

Arkansas English Language Arts Standards

Core Knowledge Language Arts

A Correlation of CKLA, Kindergarten to the Arkansas English Language Arts Standards

Kindergarten	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Concepts of Print	
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.	
K.FR.1.CP Follow words from left to right, top to bottom, and page-by-page.	Skills units: U1, U2, U4, U5, U6, U7, U8
K.FR.2.CP Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).	Skills units: U4, U5, U6, U7
K.FR.3.CP Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.	Skills units: U3, U4, U5, U6, U7, U8, U9, U10
K.FR.4.CP Name all upper and lowercase letters of the alphabet in print.	Skills units: U6, U7, U8, U9, U10
Phonemic Awareness	
Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.	
K.FR.5.PA Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.	Skills units: U2, U3, U4, U5, U7, U8, U9, U10

K.FR.6.PA Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).	Skills units: U2, U3, U4, U5, U6, U7, U8
K.FR.7.PA Segment one-syllable words into individual sounds.	Skills units: U2, U3, U4, U5, U6, U7, U8, U9
K.FR.8.PA Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	Skills units: U3, U4, U5
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
K.FR.9.PD Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	Skills units: U3, U4, U5
K.FR.10.PD Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).	Skills units: U7, U8, U9
K.FR.11.PD Decode one-syllable words with single consonants and final long vowels (e.g., we, go).	Skills units: U9, U10
K.FR.12.PD Read high-frequency words.	Skills units: U3, U4, U5, U6, U7, U8, U9, U10
K.FR.13.PD Decode words with suffix -s (e.g., sits, maps, runs).	Skills units: U6, U7, U8, U9, U10

Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
K.FR.14.PE Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	Skills units: U3, U4, U5, U6, U8
K.FR.15.PE Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).	Skills units: U9, U10
K.FR.16.PE Encode words phonetically, drawing on knowledge of sound-letter relationships.	Skills units: U3, U4, U5, U6, U7, U8, U9, U10
K.FR.17.PE Encode words with final suffix -s (e.g., cats, runs).	Skills units: U6, U8, U9, U10
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
K.FR.18.H Demonstrate proper pencil grip.	Skills units: U3, U4, U5, U9
K.FR.19.H Form upper and lowercase letters and numerals correctly, using a common path of movement.	Skills units: U3, U4, U5, U9
Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
K.FR.20.F Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.	Skills units: U6, U7, U8, U9

K.FR.21.F Produce the most common sound for each letter of the alphabet with accuracy and automaticity.	Skills units: U3, U4, U5, U6
K.FR.22.F Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	Skills units: U5, U6, U7, U8
Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
K.RC.1.RF Ask questions about key details in a text.	Knowledge domains: D2, D4, D6, D8, D10, D11
K.RC.2.RF Answer questions about key details in a text.	Knowledge domains: D2, D4, D6, D8, D10, D11
K.RC.3.RF Orally retell a text after listening to it read aloud; include the main topic and key details.	Skills units: U7, U8, U9, U10 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
K.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Skills unit: U9 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
K.RC.5.RF Explain the roles of both the author and the illustrator.	Knowledge domains: D3, D7, D8, D10

K.RC.6.RF Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.	Knowledge domains: D1, D4, D8, D10, D11
K.RC.7.RF Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	Skills units: U6, U7, U8, U9, U10 Knowledge domains: D2, D4, D5
Reading Literature	
Reading Literature includes skills that are specific to literature.	
K.RC.8.RL Identify the major characters in a text.	Skills units: U6, U8, U9 Knowledge domains: D1, D3, D4, D6, D7, D12
K.RC.9.RL Identify settings and events in a text.	Skills units: U6, U8, U9 Knowledge domains: D1, D3, D4, D6, D7, D12
K.RC.10.RL Compare and contrast the characters in texts.	Skills unit: U9 Knowledge domains: D1, D3, D7
K.RC.11.RL Explain how visual images support understanding of a text.	Skills units: U6, U7, U8, U9, U10

	Knowledge domain: D7
K.RC.12.RL Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as “Once upon a time”).	Skills units: U6, U8, U9 Knowledge domains: D1, D3, D7
Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
K.RC.13.RI Identify the main points an author uses in a text.	Knowledge domains: D6, D7, D8, D9, D9, D11, D12
K.RC.14.RI Compare and contrast two texts on the same topic.	Knowledge domains: D4, D6
K.RC.15.RI Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).	Knowledge domains: D8, D10, D11
K.RC.16.RI Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).	Knowledge domains: D8, D10, D11
K.RC.17.RI Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.	Knowledge domains: D2, D4, D5, D7

Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
K.V.1 Determine or clarify the meaning of words and phrases in a text read aloud.	Skills units: U6, U8, U9, U10 Knowledge domains: D2, D4, D6, D7, D8, D10, D11
K.V.2 Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.	Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
K.V.3 Sort and categorize objects and images by concepts.	Knowledge domains: D2, D7
K.V.4 Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).	Knowledge domains: D6, D7
K.V.5 Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.	Knowledge domains: D2, D3, D7, D8
Writing	
Style	
Writing style includes different types of writing for different purposes.	
K.W.1.S Write an opinion piece about a topic or text, including a reason.	Knowledge domains: D3, D11, D12
K.W.2.S Write an informative piece with facts.	Knowledge domains: D2, D4, D5, D6, D8, D10, D11, D12

K.W.3.S Write a narrative with the events in chronological order.	Skills units: U9, U10 Knowledge domains: D1, D3, D6, D7, D9, D10, D11, D12
Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
K.W.4.P Produce writing, using precise language and grade-appropriate conventions.	Knowledge domains: D6, D7, D9, D11
K.W.5.P Revise word choice in writing.	Knowledge domains: D6, D7, D11
K.W.6.P Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks).	Knowledge domains: D6, D7, D11
K.W.7.P Participate in teacher-led research projects and produce simple findings.	Knowledge domains: D6, D8, D10
Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
K.CC.1.OL Participate in collaborative conversations.	Skills units: U6, U7, U8, U9, U10

