 5 8 10 11 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. [3.RI.3] Unit 10





Range of Reading and Level of Text Complexity 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 mearsures appropriate to grade 3. [3.RI.10] Unit 1 2 3 4 5 6 7 8 9 10 11

READING STANDARDS: FOUNDATIONAL SKILLS

Phonic	s and	Wor	d Re	cogr	itio	n						
Know a	and ap	ply pl	honic	s and	d woı	rd ana	alysis	skill	s in c	lecoc	ling c	one-syllable or multisyllabic words.
Unit	1	2	3	4	5	6	7	8	9	10	11	
Identif	y and l	know	the r	nean	ing o	f the	most	t com	ımon	prefi	xes a	and derivational suffixes. [3.RF.3a]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Decode	e word	s witl	h cor	nmor	n Lat	in suf	fixes	. [3.RI	F.3b]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Apply l	knowle	edge (of the	e six s	syllat	ole ty	pes t	o rea	d gra	de-le	vel w	vords accurately. [3.RF.3c]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read g	rade-l	evel a	appro	priat	e irre	egula	rly sp	elled	word	ds. [3	.RF.3d	1]
Unit	1	2	3	4	5	6	7	8	9	10	11	

luenc	y											
Read w	ith suf	ficie	nt ac	curac	cy an	d flue	ency	to su	ppor	t com	preh	ension. [3.RF.4]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read g	rade-le	evel t	ext w	ith p	urpo	se an	d un	derst	andir	ng. [3	.RF.4a]	I
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read g succes						ry ora	ally w	ith a	ccura	ісу, а	pprop	oriate rate, and expression on
	1	2	3	4	5	6	7	8		10		
Unit	1	_					_ ′	0	9	10	11	
	ntext t	o cor	nfirm									derstanding, rereading
Use co	ntext t	o cor	nfirm									derstanding, rereading

Grade 3

WRITING STANDARDS

Text Typ	es a	nd P	urpo	ses								
Write op	inion	piec	es or	n topi	cs or	texts	s, usi	ng re	ason	s to s	uppo	ort one's point of view. [3.W.1]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduc reasons			c or t	ext, s	state	an op	oinio	n, and	d crea	ate ar	n org	ganizational structure that lists
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	reaso	ons th	nat su	uppor	t the	opin	ion. [3.W.1k)]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use link and reas	_			ohras	es (e	.g., b	ecau	se, th	nerefo	ore, s	ince,	, for example) to connect opinion
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	a cor	ncludi	ng st	tatem	nent c	r sec	ction	. [3.W.	1d]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write info	ormat	tive/e	xplan	atory	texts	to ex	amin	e a to	pic a	nd coi	nvey	ideas and information clearly. [3.w.2]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduc aiding c			_	•		ed in	form	ation	toge	ther;	incl	ude illustrations when useful to
Unit	1	2	3	4	5	6	7	8	9	10	11	
Develop	the t	opic	with	facts	, defir	nitior	ıs, ar	nd de	tails.	[3.W.2	2b]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use link categori	_				•	_	lso, a	noth	er, ar	nd, m	ore, l	but) to connect ideas within
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	a cor	ncludi	ng st	tatem	nent c	r sec	ction	[3.W.	2d]			
Unit	1	2	3	4	5	6	7	8	9	10	11	

Arizona's English Language Arts Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [3.W.3] 6 Unit Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [3.W.3a] 10 Unit Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [3.W.3b] Unit Use temporal words and phrases to signal event order. [3.W.3c] 1 Unit 8 10 Provide a sense of closure. [3.W.3d] Unit 1 6 10

Production and Distribution of Writing With guidance and support from adults, pro

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.) [3.W.4]

Unit 1 2 3 4 5 6 7 8 9 10 11

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.) [3.w.5]

Unit 1 2 3 4 5 6 7 8 9 10 11

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. [3.w.6]

Unit 1 2 3 4 5 6 7 8 9 10 11

Researc	h to	Build	d and	d Pre	esen	t Kno	owle	dge				
Conduc	t shoı	rt res	earcl	h pro	jects	that	build	knov	vledg	ge ab	out a	topic. [3.W.7]
Unit	1	2	3	4	5	6	7	8	9	10	11	
							_					m print and digital sources; take ries. [3.w.8]
Unit	1	2	3	4	5	6	7	8	9	10	11	
(Begins	in gra	ade 4) [3.W	/.9]								
Unit	1	2	3	4	5	6	7		9	10	11	
								-		-		

