AmplifyCKLA

Arkansas English Language Arts Standards
3rd Edition Core Knowledge Language Arts

Grades K-5

Choice Unit TG at a Glance

Kindergarten

Unit 8 Royal Tales: Monarchs	**Unit 8** National Icons: Presidents and American Symbols
Unit 9 Our Planet: Taking Care of the Earth	**Unit 9** Rain and Rainbows: Seasons and Weather

Grade 1

Unit 8 Once Upon a Time: Fairy Tales	**Unit 8** Our Planet: The History of the Earth
Unit 9 From Babylon to the Nile: Early World Civilizations	**Unit 9** Early Americas: Maya, Aztec, and Inca

Grade 2

Unit 8 Making a Difference: Creating Change	**Unit 8** Journeys to America: Immigration
Unit 9 Building Blocks: All About Nutrition	**Unit 9** Early Asian Civilizations: India and China

Grade 3

Unit 7 Novel Study: Charlotte's Web	**Unit 7** Novel Study: Stella Díaz Has Something to Say
Unit 8 Systems and Senses: The Human Body	**Unit 8** From Glow to Echo: Light and Sound

Grade 4

Unit 7 Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler	**Unit 7** Novel Study: The Season of Styx Malone
Unit 8 Adventure on the High Seas: Treasure Island	**Unit 8** Crafting Stories: A World of Tales

Grade 5

Unit 7 Novel Study: The Phantom Tollbooth	**Unit 7** Novel Study: The Science of Breakable Things
Unit 8 Arts and Culture: The Renaissance	**Unit 8** Through the Forest: A Midsummer Night's Dream

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Kindergarten	
2023 Arkansas English Language Arts Standards	**3rd Edition 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 TG:** 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 TG:** 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 TG:** U3, U4, U5, U6, U7, U8, U9, U10
K.FR.4.CP Name all upper and lowercase letters of the alphabet in print.	**Skills TG:** 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 TG:** U2, U3, U4, U5, U7, U8, U9, U10
K.FR.6.PA Blend two to four individual sounds to create one-syllable words	**Skills TG:** U2, U3, U4, U5, U6, U7, U8

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(e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).	
K.FR.7.PA Segment one-syllable words into individual sounds.	**Skills TG:** 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 TG:** 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 TG:** 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 TG:** U7, U8, U9
K.FR.11.PD Decode one-syllable words with single consonants and final long vowels (e.g., we, go).	**Skills TG:** U9, U10
K.FR.12.PD Read high-frequency words.	**Skills TG:** U3, U4, U5, U6, U7, U8, U9, U10
K.FR.13.PD Decode words with suffix -s (e.g., sits, maps, runs).	**Skills TG:** 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.

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K.FR.14.PE Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	**Skills TG:** 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 TG:** U9, U10
K.FR.16.PE Encode words phonetically, drawing on knowledge of sound-letter relationships.	**Skills TG:** U3, U4, U5, U6, U7, U8, U9, U10
K.FR.17.PE Encode words with final suffix -s (e.g., cats, runs).	**Skills TG:** 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 TG:** U3, U4, U5, U9
K.FR.19.H Form upper and lowercase letters and numerals correctly, using a common path of movement.	**Skills TG:** 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 TG:** U6, U7, U8, U9
K.FR.21.F Produce the most common sound for each letter of the alphabet with accuracy and automaticity.	**Skills TG:** U3, U4, U5, U6
K.FR.22.F Orally read texts consisting of previously taught	**Skills TG:** U5, U6, U7, U8

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grapheme-phoneme correspondences, self-correcting as necessary.	
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 TG:** D1, D2, D4, D5, D6, D7, D8 (Monarchs), D9 (Taking Care of the Earth), D10
K.RC.2.RF Answer questions about key details in a text.	**Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Monarchs), D9 (Taking Care of the Earth), D10
K.RC.3.RF Orally retell a text after listening to it read aloud; include the main topic and key details.	**Skills TG:** U7, U8, U9, U10 **Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Skills TG:** U9 **Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.RC.5.RF Explain the roles of both the author and the illustrator.	**Knowledge TG:** D3, D4, D5, D8 (Monarchs), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.RC.6.RF Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what	**Knowledge TG:** D1, D9 (Taking Care of the Earth), D9 (Seasons and Weather)

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happens in a text.	
K.RC.7.RF Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	**Skills TG:** U6, U7, U8, U9, U10 **Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10

Reading Literature

Reading Literature includes skills that are specific to literature.	
K.RC.8.RL Identify the major characters in a text.	**Skills TG:** U6, U8, U9 **Knowledge TG:** D1, D3, D4, D5, D6, D8 (Monarchs), D8 (Presidents and American Symbols)
K.RC.9.RL Identify settings and events in a text.	**Skills TG:** U6, U8, U9 **Knowledge TG:** D3, D6, D8 (Monarchs)
K.RC.10.RL Compare and contrast the characters in texts.	**Skills TG:** U9 **Knowledge TG:** D1, D3, D5, D9 (Seasons and Weather)
K.RC.11.RL Explain how visual images support understanding of a text.	**Skills TG:** U6, U7, U8, U9, U10 **Knowledge TG:**

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	D8 (Monarchs)
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 TG:** U6, U8, U9 **Knowledge TG:** D3, D8 (Monarchs), D8 (Presidents and American Symbols)

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 TG:** D2, D4, D5, D6, D7, D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.RC.14.RI Compare and contrast two texts on the same topic.	**Knowledge TG:** D4, D6, D10
K.RC.15.RI Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).	**Knowledge TG:** D2, D4, D9 (Taking Care of the Earth), D9 (Seasons and Weather)
K.RC.16.RI Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).	**Knowledge TG:** D4, D5, D9 (Taking Care of the Earth), D9 (Seasons and Weather)
K.RC.17.RI Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.	**Knowledge TG:** D7, D8 (Monarchs), D10