K.CC.2.OL Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	Skills units: U6, U7, U8, U9, U10 Knowledge domains: D6
Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	
K.CC.3.P Use specific details to orally describe people, places, things, and events.	Knowledge domains: D2, D4, D6, D7, D8, D9, D10, D11
K.CC.4.P Use visual displays to provide additional detail.	Skills unit: U9 Knowledge domains: D5, D6, D8
K.CC.5.P Speak audibly in collaborative communication and presentations.	Skills units: U7, U8, U9, U10 Knowledge domain: D1
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
K.L.1.S Use common nouns.	Knowledge domains: D2, D6, D7, D8, D11

K.L.2.S Use singular nouns.	Knowledge domains: D2, D6, D7, D8, D11
K.L.3.S Use plural nouns.	Skills unit: U6 Knowledge domains: D7, D8
K.L.4.S Use the pronoun “I.”	Skills unit: U9 Knowledge domain: D11
K.L.5.S Use regular action verbs.	Knowledge domains: D2, D3, D6, D8, D11
K.L.6.S Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).	Knowledge domains: D2, D6, D8, D11
K.L.7.S Produce simple sentences independently.	Skills units: U6, U7, U8, U10 Knowledge domains: D1, D7

Conventions	
Conventions involve the correct use of mechanics in writing.	
K.L.8.C Capitalize the first word in a sentence.	Skills units: U5, U7, U8, U9
K.L.9.C Capitalize the pronoun “I.”	Skills unit: U9 Knowledge domain: D11
K.L.10.C Use all end punctuation marks.	Skills units: U5, U7, U8, U9

A Correlation of CKLA, Grade 1 to the Arkansas English Language Arts Standards

Grade 1	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Phonemic Awareness	
Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.	
1.FR.1.PA Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).	Skills units: U1, U2, U3
1.FR.2.PA Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).	Skills units: U1, U2, U3
1.FR.3.PA Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	Skills units: U1, U3, U5, U6, U7
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
1.FR.4.PD Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).	Skills units: U1, U3, U4, U5
1.FR.5.PD Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns	Skills units: U1, U5, U6, U7

(e.g., shy, chart, shave, thick, white, bring, catch, fudge).	
1.FR.6.PD Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).	Skills units: U2, U3
1.FR.7.PD Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).	Skills unit: U3
1.FR.8.PD Decode one-syllable words containing multiple sounds of s (e.g., sock, is).	Skills units: U6, U7
1.FR.9.PD Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	Skills units: U4, U5
1.FR.10.PD Read high-frequency words.	Skills units: U1, U2, U3, U4, U6
1.FR.11.PD Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	Skills units: U4, U5, U6
Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
1.FR.12.PE Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).	Skills units: U1, U3, U4, U5
1.FR.13.PE Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).	Skills units: U1, U5, U6, U7
1.FR.14.PE Encode one-syllable words with double-letter endings (e.g., fill,	Skills units: U1, U5, U6

pass, buzz).	
1.FR.15.PE Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).	Skills units: U1, U5, U6
1.FR.16.PE Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).	Skills units: U2, U3
1.FR.17.PE Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).	Skills units: U2, U3, U4, U7
1.FR.18.PE Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).	Skills units: U4, U5, U7
1.FR.19.PE Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).	Skills units: U5, U6, U7
1.FR.20.PE Encode words phonetically, drawing on knowledge of sound-letter relationships.	Skills units: U1, U2, U3, U4, U5, U6, U7
1.FR.21.PE Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).	Skills units: U5, U6, U7
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
1.FR.22.H Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).	Skills unit: U1
1.FR.23.H Produce manuscript writing with accuracy and automaticity.	Skills unit: U1

Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
1.RF.24.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	Skills units: U1, U2, U3, U4, U5, U6, U7
Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
1.RC.1.RF Ask questions about key details in a text.	Skills units: U1, U2, U3, U4, U5, U6, U7 Knowledge domains: D1, D2, D3, D5, D6, D9, D10, D11
1.RC.2.RF Answer questions about key details in a text.	Skills units: U1, U2, U3, U4, U5, U6, U7 Knowledge domains: D1, D2, D3, D5, D6, D9, D10, D11
1.RC.3.RF Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.	Skills units: U1, U2, U3 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11
1.RC.4.RF Build general and academic vocabulary and background	Knowledge domains: D2, D4, D5, D6, D7, D8, D10, D11

knowledge of age and grade-appropriate topics through discussion, reading, and writing.	
1.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.	Knowledge domains: D1, D2, D4, D5, D6, D8, D9, D10, D11
1.RC.6.RF Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	Skills units: U1, U2, U3, U4, U5, U6, U7 Knowledge domains: D2, D4, D5, D6, D7, D8, D10, D11
Reading Literature	
Reading Literature includes skills that are specific to literature.	
1.RC.7.RL Describe the major characters and settings in a text.	Skills units: U2, U3, U6, U7 Knowledge domains: D1, D3, D5, D9
1.RC.8.RL Describe the settings (when and where) and events in a text.	Knowledge domains: D1, D3, D5, D9
1.RC.9.RL Compare and contrast the adventures and experiences of characters in texts.	Skills units: U6, U7 Knowledge domains: D3, D9
1.RC.10.RL Explain how visual images support a text by clarifying story elements (settings, characters, and events).	Skills unit: U3