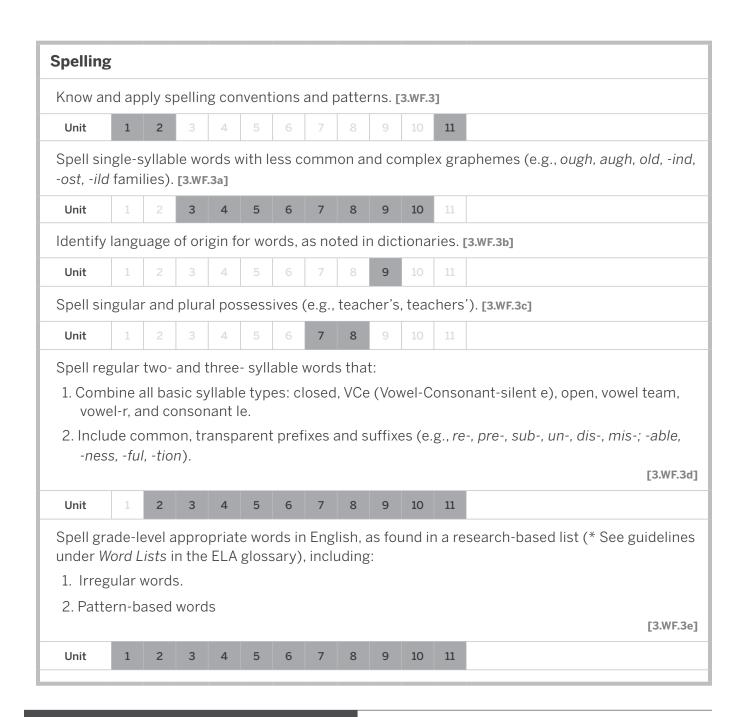
Range of Writing

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. [3.W.10]

Unit 1 2 3 4 5 6 7 8 9 10 11

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-	lette	r bas	ics a	nd F	land	writ	ing					
Demon	strate	and	apply	/ han	dwrit	ing s	kills.	[3.WF	.1]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read ar	nd wri	te cu	rsive	lette	r, upp	oer a	nd lo	wer c	ase.	[3.WF.:	la]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Transcr		eas le	egibly	/ in cı	ursiv	e anc	l mar	nuscr	ipt, v	vith a	ppro	priate spacing and indentation.
Unit	1	2	3	4	5	6	7	8	9	10	11	
Standa	rd end	ds at g	grade	2. [3	.WF.2]						
Unit	1	2	3	4	5	6	7	8	9	10	11	



SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration 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.1] Unit 1 2 3 4 5 6 7 8 9 10 11

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. [3.SL.1a] Unit 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). [3.SL.1b] 5 6 9 Unit 10 Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [3.SL.1c] 5 6 9 Unit 10 11 Explain their own ideas and understanding based on the discussion. [3.SL.1d] Unit 6 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. [3.SL.2] Unit 1 2 3 4 5 6 7 8 9 10 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [3.SL.3] Unit 10

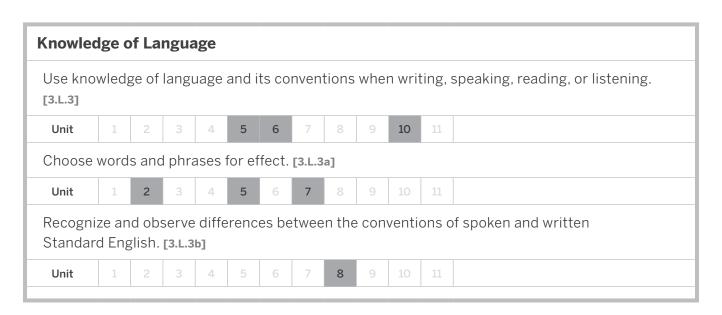
Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [3.SL.4] Unit 1 5 6 11 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [3.SL.5] Unit 4 8 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.) [3.SL.6] Unit 10 11

LANGUAGE STANDARDS

Convent	tions	of S	Stand	dard	Eng	lish						
Demons or speak				d of t	he co	nver	ntions	s of S	tand	ard E	nglisl	n grammar and usage when writing
Unit	1	2	3	4	5	6	7	8	9	10	11	
Explain function								erbs,	adje	ctives	s, and	adverbs in general and their
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	e regu	ılar a	nd ir	regul	ar plu	ural r	nouns	6. [3.L	.1b]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use abs	tract	nour	ıs (e.	g., ch	ildhc	od).	[3.L.1c	:]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	e regi	ılar a	nd ir	regul	ar ve	rbs. [3.L.1d]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	e the	simp	le ver	b ter	nses	(e.g.,	l wal	ked;	l walk	k; I wi	ll walk). [3.L.1e]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Ensure s	subje	ct-ve	rb an	ıd pro	nour	n-ant	eced	ent a	gree	ment	. [3.L.1	lf]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an dependi								-	ctive	s and	l adve	erbs, and choose between them
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use coo	rdina	ting	and s	ubor	dinat	ing c	onjui	nctio	ns. [3	.L.1h]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Produce	simp	ole, c	ompo	ound,	and	com	plexs	sente	nces	. [3.L.:	Li]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write on				· .		at ex	plain	a ma	ain id	ea wi	thin a	a topic and support it with details
Unit	1	2	3	4	5	6	7	8	9	10	11	

56

Demon spelling						onver	ntions	s of S	tand	ard E	nglis	h capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	9	10	11	
Capital	ize ap	propi	riate	word	s in t	itles.	[3.L.2	?a]				
Unit	1	2	3	4	5	6	7		9	10	11	
Use co	mmas	in ac	ddres	ses. [3.L.2I	0]						
Unit	1	2	3	4	5	6	7		9	10	11	
Use co	mmas	and	quot	ation	mar	ks in	dialo	gue.	[3.L.2d	:]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form a	nd use	e pos	sessi	ves. [3.L.2	d]						
Unit	1	2	3	4	5	6	7	8	9	10	11	