Vocabulary

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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 TG:** U6, U8, U9, U10 **Knowledge TG:** D2, D4, D5, D7, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D10
K.V.2 Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.	**Knowledge TG:** D2, D3, D4, D5, D8 (Monarchs), D9 (Seasons and Weather), D10
K.V.3 Sort and categorize objects and images by concepts.	**Knowledge TG:** D5, D6, D8 (Monarchs), D10
K.V.4 Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).	**Knowledge TG:** D5, D6, D8 (Monarchs)
K.V.5 Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.	**Knowledge TG:** D2, D3
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 TG:** D2, D5, D9 (Taking Care of the Earth), D9 (Seasons and Weather)
K.W.2.S Write an informative piece with facts.	**Knowledge TG:** D2, D4, D6, D7, D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10

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K.W.3.S Write a narrative with the events in chronological order.	**Skills TG:** U9, U10 **Knowledge TG:** D1, D2, D3, D6, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth)

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 TG:** D5, D6, D8 (Monarchs), D8 (Presidents and American Symbols),D9 (Taking Care of the Earth)
K.W.5.P Revise word choice in writing.	**Knowledge TG:** D5, D6, D8 (Monarchs), D8 (Presidents and American Symbols),D9 (Taking Care of the Earth)
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 TG:** D8 (Presidents and American Symbols), D10
K.W.7.P Participate in teacher-led research projects and produce simple findings.	**Knowledge TG:** D2, D5, D9 (Taking Care of the Earth), D10

Collaborative Communication

Oral Language

Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

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K.CC.1.OL Participate in collaborative conversations.	**Skills TG:** U6, U7, U8, U9, U10 **Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.CC.2.OL Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	**Skills TG:** U6, U7, U8, U9, U10 **Knowledge TG:** D1, D3, D4, D6, D7, D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather)

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 TG:** D2, D4, D6, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
K.CC.4.P Use visual displays to provide additional detail.	**Skills TG:** U9 **Knowledge TG:** D2, D3, D8 (Monarchs), D8 (Presidents and American Symbols), D9 (Seasons and Weather)
K.CC.5.P Speak audibly in collaborative communication and presentations.	**Skills TG:** U7, U8, U9, U10 **Knowledge TG:** D1, D2, D5, D8 (Presidents and American Symbols), D9 (Seasons and Weather), D10

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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 TG:** D2, D6
K.L.2.S Use singular nouns.	**Knowledge TG:** D2, D6
K.L.3.S Use plural nouns.	**Skills TG:** U6 **Knowledge TG:** D6
K.L.4.S Use the pronoun "I."	**Skills TG:** U9
K.L.5.S Use regular action verbs.	**Knowledge TG:** D2, D5, D6
K.L.6.S Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).	**Knowledge TG:** D2, D6
K.L.7.S Produce simple sentences independently.	**Skills TG:** U6, U7, U8, U10 **Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Monarchs), D8 (Presidents and American

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	Symbols), D9 (Taking Care of the Earth), D9 (Seasons and Weather), D10
Conventions	
Conventions involve the correct use of mechanics in writing.	
K.L.8.C Capitalize the first word in a sentence.	**Skills TG:** U5, U7, U8, U9
K.L.9.C Capitalize the pronoun "I."	**Skills TG:** U9
K.L.10.C Use all end punctuation marks.	**Skills TG:** U5, U7, U8, U9

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A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Grade 1	
2023 Arkansas English Language Arts Standards	**3rd Edition 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 TG:** 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 TG:** 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 TG:** 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 TG:** 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 TG:** U1, U5, U6, U7

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(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 TG:** U2, U3
1.FR.7.PD Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).	**Skills TG:** U3
1.FR.8.PD Decode one-syllable words containing multiple sounds of s (e.g., sock, is).	**Skills TG:** U6, U7
1.FR.9.PD Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	**Skills TG:** U4, U5
1.FR.10.PD Read high-frequency words.	**Skills TG:** U1, U2, U3, U4, U6
1.FR.11.PD Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	**Skills TG:** 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 TG:** 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 TG:** U1, U5, U6, U7
1.FR.14.PE Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).	**Skills TG:** U1, U5, U6

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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 TG:** U1, U5, U6
1.FR.16.PE Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).	**Skills TG:** U2, U3
1.FR.17.PE Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).	**Skills TG:** U2, U3, U4, U7
1.FR.18.PE Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).	**Skills TG:** 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 TG:** U5, U6, U7
1.FR.20.PE Encode words phonetically, drawing on knowledge of sound-letter relationships.	**Skills TG:** 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 TG:** 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 TG:** U1
1.FR.23.H Produce manuscript writing with accuracy and automaticity.	**Skills TG:** 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 TG:** 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 TG:** U1, U2, U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D4, D5, D7, D9 (Maya, Aztec, and Inca), D10
1.RC.2.RF Answer questions about key details in a text.	**Skills TG:** U1, U2, U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D4, D5, D7, D9 (Maya, Aztec, and Inca), D10
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 TG:** U1, U2, U3 **Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10

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GRADES K-5

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 TG:** D1, D2, D4, D6, D7, D8 (Fairy Tales), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.RC.6.RF Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.	**Skills TG:** U1, U2, U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10

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 TG:** U2, U3, U6, U7 **Knowledge TG:** D1, D3, D5, D9
1.RC.8.RL Describe the settings (when and where) and events in a text.	**Knowledge TG:** D1, D3, D8 (Fairy Tales), D9 (Maya, Aztec, and Inca), D10
1.RC.9.RL Compare and contrast the adventures and experiences of characters in texts.	**Skills TG:** U6, U7 **Knowledge TG:** D1, D3, D8 (Fairy Tales), D10
1.RC.10.RL Explain how visual images support a text by clarifying story elements (settings, characters, and events).	**Skills TG:** U3 **Knowledge TG:** D1, D8 (Fairy Tales)