	Knowledge domain: D1
1.RC.11.RL Identify the narrator at various points in a text.	Knowledge domain: D4
1.RC.12.RL Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).	Knowledge domains: D6, D9
Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
1.RC.13.RI Identify reasons an author provides to support the main points in a text.	Knowledge domains: D6, D8
1.RC.14.RI Compare and contrast two texts on the same topic.	Knowledge domains: D4, D5, D6, D8
1.RC.15.RI Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.	Skills unit: U4 Knowledge domain: D2
1.RC.16.RI Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.	Skills unit: U4 Knowledge domain: D2
1.RC.17.RI Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.	Knowledge domains: D2, D4, D5, D6, D7, D8, D11

1.RC.18.RI Identify the author's purpose of a text.	Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11
Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
1.V.1 Determine or clarify the meaning of words and phrases in texts read aloud.	Knowledge domains: D1, D5, D6, D8, D9, D10
1.V.2 Use sentence-level clues to identify the meaning of words or phrases.	Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11
1.V.3 Sort and categorize words by concepts.	Knowledge domains: D4, D5, D6, D7, D8, D10, D11
1.V.4 Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).	Skills units: U4, U5 Knowledge domains: D4, D6, D7
1.V.5 Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.	Knowledge domains: D2, D3, D7, D8

Writing	
Style	
Writing style includes different types of writing for different purposes.	
1.W.1.S Write an opinion piece about a topic or text, including at least one supporting reason.	Skills units: U5, U7 Knowledge domain: D6
1.W.2.S Write an informative or explanatory piece about a topic, using facts from a source.	Knowledge domains: D2, D5, D7, D8, D10
1.W.3.S Write a narrative, using a logical sequence of events.	Skills units: U3, U6 Knowledge domains: D3, D9
Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
1.W.4.P Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.	Knowledge domains: D2, D4, D5, D6, D7, D8, D9, D10, D11
1.W.5.P Organize writing to include a sense of closure.	Knowledge domains: D2, D5, D6, D7, D8, D10
1.W.6.P Use transitional words to connect ideas.	Skills unit: U3

1.W.7.P Revise writing to expand simple sentences by adding details as appropriate.	Knowledge domains: D7, D9, D10, D11
1.W.8.P Edit writing to include K-1 language conventions for publishing.	Knowledge domains: D7, D9, D10, D11
1.W.9.P Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.	Skills unit: U5 Knowledge domains: D1, D2, D3, D4, D10
Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
1.CC.1.OL Participate in collaborative conversations, following class created discussion guidelines.	Skills units: U1, U2, U3, U4, U5, U6, U7 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11
1.CC.2.OL Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	Skills unit: U1 Knowledge domain: D1

Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	
1.CC.3.P Use relevant details to express ideas and feelings when orally describing people, places, things, and events.	Skills unit: U6 Knowledge domains: D4, D5, D6, D7, D8, D9, D10
1.CC.4.P Use visual displays to clarify ideas, thoughts, and feelings.	Skills unit: U3 Knowledge domains: D1, D3
1.CC.5.P Speak audibly in collaborative communication and presentations.	Skills units: U1, U2, U3, U4, U5, U6, U7 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
1.L.1.S Use concrete nouns.	Knowledge domain: D9
1.L.2.S Use proper nouns.	Knowledge domain: D9

1.L.3.S Use irregular plural nouns (e.g., children, mice).	Skills unit: U7 Knowledge domains: D1, D8
1.L.4.S Use singular possessive common and proper nouns.	Skills unit: U1, U2, U3, U4, U5, U6, U7
1.L.5.S Use personal pronouns.	Knowledge domain: D4
1.L.6.S Use pronoun/antecedent agreement.	Knowledge domains: D4, D5, D6, D11
1.L.7.S Use common adjectives.	Skills units: U4, U5, U6
1.L.8.S Use article adjectives (a, an, the).	Skills units: U1, U3, U4, U6, U7
1.L.9.S Use regular past, present, and future tense verbs.	Skills units: U3, U4, U6 Knowledge domain: D10
1.L.10.S Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).	Skills units: U5, U6, U7
1.L.11.S Use conjunctions (and, but, or).	Skills units: U7

	Knowledge domains: D6, D8, D9
1.L.12.S Produce and expand simple sentences independently, using simple and compound subjects and predicates.	Skills units: U3, U5, U6 Knowledge domain: D11
Conventions	
Conventions involve the correct use of mechanics in writing.	
1.L.13.C Capitalize the first word in a sentence.	Skills units: U1, U3, U4, U5, U6, U7
1.L.14.C Capitalize the pronoun “I.”	Skills unit: U1
1.L.15.C Capitalize dates.	Skills unit: U4
1.L.16.C Capitalize names of people.	Skills unit: U2
1.L.17.C Use all end punctuation marks.	Skills units: U1, U3, U5, U7
1.L.18.C Use commas in dates.	Skills units: U1, U4

A Correlation of CKLA, Grade 2 to the Arkansas English Language Arts Standards

Grade 2	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
2.FR.1.PD Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	Skills units: U1, U3, U4, U5, U6
2.FR.2.PD Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem).	Skills unit: U1
2.FR.3.PD Decode words with silent letters (e.g., knit, gnat, wrap, comb).	Skills units: U1, U3, U6
2.FR.4.PD Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).	Skills units: U1, U2, U3, U4, U6
2.FR.5.PD Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	Skills units: U1, U2, U3, U4, U5

Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
2.FR.6.PE Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).	Skills units: U2, U3, U5, U6
2.FR.7.PE Encode two-syllable words with short vowels (e.g., candid, combat).	Skills units: U1, U2, U3, U4, U6
2.FR.8.PE Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	Skills units: U1, U2, U3, U4
2.FR.9.PE Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).	Skills units: U1, U2, U3, U4
2.FR.10.PE Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).	Skills units: U1, U2, U3, U4, U6
2.FR.11.PE Encode two-syllable words with open syllables (e.g., robot, music, jumbo).	Skills units: U1, U2, U3, U4, U5
2.FR.12.PE Encode long vowel patterns (e.g., wild, told, kind, most, colt).	Skills units: U1, U2, U3, U4, U5
2.FR.13.PE Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).	Skills units: U1, U2, U3, U4, U6
2.FR.14.PE Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).	Skills units: U1, U2, U3, U4, U5
2.FR.15.PE Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).	Skills units: U2, U3, U5

2.FR.16.PE Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	Skills units: U1, U2, U3, U4, U5, U6
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
2.FR.17.H Form upper and lowercase cursive letters correctly, using a common path of movement.	Intervention Toolkit: Cursive Writing Practice
Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
2.FR.18.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	Skills units: U5, U6 Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
2.RC.1.RF Ask questions about key details in a text.	Skills units: U1, U2, U3, U4, U5, U6 Knowledge domains: D1, D2, D3, D4, D5, D6

2.RC.2.RF Answer questions about key details in a text.	Skills units: U1, U2, U3, U4, U5, U6 Knowledge domains: D1, D2, D3, D4, D5, D6
2.RC.3.RF Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.	Skills units: U1, U2, U3 Knowledge domains: D1, D2, D4, D5, D6, D7, D8, D9, D10, D11
2.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Knowledge domains: D1, D2, D4, D5, D6, D7, D8, D9, D10, D11
2.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.	Knowledge domains: D1, D2, D3, D4, D8, D9, D11
2.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	Knowledge domains: D1, D2, D4, D5, D6, D7, D8, D9, D10, D11
Reading Literature	
Reading Literature includes skills that are specific to literature.	
2.RC.7.RL Describe a character's traits.	Knowledge domains: D3, D4,
2.RC.8.RL Identify the main story elements (characters, settings, events, problem, and solution) in a text.	Skills units: U1, U5

	Knowledge domains: D3, D4
2.RC.9.RL Compare and contrast two versions of the same story (e.g., <i>Three Little Pigs</i> vs. <i>The True Story of the Three Little Pigs</i>).	Knowledge domains: D1, D4
2.RC.10.RL Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).	Skills unit: U4
2.RC.11.RL Identify differences in the perspectives of characters.	Knowledge domains: D1, D3, D4
2.RC.12.RL Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).	Skills units: U1, U2, U3, U4, U5 Knowledge domain: D4
Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
2.RC.13.RI Explain how an author uses reasons/evidence to support main ideas in a text.	Skills unit: U6 Knowledge domains: D9, D12
2.RC.14.RI Compare and contrast two texts on the same topic.	Knowledge domains: D2, D5, D7, D9
2.RC.15.RI Determine the purpose of a section of a text (e.g., paragraphs, sections).	Skills unit: U6

	Knowledge domains: D6, D7, D10, D11
2.RC.16.RI Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.	Skills units: U3, U6
2.RC.17.RI Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.	Skills unit: U6 Knowledge domain: D6
2.RC.18.RI Identify the author's purpose of a text.	Knowledge domains: D6, D8, D10, D11, D12
Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
2.V.1 Determine or clarify the meaning of words and phrases in a text read aloud or independently.	Skills unit: U5 Knowledge domains: D1, D2, D4, D5, D8, D11, D12
2.V.2 Use sentence-level clues to identify the meaning of words or phrases.	Skills units: U3, U5 Knowledge domains: D1, D7
2.V.3 Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).	Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12

2.V.4 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Skills units: U2, U3 Knowledge domains: D3, D6
2.V.5 Distinguish the literal and nonliteral meanings of words and phrases in context.	Knowledge domains: D1, D2, D5, D9, D10
2.V.6 Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).	Skills units: U1, U5 Knowledge domains: D4, D5, D6, D8
Writing	
Style	
Writing style includes different types of writing for different purposes.	
2.W.1.S Write an opinion piece about a topic or text with details to support the opinion.	Skills unit: U2 Knowledge domains: D3, D12
2.W.2.S Write an informative or explanatory piece about a topic, using facts from a source.	Knowledge domain: D6
2.W.3.S Write a narrative, using a logical sequence of events.	Skills units: U1, U2, U3

	Knowledge domains: D3, D11
Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
2.W.4.P Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.	Knowledge domains: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
2.W.5.P Organize writing logically, constructing an introduction, body, and a sense of closure.	Knowledge domains: D3, D6, D11, D12
2.W.6.P Use transitional words to connect ideas.	Knowledge domains: D3, D11
2.W.7.P Revise writing to expand and combine simple sentences to create compound sentences.	Knowledge domains: D2, D3, D4, D8, D12
2.W.8.P Edit writing to include K-2 language conventions for publishing.	Knowledge domains: D2, D3, D4, D8, D12
2.W.9.P Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.	Knowledge domains: D2, D3, D5, D8
Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
2.CC.1.OL Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.	Skills units: U2, U3, U6

	Knowledge domains: D1, D2, D5, D6, D7, D8, D9, D10, D11
2.CC.2.OL Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	Knowledge domains: D2, D3, D6, D8, D10, D11
Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	
2.CC.3.P Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.	Knowledge domains: D1, D3, D4, D5, D6, D7, D8, D9, D10
2.CC.4.P Use visual displays to clarify ideas, thoughts, and feelings.	Knowledge domains: D7, D10, D11
2.CC.5.P Speak audibly in collaborative communication and presentations.	Knowledge domains: D1, D3, D4, D5, D6, D7, D8, D9, D10
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
2.L.1.S Use abstract nouns (e.g., love, peace, joy).	Knowledge domains: D2, D3, D5, D7, D8, D9, D11, D12
2.L.2.S Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).	Skills units: U4, U5 Knowledge domains: D1, D3, D8