			-		_							aning words and phrases based o strategies. [3.L.4]
Unit	1	2	3	4	5	6	7	8	9	10	11	
			_									n affix is added to a known word re/careless, heat/preheat). [3.L.4a]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use a k (e.g., co							e mea	aning	of ar	า unk	nowr	n word with the same root
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use ser	tence	e-leve	l con	text	as a c	clue t	o the	mea	ning	of a v	word	or phrases. [3.L.4c]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use glo meanin								oth p	rint a	nd d	igital	, to determine or clarify the precis
Unit	1	2	3	4	5	6	7	8	9	10	11	
Demon	strate	unde	erstar	nding	g of w	ord r	elatio	onshi	ps ar	nd nu	ance	s in word meanings. [3.L.5]
Unit	1	2	3	4	5	6	7		9	10	11	
Distingı (e.g., ta					onlite	eral m	neani	ngs o	f wor	ds aı	nd ph	nrases in context
Unit	1	2	3	4	5	6	7	8	9	10	11	
ldentify friendly					s bet	ween	word	ds an	d the	ir use	es (e.	g., describe people who are
Unit	1	2	3	4	5	6	7	8	9	10	11	
_					_	_						cribe states of mind or degrees of d). [3.L.5c]
Unit	1	2	3	4.	5	6	7	8	9	10	11	
•	word	ls and	l phra	ases,	inclu	ıding	thos	e tha	t sigr	nal sp	atial	general academic, and domain- and temporal relationships
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				_								

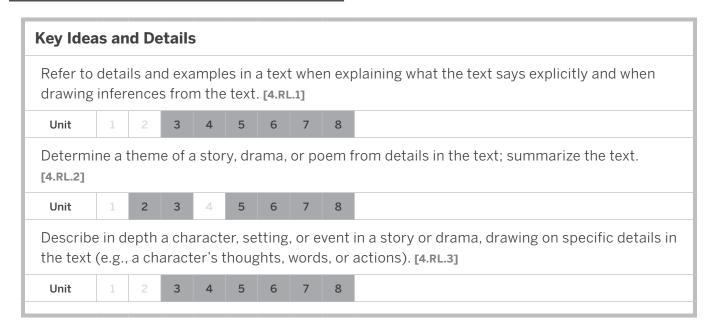
Grade 3

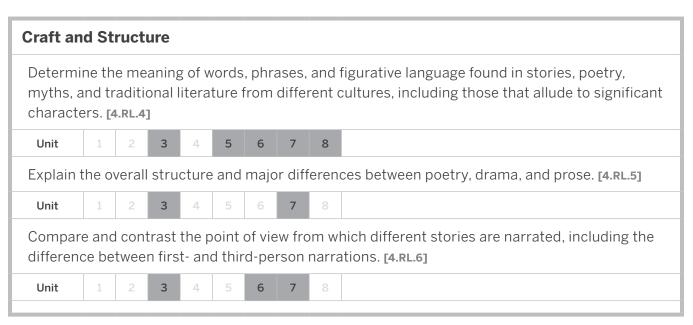
58

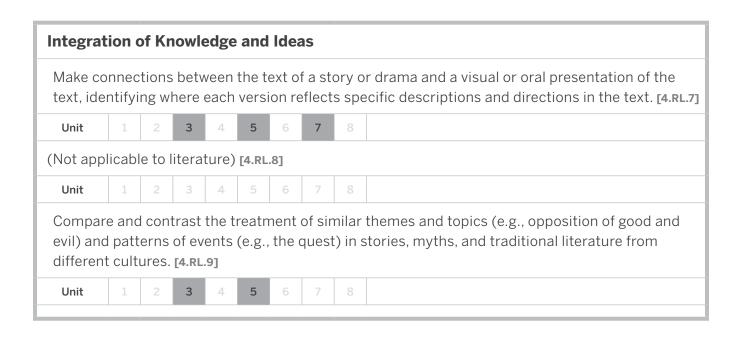
Grade 4 Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE





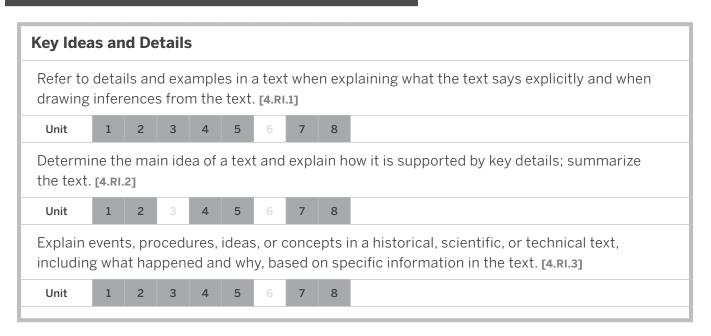


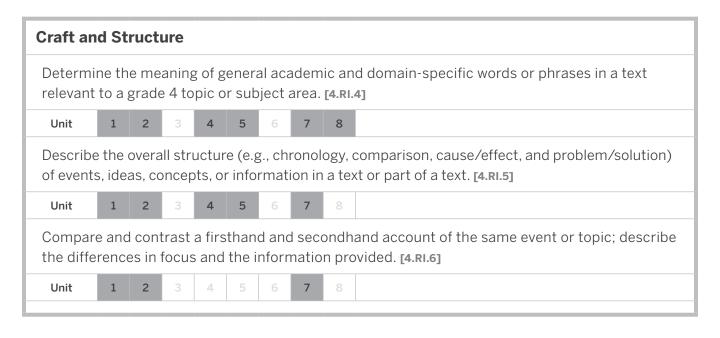
Range of Reading and Level of Text Complexity