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GRADES K-5

1.RC.11.RL Identify the narrator at various points in a text.	**Knowledge TG:** D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.RC.12.RL Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).	**Knowledge TG:** D1, D3

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 TG:** D4, D6, D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.RC.14.RI Compare and contrast two texts on the same topic.	**Knowledge TG:** D4, D5, D6, D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.RC.15.RI Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.	**Skills TG:** U4 **Knowledge TG:** D8 (The History of the Earth)
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 TG:** U4, U7 **Knowledge TG:** D8 (The History of the Earth)
1.RC.17.RI Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.	**Knowledge TG:** D8 (The History of the Earth)
1.RC.18.RI Identify the author's purpose of a text.	**Knowledge TG:** D2, D4, D5, D7, D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)

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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 TG:** D1, D4, D5, D6, D7, D8 (Fairy Tales), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.V.2 Use sentence-level clues to identify the meaning of words or phrases.	**Skills TG:** U6 **Knowledge TG:** D6, D7
1.V.3 Sort and categorize words by concepts.	**Knowledge TG:** D4, D6, D7, D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.V.4 Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).	**Skills TG:** U4, U5 **Knowledge TG:** D4, D6, D7, D9 (Maya, Aztec, and Inca)
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.	**Skills TG:** U4, U5, U6, U7

Writing
Style
Writing style includes different types of writing for different purposes.

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

1.W.1.S Write an opinion piece about a topic or text, including at least one supporting reason.	**Skills TG:** U3, U5, U6, U7 **Knowledge TG:** D4, D5, D6, D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.W.2.S Write an informative or explanatory piece about a topic, using facts from a source.	**Skills TG:** U4, U7 **Knowledge TG:** D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Maya, Aztec, and Inca), D10
1.W.3.S Write a narrative, using a logical sequence of events.	**Skills TG:** U3, U6 **Knowledge TG:** D2, D3

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.	**Skills TG:** U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D3, D4, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.W.5.P Organize writing to include a sense of closure.	**Skills TG:** U3, U4, U5, U6, U7 **Knowledge TG:** D2, D3, D4, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

	World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.W.6.P Use transitional words to connect ideas.	**Skills TG:** U3, U5, U6 **Knowledge TG:** D2, D3, D4, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.W.7.P Revise writing to expand simple sentences by adding details as appropriate.	**Skills TG:** U5 **Knowledge TG:** D1, D2, D3, D4, D6, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.W.8.P Edit writing to include K-1 language conventions for publishing.	**Skills TG:** U3, U4, U5, U6, U7 **Knowledge TG:** D3, D4, D7, D8 (Fairy Tales), D10
1.W.9.P Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.	**Skills TG:** U5 **Knowledge TG:** D1, D2, D9 (Early World Civilizations), D10
Collaborative Communication	

Oral Language

Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

1.CC.1.OL Participate in collaborative conversations, following class created discussion guidelines.	**Skills TG:** U1, U2, U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.CC.2.OL Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	**Skills TG:** U1 **Knowledge TG:** D5, D6
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 TG:** U6 **Knowledge TG:** D3, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), D10
1.CC.4.P Use visual displays to clarify ideas, thoughts, and feelings.	**Skills TG:** U3 **Knowledge TG:** D1, D8 (Fairy Tales), D8 (The History of the Earth)
1.CC.5.P Speak audibly in collaborative communication and presentations.	**Skills TG:** U1, U2, U3, U4, U5, U6, U7 **Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth),

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

	D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca), 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.	
1.L.1.S Use concrete nouns.	**Skills TG:** U1, U2, U3, U4, U6
1.L.2.S Use proper nouns.	**Skills TG:** U2, U3, U4, U5, U6, U7
1.L.3.S Use irregular plural nouns (e.g., children, mice).	**Skills TG:** U7
1.L.4.S Use singular possessive common and proper nouns.	**Skills TG:** U1, U2, U3, U4, U5, U6, U7
1.L.5.S Use personal pronouns.	**Skills TG:** U6 **Knowledge TG:** D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.L.6.S Use pronoun/antecedent agreement.	**Skills TG:** U6 **Knowledge TG:** D9 (Early World Civilizations), D9 (Maya, Aztec, and Inca)
1.L.7.S Use common adjectives.	**Skills TG:** U4, U5, U6

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

1.L.8.S Use article adjectives (a, an, the).	**Skills TG:** U1, U3, U4, U6, U7
1.L.9.S Use regular past, present, and future tense verbs.	**Skills TG:** U3, U4, U6 **Knowledge TG:** D7
1.L.10.S Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).	**Skills TG:** U5, U6, U7
1.L.11.S Use conjunctions (and, but, or).	**Skills TG:** U7 **Knowledge TG:** D2, D4, D5, D6, D7, D8 (Fairy Tales), D8 (The History of the Earth), D10
1.L.12.S Produce and expand simple sentences independently, using simple and compound subjects and predicates.	**Skills TG:** U3, U5, U6 **Knowledge TG:** D10
Conventions	
Conventions involve the correct use of mechanics in writing.	
1.L.13.C Capitalize the first word in a sentence.	**Skills TG:** U1, U3, U4, U5, U6, U7
1.L.14.C Capitalize the pronoun "I."	**Skills TG:** U1

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

GRADES K-5

1.L.15.C Capitalize dates.	**Skills TG:** U4
1.L.16.C Capitalize names of people.	**Skills TG:** U2
1.L.17.C Use all end punctuation marks.	**Skills TG:** U1, U3, U5, U7
1.L.18.C Use commas in dates.	**Skills TG:** U1, U4

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Grade 2

2023 Arkansas English Language Arts Standards	3rd Edition 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 TG:** 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 TG:** U1
2.FR.3.PD Decode words with silent letters (e.g., knit, gnat, wrap, comb).	**Skills TG:** U1, U3, U6
2.FR.4.PD Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).	**Skills TG:** U1, U2, U3, U4, U6
2.FR.5.PD Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	**Skills TG:** U1, U2, U3, U4, U5
Phonics Encoding (Word Writing)	