2.L.3.S Use singular possessive common and proper nouns.	Skills units: U4, U5
2.L.4.S Use subject pronouns (e.g., I, he, she).	Skills units: U3, U4
2.L.5.S Use possessive pronouns (e.g., mine, his, hers)	Skills unit: U4
2.L.6.S Use pronoun/antecedent agreement.	Skills units: U3, U4
2.L.7.S Use common adjectives.	Skills units: U2, U3, U4, U5, U6 Knowledge domains: D3, D4, D7, D9, D10, D11, D12
2.L.8.S Recognize words adjectives modify.	Skills units: U2, U3, U4, U5, U6 Knowledge domains: D3, D4, D7, D9, D10, D11, D12
2.L.9.S Use irregular verbs (e.g., sang, came).	Knowledge domain: D2
2.L.10.S Use subject/verb agreement for singular and plural nouns.	Skills units: U4, U5 Knowledge domains: D1, D3, D8
2.L.11.S Use adverbs.	Skills unit: U6

	Knowledge domains: D3, D8, D10
2.L.12.S Use conjunctions (and, but, or) in compound sentences.	Skills units: U1, U6 Knowledge domain: D1
2.L.13.S Expand and combine simple sentences to create compound sentences, using two independent clauses.	Skills unit: U6
Conventions	
Conventions involve the correct use of mechanics in writing.	
2.L.14.C Capitalize holidays	Skills unit: U5
2.L.15.C Capitalize product names.	Skills units: U3, U4
2.L.16.C Use all end punctuation marks.	Skills units: U1, U2, U3, U4, U5, U6
2.L.17.C Use commas with words and items in a series.	Skills unit: U1
2.L.18.C Use commas in greetings.	Skills units: U3, U4
2.L.19.C Use commas in closing of letters.	Skills units: U3, U4

2.L.20.C Use commas before a coordinating conjunction in a compound sentence.

Skills units:
U3

A Correlation of CKLA, Grade 3 to the Arkansas English Language Arts Standards

Grade 3	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
3.FR.1.PD Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).	Units: 1, 3
3.FR.2.PD Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).	Units: 1, 6, 7, 11
3.FR.3.PD Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	Units: 5, 6, 11
Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
3.FR.4.PE Encode two-syllable words with double letter endings (e.g., repel vs. confess).	Units: 2, 3, 5, 8
3.FR.5.PE Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).	Units: 3, 4, 7

3.FR.6.PE Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
3.FR.7.PE Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).	Units: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11
3.FR.8.PE Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	Units: 3, 4, 5, 6, 7, 8, 9, 10, 11
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
3.FR.9.H Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	Unit: 1
3.FR.10.H Produce cursive writing with accuracy and automaticity.	Unit: 1
Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
3.FR.11.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	Units: 5, 7, 10

Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
3.RC.1.RF Ask questions about key details in a text.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11
3.RC.2.RF Answer questions about key details in a text.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11
3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	Units: 2, 4, 5, 6, 7, 8, 9
3.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Units: 2, 3, 4, 5, 6, 7, 8
3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	Units: 1, 2, 3, 4, 5, 6, 7, 9, 10
3.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11
Reading Literature	
Reading Literature includes skills that are specific to literature.	
3.RC.7.RL Describe how characters respond to major events and challenges.	Units: 1, 4, 5, 6, 8, 10

3.RC.8.RL Describe the main story elements (plot), including characters, setting, events, problem, and solution.	Units: 1, 6, 10
3.RC.9.RL Compare and contrast stories from the same author with the same or similar characters.	Units: 1, 4
3.RC.10.RL Explain how information gained from visual images in a text contributes to understanding the text.	Units: 1, 6, 8, 10
3.RC.11.RL Distinguish the reader's perspective from that of the author, narrator, or character(s).	Units: 1, 4, 8
3.RC.12.RL Describe the major differences in the structural elements of poems, dramas, and stories.	Units: 1, 4, 6
Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
3.RC.13.RI Explain how an author uses reasons and evidence to support specific points in a text.	Unit: 4
3.RC.14.RI Compare and contrast two texts on the same topic, identifying key details from each text.	Units: 2, 4, 5, 7, 8, 9, 10
3.RC.15.RI Describe how each successive part or paragraph builds on earlier sections.	Units: 2, 3, 5, 11
3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.	Units: 2, 4, 5
3.RC.17.RI Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.	Units: 2, 4, 8, 9

3.RC.18.RI Distinguish the reader’s perspective from that of the author of the text.	Units: 2, 4, 9
Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
3.V.1 Determine or clarify the meaning of words and phrases in a text read aloud or independently.	Units: 2, 4, 5, 7, 8, 9, 10, 11
3.V.2 Use context clues to identify the meaning of words or phrases.	Units: 1, 3, 4, 5, 7, 8, 9, 10
3.V.3 Generate synonyms and antonyms for common nouns, verbs, and adjectives.	Units: 1, 3, 4, 5, 7, 8, 9, 10
3.V.4 Distinguish shades of meaning among related words.	Units: 8, 9, 10
3.V.5 Distinguish the literal and nonliteral meanings of words and phrases in context.	Units: 1, 3, 9, 10
3.V.6 Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion).	Units: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Writing	
Style	
Writing style includes different types of writing for different purposes.	
3.W.1.S Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.	Units: 1, 4, 5, 7, 9
3.W.2.S Write informative or explanatory pieces about a topic, using sources.	Units: 2, 3, 5, 6, 7, 11
3.W.3.S Write a narrative with a logical plot (sequence of events, characters, and setting).	Units: 1, 7, 10, 11
Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
3.W.4.P Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	Units: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11
3.W.6.P Use transitional words and phrases to connect ideas.	Units: 1, 2, 3, 10
3.W.7.P Plan and revise writing, using words, phrases, and sentences for effect.	Units: 1, 2, 3, 4, 5, 6, 7, 10