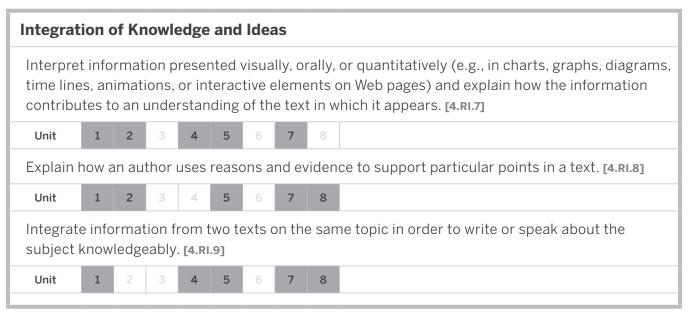
By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. [4.RL.10]

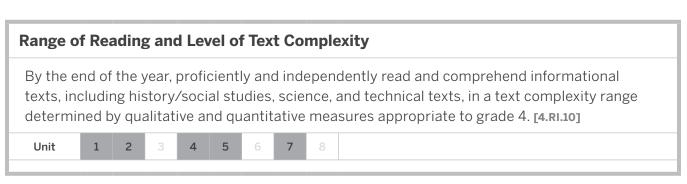
Unit 1 2 3 4 5 6 7 8

READING STANDARDS FOR INFORMATIONAL TEXT



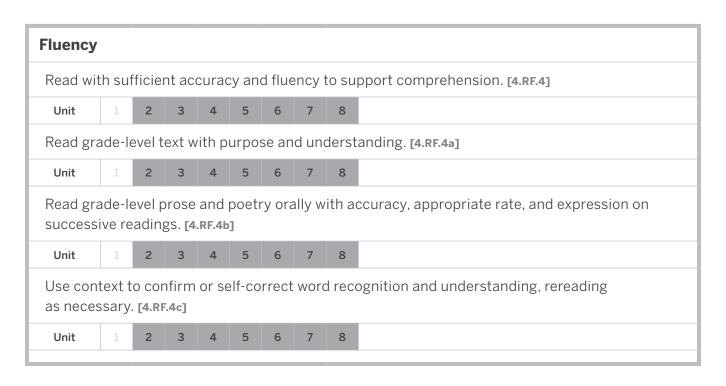






READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition
Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. [4.RF.3]
Unit 1 2 3 4 5 6 7 8
Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. [4.RF.3a]
Unit 1 2 3 4 5 6 7 8
Apply knowledge of the six syllable patterns to read grade level words accurately. [4.RF.3b]
Unit 1 2 3 4 5 6 7 8
Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. [4.RF.3c]
Unit 1 2 3 4 5 6 7 8



Grade 4

WRITING STANDARDS

Text Type	s an	d Pı	ırpo	ses					
Write opir	nion p	oiece	es on	topi	cs or	texts	s, sup	port	ing a point of view with reasons and information.
Unit	1	2	3	4	5	6	7	8	
					-				n, and create an organizational structure in which s purpose. [4.W.1a]
Unit	1	2	3	4	5	6	7	8	
Provide re	eason	ıs th	at ar	e sup	port	ed by	/ fact	s and	d details. [4.W.1b]
Unit	1	2	3	4	5	6	7	8	
Link opini [4.W.1c]	ion ar	nd re	easor	ns us	ing w	ords	and	phras	ses (e.g., for instance, in order to, in addition).
Unit	1	2	3	4	5	6	7	8	
Provide a	conc	ludi	ng st	atem	nent d	or sec	ction	relat	ed to the opinion presented. [4.W.1d]
Unit	1	2	3	4	5	6	7	8	
Write info	rmat	ive/	expla	anato	ry te	xts to	еха	mine	a topic and convey ideas and information clearly.
Unit	1	2	3	4	5	6	7	8	
									rmation in paragraphs and sections; include ultimedia when useful to aiding comprehension.
Unit	1	2	3	4	5	6	7	8	
Develop t examples		•					ns, co	ncre	te details, quotations, or other information and
Unit	1	2	3	4	5	6	7	8	
Link ideas also, beca				ories	of in	forma	ation	usin	g words and phrases (e.g., another, for example,
Unit	1	2	3	4	5	6	7	8	

Arizona's English Language Arts Standards

Use precise language and domain-specific vocabulary to inform about or explain the topic. [4.W.2d] Unit Provide a concluding statement or section related to the information or explanation presented. [4.W.2e] Unit Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [4.W.3] Unit Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [4.W.3a] Unit Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[4.W.3b]** Unit 6 7 8 Use a variety of transitional words and phrases to manage the sequence of events. [4.W.3c] Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [4.W.3d] Unit 6 Provide a conclusion that follows from the narrated experiences or events. [4.W.3e] Unit 6

Production and Distribution of Writing

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.) [4.W.4]