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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 TG:** U2, U3, U5, U6
2.FR.7.PE Encode two-syllable words with short vowels (e.g., candid, combat).	**Skills TG:** U1, U2, U3, U4, U6
2.FR.8.PE Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	**Skills TG:** U1, U2, U3, U4
2.FR.9.PE Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).	**Skills TG:** U1, U2, U3, U4
2.FR.10.PE Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).	**Skills TG:** U1, U2, U3, U4, U6
2.FR.11.PE Encode two-syllable words with open syllables (e.g., robot, music, jumbo).	**Skills TG:** U1, U2, U3, U4, U5
2.FR.12.PE Encode long vowel patterns (e.g., wild, told, kind, most, colt).	**Skills TG:** 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 TG:** U1, U2, U3, U4, U6
2.FR.14.PE Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).	**Skills TG:** 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 TG:** 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);	**Skills TG:** U1, U2, U3, U4, U5, U6

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	

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.	**Cursive Teacher Guide: Cursive Program**

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 TG:** U1, U2, U3, U4, U5, U6

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 TG:** U1, U2, U3, U4, U5, U6 **Knowledge TG:** D1, D2, D3, D4, D7, D8 (Creating Change), D9 (India and China), D10
2.RC.2.RF Answer questions about key details in a text.	**Skills TG:** U1, U2, U3, U4, U5, U6

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

	Knowledge TG: D1, D2, D3, D4, D7, D8 (Creating Change), D9 (India and China), D10
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 TG:** U1, U2, U3 **Knowledge TG:** D1, D3, D5, D6, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China)
2.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China), D10
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 TG:** D1, D2, D3, D5, D6, D8 (Immigration), D9 (India and China), D10
2.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	**Knowledge TG:** D1, D2, D3, D4, D5, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China), D10

Reading Literature

Reading Literature includes skills that are specific to literature.	
2.RC.7.RL Describe a character's traits.	**Knowledge TG:** D3
2.RC.8.RL Identify the main story elements (characters, settings, events, problem, and solution) in a text.	**Skills TG:** U1, U5 **Knowledge TG:** D1, D2, D3, D9 (India and China)

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

2.RC.9.RL Compare and contrast two versions of the same story (e.g., *Three Little Pigs* vs. *The True Story of the Three Little Pigs*).	**Knowledge TG:** D1, D3
2.RC.10.RL Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).	**Skills TG:** U4
2.RC.11.RL Identify differences in the perspectives of characters.	**Knowledge TG:** D2, D3, D7
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 TG:** U1, U2, U3, U4, U5 **Knowledge TG:** D3

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 TG:** U6 **Knowledge TG:** D6, D8 (Creating Change), D8 (Immigration)
2.RC.14.RI Compare and contrast two texts on the same topic.	**Knowledge TG:** D6, D10
2.RC.15.RI Determine the purpose of a section of a text (e.g., paragraphs, sections).	**Skills TG:** U6 **Knowledge TG:** D5, D6, D8 (Creating Change), D9 (All About Nutrition)

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

2.RC.16.RI Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.	**Skills TG:** U3, U6 **Knowledge TG:** D2
2.RC.17.RI Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.	**Skills TG:** U6 **Knowledge TG:** D4, D6, D8 (Immigration)
2.RC.18.RI Identify the author's purpose of a text.	**Knowledge TG:** D6, D8 (Creating Change), D9 (All About Nutrition), D10
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 TG:** U5 **Knowledge TG:** D3, D7, D8 (Immigration), D9 (India and China), D10
2.V.2 Use sentence-level clues to identify the meaning of words or phrases.	**Skills TG:** U1, U3, U5
2.V.3 Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).	**Knowledge TG:** D1, D2, D3, D5, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (India and China)
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 TG:** U2, U3

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

	Knowledge TG: D2, D4
2.V.5 Distinguish the literal and nonliteral meanings of words and phrases in context.	**Knowledge TG:** D1, D6, D9 (All About Nutrition), D9 (India and China)
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 TG:** U1, U5 **Knowledge TG:** D4, D5, D6, D8 (Creating Change)
**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 TG:** U2, U4, U5, U6 **Knowledge TG:** D1, D2, D5
2.W.2.S Write an informative or explanatory piece about a topic, using facts from a source.	**Skills TG:** U1, U6 **Knowledge TG:** D4, D6, D9 (All About Nutrition), D9 (India and China)
2.W.3.S Write a narrative, using a logical sequence of events.	**Skills TG:** U1, U2, U3, U4, U5 **Knowledge TG:** D3, D4, D8 (Creating Change), D8 (Immigration), D9 (India and China)

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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.	**Skills TG:** U2, U3, U4, U5, U6 **Knowledge TG:** D1, D2, D3, D5, D6, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China)
2.W.5.P Organize writing logically, constructing an introduction, body, and a sense of closure.	**Skills TG:** U2, U3, U4, U5, U6 **Knowledge TG:** D1, D2, D3, D5, D6, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China)
2.W.6.P Use transitional words to connect ideas.	**Knowledge TG:** D3, D4, D5, D8 (Creating Change)
2.W.7.P Revise writing to expand and combine simple sentences to create compound sentences.	**Skills TG:** U3 **Knowledge TG:** D2, D3, D4, D5, D6, D8 (Creating Change), D9 (India and China)
2.W.8.P Edit writing to include K-2 language conventions for publishing.	**Skills TG:** U2, U3, U4, U5, U6 **Knowledge TG:** D2, D3, D4, D5, D6, D8 (Creating Change), D9 (India and China)
2.W.9.P Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.	**Knowledge TG:** D2, D5, D9 (India and China), D10