3.W.8.P Edit writing to include K-3 language conventions for publishing.	Units: 1, 2, 3, 4, 5, 7, 10
3.W.9.P Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response.	Units: 5, 10
3.W.10.P Take notes from sources and sort evidence into categories.	Units: 2, 4, 5, 7
Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
3.CC.1.OL Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.	Units: 5, 7, 9, 11
3.CC.2.OL Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	Units: 4, 5, 6, 9, 10
Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	
3.CC.3.P Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.	Units: 1, 2, 5, 6, 7, 9, 10
3.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	Unit: 8

3.CC.5.P Speak audibly in collaborative communication and presentations.	Units: 5, 6, 7, 11
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
3.L.1.S Use abstract nouns (e.g., justice, freedom).	Units: 1, 2, 3, 5
3.L.2.S Use collective nouns (e.g., group, flock, herd).	Unit: 2
3.L.3.S Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).	Units: 7, 8
3.L.4.S Use indefinite pronouns (e.g., all, any, many, each).	Units: 4, 10, 11
3.L.5.S Use object pronouns (e.g., me, him, her).	Unit: 11
3.L.6.S Use possessive pronouns (e.g., their, whose).	Unit: 8
3.L.7.S Use pronoun/antecedent agreement.	Units: 4, 10, 11
3.L.8.S Use proper adjectives (e.g., French, Spanish).	Unit: 10

3.L.9.S Use comparative and superlative adjectives (e.g., larger, largest).	Units: 9, 10, 11
3.L.10.S Use regular and irregular verbs in past and present tenses	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
3.L.11.S Use subject/verb agreement.	Units: 4, 10, 11
3.L.12.S Use adverbs.	Units: 2, 5, 6, 7, 8, 9, 10, 11
3.L.13.S Use coordinating conjunctions (FANBOYS).	Units: 5, 6, 7
3.L.14.S Use interjections (e.g., ouch, boo).	Units: 1, 4
3.L.15.S Use prepositional phrases.	Units: 1, 7
3.L.16.S Form contractions, using an apostrophe.	Unit: 8
3.L.17.S Create, expand, and combine independent clauses to create compound sentences.	Units: 2, 5, 6, 7,
Conventions	
Conventions involve the correct use of mechanics in writing.	
3.L.18.C Capitalize words in titles.	Units: 1, 2, 10, 11

3.L.19.C Capitalize proper adjectives.	Unit: 10
3.L.20.C Capitalize geographic names.	Units: 8, 9, 10
3.L.21.C Use commas in items in a series.	Units: 2, 7, 9
3.L.22.C Use commas in addresses.	Units: 2, 11
3.L.23.C Use a comma before a coordinating conjunction in a compound sentence.	Units: 5, 6, 7

A Correlation of CKLA, Grade 4 to the Arkansas English Language Arts Standards

Grade 4	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
4.FR.1.PD Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives.	Units: U2-P1, U2-P2, 7, 8
Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
4.FR.2.PE Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).	Units: 1, U2-P1, 7, 8
4.FR.3.PE Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).	Units: 1, 8
4.FR.4.PE Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed.	Units: U2-P1, 7, 8

Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
4.FR.5.H Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	Unit: 1
Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
4.FR.6.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	Units: 1, 3, 5, 6, 7
Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
4.RC.1.RF Ask questions about key details in a text.	Units: 1, U2-P1, U2-P2, 3, 4, 5, 6, 7, 8
4.RC.2.RF Answer explicit and inferential questions, using details from a text.	Units: 1, U2-P1, U2-P2, 3, 4, 5, 6, 7, 8
4.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	Units: U2-P1, U2-P2, 3, 4, 5, 8
4.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Units: 3, 5, 6, 7, 8

4.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	Units: U2-P1, U2-P2, 3, 4, 5, 7
4.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	Units: 1, 3, 5, 6, 7
Reading Literature	
Reading Literature includes skills that are specific to literature.	
4.RC.7.RL Describe how a character changes throughout a story.	Units: 5, 6, 7, 8
4.RC.8.RL Explain how the setting contributes to the plot of a story.	Units: 5, 6, 7, 8
4.RC.9.RL Determine the theme of a story.	Units: 1, U2-P2, 3, 5, 6, 7, 8
4.RC.10.RL Compare and contrast stories with similar central messages and topics.	Units: U2-P2, 5, 8
4.RC.11.RL Explain what information is gained from adding multimedia elements to the reading of a text.	Unit: 3
4.RC.12.RL Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.	Units: U2-P2, 3, 6, 8
4.RC.13.RL Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Units: 3, 7

Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
4.RC.14.RI Explain how an author uses reasons and evidence to support specific points in a text.	Units: U2-P1, 5
4.RC.15.RI Integrate information from two texts on the same topic when writing or speaking about the topic.	Units: 4, 7
4.RC.16.RI Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).	Units: 1, 4, 7
4.RC.17.RI Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.	Units: U2-P1, U2-P2, 5
4.RC.18.RI Compare and contrast a firsthand and secondhand account of the same event or topic.	Units: 1, 5, 7
Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
4.V.1 Determine or clarify the meaning of words and phrases in texts read aloud or independently.	Units: U2-P1, 5, 6, 7
4.V.2 Use context clues to infer the meaning of words or phrases.	Units: 3, 5, 6, 7, 8
4.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	Units: 5, 7, 8