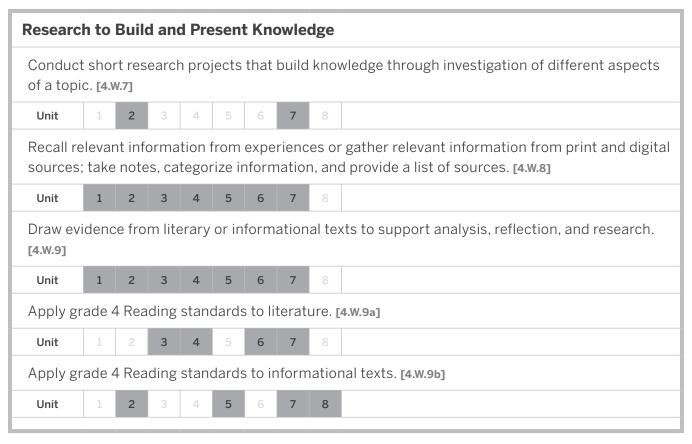
Unit 1 2 3 4 5 6 7 8

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.) [4.w.5]

Unit 1 2 3 4 5 6 7 8

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. [4.w.6]

Unit 1 2 3 4 5 6 7 8



Range of Writing 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. [4.w.10] Unit 1 2 3 4 5 6 7 8

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-l	ettei	r bas	ics a	nd F	land	writ	ing		
Demons	strate	and	apply	/ han	dwrit	ing s	skills.	[4.WF	.1]
Unit	1	2	3	4	5	6	7	8	
Read ar	ıd wri	te cu	rsive	lette	rs, up	oper	and I	ower	case. [4.WF.1a]
Unit	1	2	3	4	5	6	7	8	
Transcr	ibe id	eas l	egibly	and and	fluer	ntly v	vith a	appro	priate spacing and indentation. [4.WF.1b]
Unit	1	2	3	4	5	6	7	8	

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [4.SL.1]
Unit 1 2 3 4 5 6 7 8
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. [4.SL.1a]
Unit 1 2 3 4 5 6 7 8
Follow agreed-upon rules for discussions and carry out assigned roles. [4.SL.1b]
Unit 1 2 3 4 5 6 7 8
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. [4.SL.1c]
Unit 1 2 3 4 5 6 7 8
Review the key ideas expressed and explain their own ideas and understanding based on the discussion. [4.SL.1d]
Unit 1 2 3 4 5 6 7 8

66 Grade 4

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [4.SL.2]

Unit 1 2 3 4 5 6 7 8

Identify the reasons and evidence a speaker provides to support particular points. [4.SL.3]

Unit 1 2 3 4 5 6 7 8

Presentation of Knowledge and Ideas

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. [4.SL.4]

Unit 1 2 3 4 5 6 7 8

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [4.SL.5]

Unit 1 2 3 4 5 6 7 8

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.) [4.SL.6]

Unit 1 2 3 4 5 6 7 8

LANGUAGE STANDARDS

Conventions of Standard English

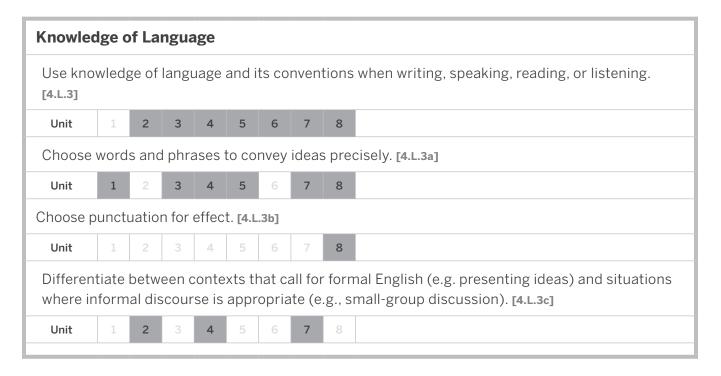
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [4.L.1]