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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 TG:** U2, U3, U6 **Knowledge TG:** D1, D4, D5, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China)
2.CC.2.OL Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	**Knowledge TG:** D1, D6, D7, D8 (Creating Change), D8 (Immigration)
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 TG:** D1, D2, D3, D4, D5, D6, D7, D9 (All About Nutrition), D10
2.CC.4.P Use visual displays to clarify ideas, thoughts, and feelings.	**Knowledge TG:** D4, D7
2.CC.5.P Speak audibly in collaborative communication and presentations.	**Knowledge TG:** D1, D4, D5, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition), D9 (India and China)
Language	
Structures	

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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 TG:** D7
2.L.2.S Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).	**Skills TG:** U3, U4, U5, U6 **Knowledge TG:** D1
2.L.3.S Use singular possessive common and proper nouns.	**Skills TG:** U3, U4, U5 **Knowledge TG:** D1, D5, D6, D7, D8 (Creating Change)
2.L.4.S Use subject pronouns (e.g., I, he, she).	**Skills TG:** U3, U4
2.L.5.S Use possessive pronouns (e.g., mine, his, hers)	**Skills TG:** U4
2.L.6.S Use pronoun/antecedent agreement.	**Skills TG:** U3, U4
2.L.7.S Use common adjectives.	**Skills TG:** U2, U3, U4, U5, U6 **Knowledge TG:** D2, D3, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition)
2.L.8.S Recognize words adjectives modify.	**Skills TG:** U2, U3, U4, U5, U6

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

	Knowledge TG: D2, D3, D6, D7, D8 (Creating Change), D8 (Immigration), D9 (All About Nutrition)
2.L.9.S Use irregular verbs (e.g., sang, came).	Knowledge TG: D9 (India and China)
2.L.10.S Use subject/verb agreement for singular and plural nouns.	Skills TG: U4, U5 Knowledge TG: D1, D5
2.L.11.S Use adverbs.	Skills TG: U6 Knowledge TG: D4, D7, D9 (All About Nutrition)
2.L.12.S Use conjunctions (and, but, or) in compound sentences.	Skills TG: U1, U6 Knowledge TG: D1, D2, D3, D5, D6, D8 (Creating Change), D8 (Immigration), D9 (India and China, D10
2.L.13.S Expand and combine simple sentences to create compound sentences, using two independent clauses.	Skills TG: U6

Conventions

Conventions involve the correct use of mechanics in writing.

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

2.L.14.C Capitalize holidays	**Skills TG:** U5
2.L.15.C Capitalize product names.	**Skills TG:** U3, U4
2.L.16.C Use all end punctuation marks.	**Skills TG:** U1, U2, U3, U4, U5, U6
2.L.17.C Use commas with words and items in a series.	**Skills TG:** U1
2.L.18.C Use commas in greetings.	**Skills TG:** U3, U4
2.L.19.C Use commas in closing of letters.	**Skills TG:** U3, U4
2.L.20.C Use commas before a coordinating conjunction in a compound sentence.	**Skills TG:** U3

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Grade 3

2023 Arkansas English Language Arts Standards	3rd Edition 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).	**Unit TG:** U1
3.FR.2.PD Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).	**Unit TG:** U1
3.FR.3.PD Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	**Unit TG:** U4, 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.	
3.FR.4.PE Encode two-syllable words with double letter endings (e.g., repel vs. confess).	**Unit TG:** U2, U5
3.FR.5.PE Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).	**Unit TG:** U2, U5

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

3.FR.6.PE Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).	**Unit TG:** U2, U4, U5, U6, U8 (Light and Sound)
3.FR.7.PE Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).	**Unit TG:** U4, U5, U8 (Light and Sound)
3.FR.8.PE Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	**Unit TG:** U4, U6

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 TG:** U1
3.FR.10.H Produce cursive writing with accuracy and automaticity.	**Unit TG:** U1

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.	**Unit TG:** U1, U3, U5, U8 (Light and Sound)

Reading Comprehension

Reading Fundamentals

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

GRADES K-5

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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U8 (The Human Body), U8 (Light and Sound), U9
3.RC.2.RF Answer questions about key details in a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U8 (The Human Body), U8 (Light and Sound), U9
3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	**Unit TG:** U1, U2, U4, U5, U6, U7 (Charlotte's Web), U8 (The Human Body), U8 (Light and Sound), U9
3.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U8 (The Human Body), U8 (Light and Sound), U9
3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9
3.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	**Unit TG:** U1, U2, U4, U5, U6, U7 (Charlotte's Web), U8 (The Human Body), U8 (Light and Sound), U9

Reading Literature

Reading Literature includes skills that are specific to literature.	
3.RC.7.RL Describe how characters respond to major events and challenges.	**Unit TG:** U1, U4, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (Light and Sound)
3.RC.8.RL Describe the main story elements (plot), including characters,	**Unit TG:** U1, U4, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

setting, events, problem, and solution.	(Light and Sound)
3.RC.9.RL Compare and contrast stories from the same author with the same or similar characters.	**Unit TG:** U1, U4
3.RC.10.RL Explain how information gained from visual images in a text contributes to understanding the text.	**Unit TG:** U6, U7 (Charlotte's Web)
3.RC.11.RL Distinguish the reader's perspective from that of the author, narrator, or character(s).	**Unit TG:** U1, U4, U7 (Charlotte's Web)
3.RC.12.RL Describe the major differences in the structural elements of poems, dramas, and stories.	**Unit TG:** U3, U4, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say)

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 TG:** U2, U5, U8 (Light and Sound)
3.RC.14.RI Compare and contrast two texts on the same topic, identifying key details from each text.	**Unit TG:** U2, U4, U5, U6, U8 (Light and Sound), U9
3.RC.15.RI Describe how each successive part or paragraph builds on earlier sections.	**Unit TG:** U2, U4, U5, U6, U8 (Light and Sound), U9
3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.	**Unit TG:** U2, U8 (Light and Sound), U9
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.	**Unit TG:** U2, U4, U6, U9
3.RC.18.RI Distinguish the reader's perspective from that of the author of the text.	**Unit TG:** U2, U4, U9