4.V.4 Use the relationship between a word and its antonyms and synonyms to deepen understanding.	Units: U2-P1, U2-P2, 7, 8
4.V.5 Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.	Units: 1, U2-P1, 3, 4, 7
4.V.6 Explain the meaning of figurative language, including similes, metaphors, and idioms.	Units: 1, 3, 5, 6, 7, 8
4.V.7 Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).	Units: U2-P1, U2-P2, 7, 8
Writing	
Style	
Writing style includes different types of writing for different purposes.	
4.W.1.S Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.	Units: 1, U1-P1, 4, 6
4.W.2.S Write informative or explanatory pieces about a topic, using sources.	Units: U2-P1, 4, 5, 7
4.W.3.S Write a narrative, using a logical plot (sequence of events, characters, and setting) and strong voice.	Units: 1, U2-P2, 3, 4, 5, 6, 8

Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
4.W.4.P Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.	Units: 1, 3, 4, 5, 7, 8
4.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	Units: 1, U2-P1, U2-P2, 3, 4, 5, 7, 8
4.W.6.P Use transitional words, phrases, and clauses to connect ideas.	Units: 1, U2-P1, 4
4.W.7.P Plan and revise writing to convey ideas precisely.	Units: 1, U2-P1, U2-P2, 3, 4, 5, 6, 7, 8
4.W.8.P Edit writing to include K-4 language conventions for publishing.	Units: 7, 8
4.W.9.P Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.	Units: U2-P1, 4, 7
4.W.10.P Take notes, sort evidence into categories, and include a list of sources.	Units: U2-P1, 4, 5, 6

Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
4.CC.1.OL Participate in collaborative conversations following class created guidelines to expand upon conversations.	Units: 1, U2-P1, 3, 4, 5, 7, 8
4.CC.2.OL Identify the reasons and evidence a speaker provides to support specific points.	Units: 1, 3
Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	
4.CC.3.P Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.	Units: 1, U2-P2, 4, 6, 7
4.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	Units: 4, 7
4.CC.5.P Speak audibly, using standard English as appropriate to the task and/or situation.	Units: 1, U2-P2, 4, 6, 7
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	

4.L.1.S Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).	Unit: 1
4.L.2.S Use relative pronouns (e.g., who, which, that, whose, whom).	Unit: 8
4.L.3.S Use possessive pronouns as adjectives (e.g., their house, her dog).	Units: 1, U1-P1, U1-P2, 3, 4, 5, 6, 7, 8
4.L.4.S Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).	Unit: 5
4.L.5.S Use comparative and superlative adjectives (e.g., funnier, funniest).	Units: 1, U1-P1, U1-P2, 3, 4, 5, 6, 7, 8
4.L.6.S Use verb tense to convey various times, sequences, states, and conditions.	Units: 1, U1-P1, U1-P2, 3, 4, 5, 6, 7, 8
4.L.7.S Use progressive verb tenses (i.e., helping verbs).	Units: U2-P2
4.L.8.S Use subject/verb agreement.	Units: 1, U1-P1, U1-P2, 3, 4, 5, 6, 7, 8
4.L.9.S Use comparative and superlative adverbs (e.g., farther, farthest).	Units: 1, U1-P1, U1-P2, 3, 4, 5, 6, 7, 8
4.L.10.S Use subordinating conjunctions to produce complex sentences.	Units: 1, 3
4.L.11.S Use interjections (e.g., eek, yikes).	Unit: 8
4.L.12.S Use prepositional phrases.	Unit: U2-P1

4.L.13.S Use contractions.	Unit: 8
4.L.14.S Produce complex sentences, using dependent clauses and subordinating conjunctions.	Unit: 8
Conventions	
Conventions involve the correct use of mechanics in writing.	
4.L.15.C Use correct capitalization.	Units: U2-P2, 4, 5, 7, 8
4.L.16.C Capitalize words for emphasis (e.g., WOW! NO!).	Unit: 8
4.L.17.C Capitalize dialogue.	Units: 1, 7, 8
4.L.18.C Use end marks in dialogue.	Units: 1, 7, 8
4.L.19.C Use commas in dialogue.	Units: 1, 7, 8
4.L.20.C Use commas in quotations from a text.	Units: 1, 7, 8
4.L.21.C Use commas to separate an introductory element.	Unit: 5, 6, 7
4.L.22.C Use quotation marks in dialogue.	Units: 1, 7, 8

4.L.23.C Use quotation marks in quotations from a text.

Units:
1, 7, 8

A Correlation of CKLA, Grade 5 to the Arkansas English Language Arts Standards

Grade 5	
Arkansas English Language Arts Standards	Core Knowledge Language Arts
Foundational Reading	
Phonics Decoding (Word Reading)	
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	
5.FR.1.PD Decode words, using knowledge of Greek combining forms and connectives.	Units: 2, 3, 5, 6, 8, 9
Phonics Encoding (Word Writing)	
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	
5.FR.2.PE Encode words, using knowledge of Greek combining forms with the use of connectives as needed.	Units: 6, 9
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	
5.FR.3.H Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness with increasing stamina.	Cursive Program Teacher Guide

Fluency	
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	
5.FR.4.F Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary.	Units: 3, 4, 5, 6, 7, 8, 9
Reading Comprehension	
Reading Fundamentals	
Reading Fundamentals includes skills that can be applied to literary and informational texts.	
5.RC.1.RF Ask questions about key details in a text.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9
5.RC.2.RF Answer explicit and inferential questions, using details from a text.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9
5.RC.3.RF Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.	Units: 2, 4, 5, 6, 7, 8, 9
5.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	Units: 2, 4, 8, 9
5.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	Units: 2, 3, 4, 7, 9
5.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9