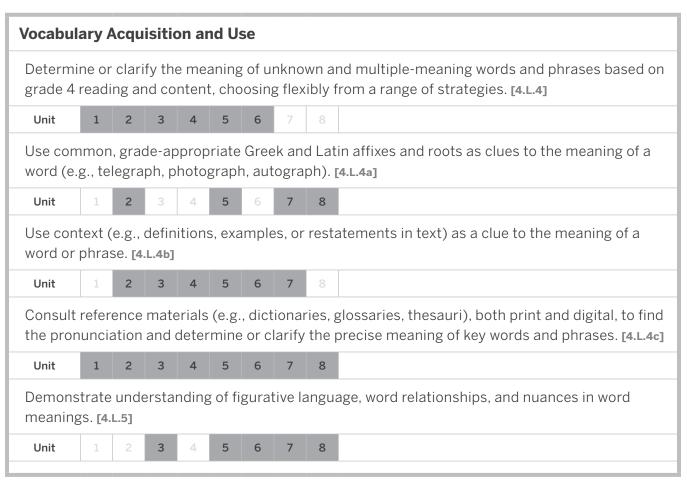
Unit 1 2 3 4 5 6 7 8

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **[4.L.1a]**

Unit 1 2 3 4 5 6 **7 8**

Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). [4.L.1b]
Unit 1 2 3 4 5 6 7 8
Use modal auxiliaries (e.g., can, may, must) to convey various conditions. [4.L.1c]
Unit 1 2 3 4 5 6 7 8
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [4.L.1d]
Unit 1 2 3 4 5 6 7 8
Form and use prepositional phrases. [4.L.1e]
Unit 1 2 3 4 5 6 7 8
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [4.L.1f]
Unit 1 2 3 4 5 6 7 8
Correctly use frequently confused words (e.g., to, too, two; there, their). [4.L.1g]
Unit 1 2 3 4 5 6 7 8
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.) [4.L.1h]
Unit 1 2 3 4 5 6 7 8
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [4.L.2]
Unit 1 2 3 4 5 6 7 8
Use correct capitalization. [4.L.2a]
Unit 1 2 3 4 5 6 7 8
Use commas and quotation marks to mark direct speech and quotations from a text. [4.L.2b]
Unit 1 2 3 4 5 6 7 8
Use a comma before a coordinating conjunction in a compound sentence. [4.L.2c]
Unit 1 2 3 4 5 6 7 8
Spell grade-appropriate words correctly, consulting references as needed. [4.L.2d]
Unit 1 2 3 4 5 6 7 8





Explain the mean [4.L.5a]	ing of simple simi	niles and metaphors (e.g., as pretty as a picture) in context.						
Unit 1 2	3 4 5	6 7 8						
Recognize and ex	xplain the meaning	ng of common idioms, adages, and proverbs. [4.L.5b]						
Unit 1 2	3 4 5	6 7 8						
Demonstrate und	derstanding of wo	ords by relating them to their synonyms and antonyms. [4.L.5c]						
Unit 1 2	3 4 5	6 7 8						
phrases, including whined, stammer	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). [4.L.6]							
Unit 1 2	3 4 5	6 7 8						

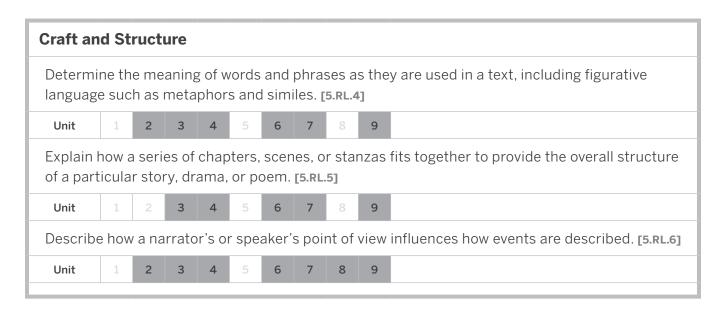
Grade 4

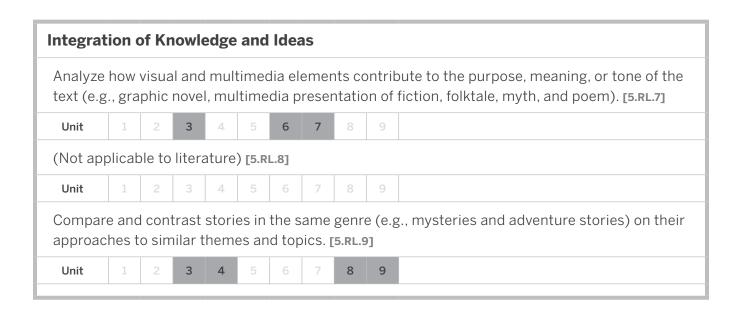
Grade 5 Overview

Arizona's English Language Arts Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details									
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5.RL.1]									
Unit 1 2 3 4 5 6 7 8 9									
Determine a theme of a story, drama, or poem from details in the text; including 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. [5.RL.2]									
Unit 1 2 3 4 5 6 7 8 9									
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). [5.RL.3]									
Unit 1 2 3 4 5 6 7 8 9									





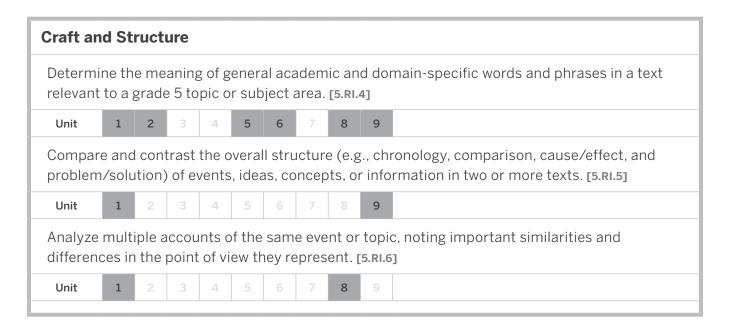
Range of Reading and Level of Text Complexity

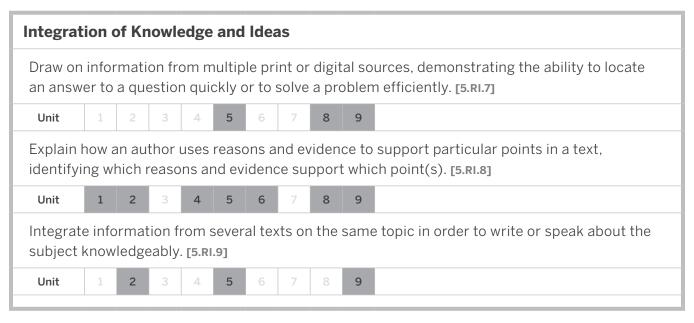
By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. [5.RL.10]