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9
3.V.2 Use context clues to identify the meaning of words or phrases.	**Unit TG:** U2, U4, U7 (Stella Díaz Has Something to Say)
3.V.3 Generate synonyms and antonyms for common nouns, verbs, and adjectives.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound)
3.V.4 Distinguish shades of meaning among related words.	**Unit TG:** U6
3.V.5 Distinguish the literal and nonliteral meanings of words and phrases in context.	**Unit TG:** U1, U3, U4
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).	**Unit TG:** U4, U6

Writing

Style

TG = Teacher Guide   U = Skills TG   D = Knowledge TG

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.	**Unit TG:** U1, U3, U4, U8 (Light and Sound)
3.W.2.S Write informative or explanatory pieces about a topic, using sources.	**Unit TG:** U2, U3, U5, U6, U8 (The Human Body), U8 (Light and Sound), U9
3.W.3.S Write a narrative with a logical plot (sequence of events, characters, and setting).	**Unit TG:** U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say)

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.	**Unit TG:** U2, U3, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound)
3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound)
3.W.6.P Use transitional words and phrases to connect ideas.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (Light and Sound)
3.W.7.P Plan and revise writing, using words, phrases, and sentences for effect.	**Unit TG:** U1, U2, U3, U4, U5, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9
3.W.8.P Edit writing to include K-3 language conventions for publishing.	**Unit TG:** U1, U2, U3, U5, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9

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3.W.9.P Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response.	**Unit TG:** U6, U8 (Light and Sound), U9
3.W.10.P Take notes from sources and sort evidence into categories.	**Unit TG:** U2, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (Light and Sound), U9

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.	**Unit TG:** U3, U5, U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9
3.CC.2.OL Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	**Unit TG:** U3, U8 (The Human Body), U8 (Light and Sound), U9

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.	**Unit TG:** U1, U2, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (The Human Body), U8 (Light and Sound), U9
3.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	**Unit TG:** U3, U4, U6
3.CC.5.P Speak audibly in collaborative communication and presentations.	**Unit TG:** U1, U2, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8

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	(The Human Body), U8 (Light and Sound), U9
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).	**Unit TG:** U1, U6
3.L.2.S Use collective nouns (e.g., group, flock, herd).	**Unit:** U2
3.L.3.S Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).	**Unit TG:** U5, U6
3.L.4.S Use indefinite pronouns (e.g., all, any, many, each).	**Unit TG:** U4
3.L.5.S Use object pronouns (e.g., me, him, her).	**Unit TG:** U2
3.L.6.S Use possessive pronouns (e.g., their, whose).	**Unit TG:** U3, U6
3.L.7.S Use pronoun/antecedent agreement.	**Unit TG:** U2
3.L.8.S Use proper adjectives (e.g., French, Spanish).	**Unit TG:** U7 (Stella Díaz Has Something to Say)
3.L.9.S Use comparative and superlative adjectives (e.g., larger, largest).	**Unit TG:** U6, U8 (The Human Body), U8 (Light and Sound)

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3.L.10.S Use regular and irregular verbs in past and present tenses	Unit TG: U1, U4
3.L.11.S Use subject/verb agreement.	Unit TG: U2, U3, U4
3.L.12.S Use adverbs.	Unit TG: U2, U4, U8 (The Human Body), U8 (Light and Sound)
3.L.13.S Use coordinating conjunctions (FANBOYS).	Unit TG: U1, U2, U3, U4, U5, U6, U7 (Charlotte's Web), U7 (Stella Díaz Has Something to Say), U8 (Light and Sound), U9
3.L.14.S Use interjections (e.g., ouch, boo).	Unit TG: U1, U4
3.L.15.S Use prepositional phrases.	Unit TG: U1, U5
3.L.16.S Form contractions, using an apostrophe.	Unit TG: U6
3.L.17.S Create, expand, and combine independent clauses to create compound sentences.	Unit TG: U2, U3, U5, U6, U9
Conventions	
Conventions involve the correct use of mechanics in writing.	
3.L.18.C Capitalize words in titles.	Unit TG: U1, U2, U4, U5, U9
3.L.19.C Capitalize proper adjectives.	Not Addressed
3.L.20.C Capitalize geographic names.	Unit TG: U1, U5, U9

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3.L.21.C Use commas in items in a series.	**Unit TG:** U5
3.L.22.C Use commas in addresses.	**Unit TG:** U5, U9
3.L.23.C Use a comma before a coordinating conjunction in a compound sentence.	**Unit TG:** U5, U6

A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Grade 4

2023 Arkansas English Language Arts Standards	3rd Edition 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.	**Unit TG:** U2, 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.	
4.FR.2.PE Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).	**Unit TG:** U2, U5, U6, U8 (Treasure Island)
4.FR.3.PE Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).	**Unit TG:** U5
4.FR.4.PE Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed.	**Unit TG:** U2, U5, U6
Handwriting	
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	

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4.FR.5.H Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	**Unit TG:** U1

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.	**Unit TG:** U2, U3, U4, U5

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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.RC.2.RF Answer explicit and inferential questions, using details from a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	**Unit TG:** U1, U4, U5, U6, U9
4.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9

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4.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9

Reading Literature

Reading Literature includes skills that are specific to literature.