Reading Literature	
Reading Literature includes skills that are specific to literature.	
5.RC.7.RL Describe how a character's traits, motivations, and feelings contribute to the sequence of events.	Units: 4, 5, 7
5.RC.8.RL Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).	Units: 2, 3, 4, 6
5.RC.9.RL Identify text evidence that supports the theme.	Units: 1, 2
5.RC.10.RL Compare and contrast similar themes of two or more texts of the same genre.	Units: 2, 4, 8
5.RC.11.RL Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.	Units: 2, 3, 6, 7
5.RC.12.RL Explain how point of view and /or perspective influence how events are described.	Units: 4, 6, 9
5.RC.13.RL Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Units: 4, 6, 9
Reading Information	
Reading Information includes skills that are specific to non-fiction texts.	
5.RC.14.RI Identify which reasons and evidence an author uses to support which points.	Units: 1, 5, 6, 8, 9

5.RC.15.RI Integrate information from several texts on the same topic when writing or speaking about the topic.	Units: 5, 9
5.RC.16.RI Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).	Units: 1, 3, 5, 9
5.RC.17.RI Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.	Units: 2, 8, 9
5.RC.18.RI Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.	Units: 1, 8
Vocabulary	
Vocabulary includes understanding and using words to communicate effectively.	
5.V.1 Determine or clarify the meaning of words and phrases in a text read aloud or independently.	Units: 2, 5, 6, 9
5.V.2 Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).	Units: 2, 3, 4, 5, 6
5.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	Units: 2, 4, 5, 6, 8
5.V.4 Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	Units: 1, 2, 4, 5, 6, 8
5.V.5 Identify the difference between the denotation and connotation of a word or phrase in context.	Unit: 3

5.V.6 Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.	Units: 3, 4, 5
5.V.7 Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).	Units: 2, 4, 5, 6, 8, 9
Writing	
Style	
Writing style includes different types of writing for different purposes.	
5.W.1.S Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant evidence from sources.	Units: 4, 7, 8, 9
5.W.2.S Write informative or explanatory pieces, using multiple sources to examine a topic.	Units: 2, 5, 6, 9
5.W.3.S Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.	Units: 1, 5, 7, 9
Production	
Writing production includes volume and clarity of writing, the writing process, and research.	
5.W.4.P Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.	Units: 1, 2, 3, 4, 5, 6, 7, 9
5.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9

5.W.6.P Use transitional words, phrases, and clauses to connect ideas.	Unit: 8
5.W.7.P Plan and revise writing by expanding or combining sentences for meaning, interest, and style.	Units: 1, 2, 3, 5, 8, 9
5.W.8.P Edit writing to include K-5 language conventions for publishing.	Units: 4, 5, 8, 9
5.W.9.P Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.	Units: 2, 5, 6, 8, 9
5.W.10.P Take notes, sort evidence into categories, and include a list of sources.	Units: 2, 5, 6, 8
Collaborative Communication	
Oral Language	
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.	
5.CC.1.OL Participate in collaborative conversations, following class-created discussion guidelines to expand upon conversations.	Units: 1, 2, 6, 7, 9
5.CC.2.OL Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.	Units: 5, 9
Presentation	
Presentation includes an individual or group verbally addressing an audience on a particular topic.	

5.CC.3.P Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.	Units: 2, 5, 6, 7, 9
5.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	Units: 1, 6, 9
5.CC.5.P Speak audibly, using standard English as appropriate to the task and/or situation.	Units: 2, 5, 6, 7, 9
Language	
Structures	
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
5.L.1.S Use relative pronouns (e.g., who, which, that, whose, whom).	Units: 1, 2, 4, 5, 6
5.L.2.S Use demonstrative adjectives (e.g., this, that, these, those).	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9
5.L.3.S Use verb tense to convey various times, sequences, states, and conditions.	Units: 5, 6, 8
5.L.4.S Use forms of be (e.g., am, is, are, was, were).	Units: 1, 2, 3, 4, 5, 6, 7, 8, 9
5.L.5.S Use subject/verb agreement.	Units: 4, 5, 6

5.L.6.S Use comparative and superlative adverbs (e.g., worse, worst).	Units: 1, 4, 5, 7, 8
5.L.7.S Use conjunctions to produce compound and complex sentences.	Units: 1, 4, 5, 8, 9
5.L.8.S Use correlative conjunctions (e.g., either/or; neither/nor).	Units: 5, 6
5.L.9.S Use prepositional phrases as adjectives (e.g., The house <i>on the left</i> ...).	Units: 5, 6
5.L.10.S Produce a variety of simple, compound, and complex sentences.	Units: 1, 4, 5, 8, 9
Conventions	
Conventions involve the correct use of mechanics in writing.	
5.L.11.C Use correct capitalization.	Units: 1, 2, 3, 4, 5, 6, 8
5.L.12.C Capitalize dialogue.	Units: 1, 2, 4
5.L.13.C Use end marks in dialogue.	Units: 1, 2, 4
5.L.14.C Use end marks in quotations.	Units: 1, 2, 4
5.L.15.C Use commas in dialogue.	Units: 1, 2, 4

5.L.16.C Use commas in quotations from a text.	Units: 1, 2, 4
5.L.17.C Use commas to separate an introductory element.	Units: 4, 8, 9
5.L.18.C Use commas with words “yes” and “no.”	Units: 1, 4, 5, 6, 8, 9
5.L.19.C Use quotation marks in dialogue.	Units: 1, 2, 4
5.L.20.C Use quotation marks in quotations from a text.	Units: 1, 2, 4