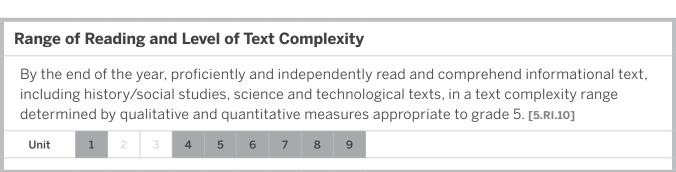
 Unit
 1
 2
 3
 4
 5
 6
 7
 8
 9

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5.RI.1] Unit 6 8 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [5.RI.2] 1 2 Unit 5 6 9 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. [5.RI.3] Unit







READING STANDARDS: FOUNDATIONAL SKILLS

Phonic	s and	Wor	d Re	cogr	itio	n			
Know a				s and	d wor	d ana	alysis	skill	s in decoding multisyllabic words in context and
Unit	1	2	3	4	5	6	7	8	9
Use co multisy				_		etter-	soun	d cor	respondences to accurately read unfamiliar
Unit	1	2	3	4	5	6	7	8	9
Apply l	knowle	dge d	of the	sixs	syllab	ole pa	ittern	ıs to r	read grade level words accurately. [5.RF.3b]
Unit	1	2	3	4	5	6	7	8	9
Use co	mbine	d knc	wled	ge of	mor	pholo	ogy to	o read	d grade level words accurately. [5.RF.3c]
Unit	1	2	3	4	5	6	7	8	9
Know a					rade-	-appr	opria	ite Gr	reek and Latin affixes and roots to accurately read
Unit	1	2	3	4	5	6	7	8	9

Fluency								
Read with sufficient accuracy and fluency to support comprehension. [5.RF.4]								
Unit 1 2 3 4 5 6 7 8 9								
Read grade-level text with purpose and understanding. [5.RF.4a]								
Unit 1 2 3 4 5 6 7 8 9								
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [5.RF.4b]								
Unit 1 2 3 4 5 6 7 8 9								
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [5.RF.4c]								
Unit 1 2 3 4 5 6 7 8 9								

Grade 5

WRITING STANDARDS

Text Types and Purposes									
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [5.W.1]									
Unit 1 2 3 4 5 6 7 8 9									
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. [5.W.1a]									
Unit 1 2 3 4 5 6 7 8 9									
Provide logically ordered reasons that are supported by facts and details. [5.W.1b]									
Unit 1 2 3 4 5 6 7 8 9									
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [5.W.1c]									
Unit 1 2 3 4 5 6 7 8 9									
Provide a concluding statement or section related to the opinion presented. [5.W.1d]									
Unit 1 2 3 4 5 6 7 8 9									
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [5.W.2]									
Unit 1 2 3 4 5 6 7 8 9									
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. [5.W.2a]									
Unit 1 2 3 4 5 6 7 8 9									
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [5.w.2b]									
Unit 1 2 3 4 5 6 7 8 9									
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [5.w.2c]									
Unit 1 2 3 4 5 6 7 8 9									

Arizona's English Language Arts Standards

Use precise language and domain-specific vocabulary to inform about or explain the topic. [5.W.2d] Unit 2 4 5 6 8 Provide a concluding statement or section related to the information or explanation presented. [5.W.2e] 5 Unit Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [5.w.3] Unit Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [5.W.3a] Unit Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. [5.W.3b] 3 Unit 1 2 4 8 Use a variety of transitional words and phrases to manage the sequence of events. [5.W.3c] Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [5.W.3d] Unit Provide a conclusion that follows from the narrated experiences or events. [5.W.3e] Unit 1 2 3 9

Production and Distribution of Writing

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.) [5.W.4]

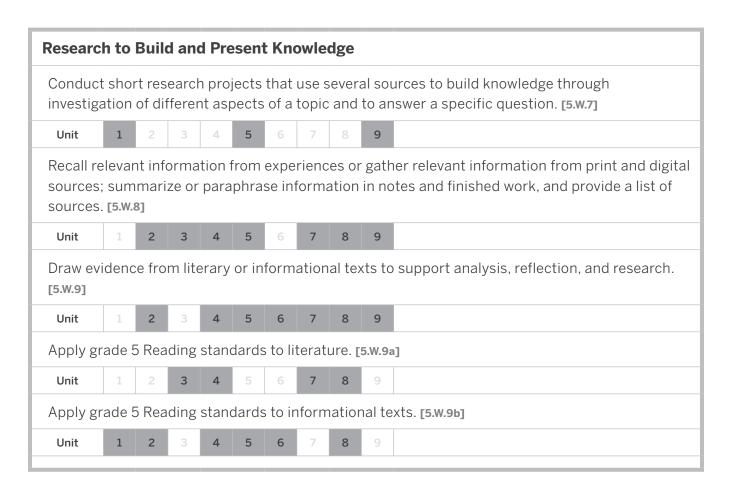
Unit 1 2 3 4 5 6 7 8 9

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.) [5.w.5]

Unit 1 2 3 4 5 6 7 8 9

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. [5.w.6]

Unit 1 2 3 4 5 6 7 8 9



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. [5.w.10] Unit 1 2 3 4 5 6 7 8 9