4.RC.7.RL Describe how a character changes throughout a story.	**Unit TG:** U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.RC.8.RL Explain how the setting contributes to the plot of a story.	**Unit TG:** U6, U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.RC.9.RL Determine the theme of a story.	**Unit TG:** U3, U5, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.RC.10.RL Compare and contrast stories with similar central messages and topics.	**Unit TG:** U5, U8 (Treasure Island), U8 (A World of Tales)
4.RC.11.RL Explain what information is gained from adding multimedia elements to the reading of a text.	**Unit TG:** U3
4.RC.12.RL Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.	**Unit TG:** U3, U4, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone)

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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.	**Unit TG:** U3
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.	**Unit TG:** U2, U4, U5, U9
4.RC.15.RI Integrate information from two texts on the same topic when writing or speaking about the topic.	**Unit TG:** U4, U6
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).	**Unit TG:** U1, U4, U6
4.RC.17.RI Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.	**Unit TG:** U2, U5
4.RC.18.RI Compare and contrast a firsthand and secondhand account of the same event or topic.	**Unit TG:** U1, U2, U6
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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.V.2 Use context clues to infer the meaning of words or phrases.	**Unit TG:** U6, U7 (The Season of Styx Malone), U8 (A World of Tales)

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4.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	**Unit TG:** U1, U2, U5, U6, U8 (Treasure Island)
4.V.4 Use the relationship between a word and its antonyms and synonyms to deepen understanding.	**Unit TG:** U1, U6, U8 (Treasure Island)
4.V.5 Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.	**Unit TG:** U1, U2, U3, U6, U8 (Treasure Island)
4.V.6 Explain the meaning of figurative language, including similes, metaphors, and idioms.	**Unit TG:** U1, U3, U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
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).	**Unit TG:** U2, U5, U6
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.	**Unit TG:** U1, U3, U4
4.W.2.S Write informative or explanatory pieces about a topic, using sources.	**Unit TG:** U2, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U9
4.W.3.S Write a narrative, using a logical plot (sequence of events,	**Unit TG:** U1, U4, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The

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characters, and setting) and strong voice.	Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U9
4.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	**Unit TG:** U1, U2, U4, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.W.6.P Use transitional words, phrases, and clauses to connect ideas.	**Unit TG:** U1, U2, U4, U6, U8 (Treasure Island), U8 (A World of Tales), U9
4.W.7.P Plan and revise writing to convey ideas precisely.	**Unit TG:** U1, U2, U3, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.W.8.P Edit writing to include K-4 language conventions for publishing.	**Unit TG:** U1, U2, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales), U9
4.W.9.P Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.	**Unit TG:** U4, U9
4.W.10.P Take notes, sort evidence into categories, and include a list of sources.	**Unit TG:** U1, U3, U4, U5, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler),

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	U9

| **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.	**Unit TG:** U1, U2, U3, U4, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.CC.2.OL Identify the reasons and evidence a speaker provides to support specific points.	**Unit TG:** U1, U4, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone)

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.	**Unit TG:** U1, U4, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (A World of Tales), U9
4.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	**Unit TG:** U4, U6, U9
4.CC.5.P Speak audibly, using standard English as appropriate to the task and/or situation.	**Unit TG:** U1, U4, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (A World of Tales), U9

| **Language** ||

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GRADES K-5

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).	Not Addressed
4.L.2.S Use relative pronouns (e.g., who, which, that, whose, whom).	**Unit TG:** U1, U2, U8 (Treasure Island)
4.L.3.S Use possessive pronouns as adjectives (e.g., their house, her dog).	**Unit TG:** U3, U8 (Treasure Island)
4.L.4.S Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).	**Unit TG:** U5, U7 (The Season of Styx Malone)
4.L.5.S Use comparative and superlative adjectives (e.g., funnier, funniest).	Not Addressed
4.L.6.S Use verb tense to convey various times, sequences, states, and conditions.	**Unit TG:** U2, U7 (The Season of Styx Malone)
4.L.7.S Use progressive verb tenses (i.e., helping verbs).	**Unit TG:** U1, U2, U7 (The Season of Styx Malone)
4.L.8.S Use subject/verb agreement.	**Unit TG:** U2, U6, U8 (Treasure Island), U8 (A World of Tales)
4.L.9.S Use comparative and superlative adverbs (e.g., farther, farthest).	Not Addressed
4.L.10.S Use subordinating conjunctions to produce complex sentences.	**Unit TG:** U2, U8 (A World of Tales)
4.L.11.S Use interjections (e.g., eek, yikes).	**Unit TG:**

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	U8 (Treasure Island)
4.L.12.S Use prepositional phrases.	**Unit TG:** U2, U7 (The Season of Styx Malone)
4.L.13.S Use contractions.	**Unit TG:** U8 (Treasure Island)
4.L.14.S Produce complex sentences, using dependent clauses and subordinating conjunctions.	**Unit TG:** U2, U8 (A World of Tales)

Conventions

Conventions involve the correct use of mechanics in writing.	
4.L.15.C Use correct capitalization.	**Unit TG:** U5, U6
4.L.16.C Capitalize words for emphasis (e.g., WOW! NO!).	Not Addressed
4.L.17.C Capitalize dialogue.	**Unit TG:** U1, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.L.18.C Use end marks in dialogue.	**Unit TG:** U1, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.L.19.C Use commas in dialogue.	**Unit TG:** U1, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)

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GRADES K-5

4.L.20.C Use commas in quotations from a text.	**Unit TG:** U1, U3, U4, U5, U6, U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler), U7 (The Season of Styx Malone), U8 (Treasure Island), U8 (A World of Tales)
4.L.21.C Use commas to separate an introductory element.	**Unit TG:** U1, U2, U8 (Treasure Island), U9
4.L.22.C Use quotation marks in dialogue.	**Unit TG:** U1, U4, U6
4.L.23.C Use quotation marks in quotations from a text.	**Unit TG:** U1, U4, U5, U6, U9

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A Correlation of 3rd Edition CKLA to the Arkansas English Language Arts Standards

Grade 5

2023 Arkansas English Language Arts Standards	3rd Edition 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.	**Unit TG:** U5, U9
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.	**Unit TG:** U5, U9
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 Teacher Guide: Cursive Program**
Fluency	

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GRADES K-5

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.	**Unit TG:** U1, U2, U3, U4, U6

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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.RC.2.RF Answer explicit and inferential questions, using details from a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.RC.3.RF Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.	**Unit TG:** U2, U5, U8 (The Renaissance), U9
5.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9