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-	letter ba	sics and	Hand	writing	g				
Demon	strate and	apply ha	ndwrit	ing skil	ls. [5.WF	.1]			
Unit	1 2	3 4	5	6	7 8	9			
Read ar	Read and write cursive letters, upper and lower case. [5.WF.1a]								
Unit	1 2	3 4	5	6	7 8	9			
Transcr	ibe ideas l	egibly an	d fluer	ntly witl	n appro	priate	e spacing and indentation. [5.WF.1b]		
Unit	1 2	3 4	5	6	7 8	9			

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration								
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.1]								
Unit 1 2 3 4 5 6 7 8 9								
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. [5.SL.1a]								
Unit 1 2 3 4 5 6 7 8 9								
Follow agreed-upon rules for discussions and carry out assigned roles. [5.SL.1b]								
Unit 1 2 3 4 5 6 7 8 9								
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [5.SL.1c]								
Unit 1 2 3 4 5 6 7 8 9								
Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions. [5.SL.1d]								
Unit 1 2 3 4 5 6 7 8 9								

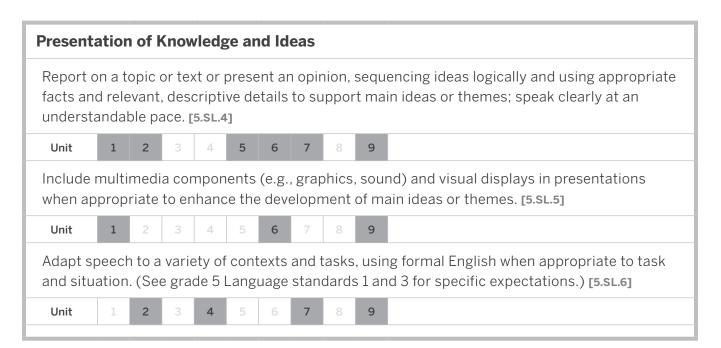
Grade 5

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

Unit 1 2 3 4 5 6 7 8 9

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

Unit 1 2 3 4 5 6 7 8 9



LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [5.L.1] Unit 1 2 3 4 5 6 7 8 9 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [5.L.1a] Unit 1 2 3 4 5 6 7 8 9 Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [5.L.1b] Unit 1 2 3 4 5 6 7 8 9

Use verb tense to convey various times, sequences, states, and conditions. [5.L.1e] Unit									
Recognize and correct inappropriate shifts in verb tense. [5.L.1d] Unit 1 2 3 4 5 6 7 8 9 Use correlative conjunctions (e.g., either/or, neither/nor). [5.L.1e] Unit 1 2 3 4 5 6 7 8 9 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). [5.L.1f] Unit 1 2 3 4 5 6 7 8 9 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 Use correlative conjunctions (e.g., either/or, neither/nor). [5.L.1e] Unit 1 2 3 4 5 6 7 8 9 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). [5.L.1f] Unit 1 2 3 4 5 6 7 8 9 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Use correlative conjunctions (e.g., either/or, neither/nor). [5.L.1e] Unit 1 2 3 4 5 6 7 8 9 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). [5.L.1f] Unit 1 2 3 4 5 6 7 8 9 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 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). [5.L.1f] Unit 1 2 3 4 5 6 7 8 9 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
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). [5.L.1f] Unit 1 2 3 4 5 6 7 8 9 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
and a conclusion that is appropriate to the writing task (Reference Writing standards 1–3). [5.L.1f] Unit									
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [5.L.2] Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 Use punctuation to separate items in a series. [5.L.2a] Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Use a comma to separate an introductory element from the rest of the sentence. [5.L.2b] Unit 1 2 3 4 5 6 7 8 9 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?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9 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?). [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?). [5.L.2c]									
of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). [5.L.2c]									
Unit 1 2 3 4 5 6 7 8 9									
Use underlining, quotation marks, or italics to indicate titles of works. [5.L.2d]									
Unit 1 2 3 4 5 6 7 8 9									
Spell grade-appropriate words correctly, consulting references as needed. [5.L.2e]									
Spell grade-appropriate words correctly, consulting references as needed. [5.L.2e]									
Spell grade-appropriate words correctly, consulting references as needed. [5.L.2e] Unit 1 2 3 4 5 6 7 8 9									

Knowledge of Language										
Use know	wledg	ge of	langu	iage a	and it	s cor	nvent	ions	when	writing, speaking, reading, or listening. [5.L.3]
Unit	1	2	3	4	5	6	7	8	9	
Expand,	com	bine,	and i	reduc	e se	ntend	ces fo	r me	anin	g, reader/listener interest, and style. [5.L.3a]
Unit	1	2	3	4	5	6	7		9	

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [5.L.3b]

Unit 1 2 3 4 5 6 7 8 9

Vocabulary Acquisition and Use 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.4] 6 7 8 9 Unit 2 3 4 5 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [5.L.4a] 6 Unit 5 8 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [5.L.4b] Unit 1 2 3 4 5 6 8 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. [5.L.4c] 1 2 3 4 5 7 Unit 6 8 9 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [5.L.5] Unit 2 4 6 Interpret figurative language, including similes and metaphors, in context. [5.L.5a] Unit 1 2 3 4 6 8 9 Recognize and explain the meaning of common idioms, adages, and proverbs. [5.L.5b] 6 Unit Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. F5.L.5c1 1 2 4 5 6 Unit 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). [5.L.6]

Unit