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5.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9

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.	**Unit TG:** U4, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (A Midsummer Night's Dream)
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).	**Unit TG:** U4, U7 (The Phantom Tollbooth)
5.RC.9.RL Identify text evidence that supports the theme.	**Unit TG:** U1, U2, U6, U7 (The Phantom Tollbooth)
5.RC.10.RL Compare and contrast similar themes of two or more texts of the same genre.	**Unit TG:** U2, U4, U6
5.RC.11.RL Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.	**Unit TG:** U4, U6, U7 (The Science of Breakable Things)
5.RC.12.RL Explain how point of view and /or perspective influence how events are described.	**Unit TG:** U4, U7 (The Science of Breakable Things)
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.	**Unit TG:** U4, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)

Reading Information

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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.	**Unit TG:** U1, U2, U4, U6, U8 (The Renaissance)
5.RC.15.RI Integrate information from several texts on the same topic when writing or speaking about the topic.	**Unit TG:** U4, U5, U8 (The Renaissance), U9
5.RC.16.RI Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).	**Unit TG:** U1, U6, U9
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.	**Unit TG:** U1, U2, U6, U8 (The Renaissance), U9
5.RC.18.RI Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.	**Unit TG:** U1, U5, U6, U9
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.	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.V.2 Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).	**Unit TG:** U1, U2, U3, U4
5.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	**Unit TG:** U4

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5.V.4 Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	**Unit TG:** U1, U2, U6, U7 (The Phantom Tollbooth), U8 (The Renaissance)
5.V.5 Identify the difference between the denotation and connotation of a word or phrase in context.	**Unit TG:** 3
5.V.6 Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.	**Unit TG:** U2, U4, U7 (The Phantom Tollbooth), U8 (The Renaissance)
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).	**Unit TG:** U2, U4, U5, U6, U8 (The Renaissance), U9
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.	**Unit TG:** U4, U6, U9
5.W.2.S Write informative or explanatory pieces, using multiple sources to examine a topic.	**Unit TG:** U2, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.W.3.S Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream)
Production	

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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.	**Unit TG:** U1, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U9
5.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.	**Unit TG:** U1, U2, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream)
5.W.6.P Use transitional words, phrases, and clauses to connect ideas.	**Unit TG:** U2, U4, U6, U7 (The Science of Breakable Things), U8 (The Renaissance), U9
5.W.7.P Plan and revise writing by expanding or combining sentences for meaning, interest, and style.	**Unit TG:** U1, U2, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U9
5.W.8.P Edit writing to include K-5 language conventions for publishing.	**Unit TG:** U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U9
5.W.9.P Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.	**Unit TG:** U2, U5, U6, U8 (The Renaissance), U9
5.W.10.P Take notes, sort evidence into categories, and include a list of sources.	**Unit TG:** U2, U5, U6, U9
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.	**Unit TG:** U1, U2, U3, U7 (The Science of Breakable Things), U8 (A Midsummer Night's Dream)

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5.CC.2.OL Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.	**Unit TG:** U2, U4

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.	**Unit TG:** U5, U6, U7 (The Phantom Tollbooth), U8 (A Midsummer Night's Dream), U9
5.CC.4.P Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.	**Unit TG:** U1, U5, U9
5.CC.5.P Speak audibly, using standard English as appropriate to the task and/or situation.	**Unit TG:** U5, U6, U7 (The Phantom Tollbooth), U8 (A Midsummer Night's Dream), U9

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).	**Unit TG:** U1, U2, U4, U8 (The Renaissance)
5.L.2.S Use demonstrative adjectives (e.g., this, that, these, those).	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.L.3.S Use verb tense to convey various times, sequences, states, and	**Unit TG:** U6, U8 (The Renaissance), U8 (A Midsummer Night's Dream)

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conditions.	
5.L.4.S Use forms of be (e.g., am, is, are, was, were).	**Unit TG:** U1, U2, U3, U4, U5, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance), U8 (A Midsummer Night's Dream), U9
5.L.5.S Use subject/verb agreement.	**Unit TG:** U4, U5, U6, U8 (The Renaissance)
5.L.6.S Use comparative and superlative adverbs (e.g., worse, worst).	**Unit TG:** U1, U4, U5, U6, U8 (A Midsummer Night's Dream)
5.L.7.S Use conjunctions to produce compound and complex sentences.	**Unit TG:** U3, U6, U7 (The Phantom Tollbooth)
5.L.8.S Use correlative conjunctions (e.g., either/or; neither/nor).	**Unit TG:** U6, U8 (The Renaissance), U8 (A Midsummer Night's Dream)
5.L.9.S Use prepositional phrases as adjectives (e.g., The house *on the left*...).	**Unit TG:** U8 (The Renaissance)
5.L.10.S Produce a variety of simple, compound, and complex sentences.	**Unit TG:** U2, U3, U4, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (A Midsummer Night's Dream)
Conventions	
Conventions involve the correct use of mechanics in writing.	
5.L.11.C Use correct capitalization.	**Unit TG:** U1, U2, U3, U4, U6, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things), U8 (The Renaissance)

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5.L.12.C Capitalize dialogue.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.L.13.C Use end marks in dialogue.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.L.14.C Use end marks in quotations.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.L.15.C Use commas in dialogue.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.L.16.C Use commas in quotations from a text.	**Unit TG:** U1
5.L.17.C Use commas to separate an introductory element.	**Unit TG:** U2, U6
5.L.18.C Use commas with words "yes" and "no."	**Unit TG:** U1, U4
5.L.19.C Use quotation marks in dialogue.	**Unit TG:** U1, U7 (The Phantom Tollbooth), U7 (The Science of Breakable Things)
5.L.20.C Use quotation marks in quotations from a text.	**Unit TG:** U1, U4, U5, U7 (The Phantom Tollbooth), U8 (The Renaissance), U9

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