



Core Content Connectors 2016

Kindergarten
ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

Kindergarten Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Standards for Literature

- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

Reading Standards: Foundational Skills

- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different kinds of syllable types

- Use phonics to write words and express thoughts and ideas in writing
- Use foundational skills to access a variety of texts

Writing Standards

- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

Writing Foundations Standards

- Write upper and lowercase manuscript letters to communicate ideas
- Separate simple words into their syllables
- Write frequently used words

Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding

Language Standards

- Use common nouns and verbs
- Pluralize words by adding “s” or “es”
- Recognize and name end punctuation
- Sort common words into categories
- Use words and phrases learned from conversation and readings

Arizona’s English Language Arts Standards - KINDERGARTEN	
Reading Standards for Literature	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer questions about key details in a text. <i>K.RL.e2 With prompting and support answer questions about key details in a story</i>
K.RL.2	With prompting and support, retell familiar stories, including key details. K.HD.d2: With prompting and support, retell a favorite story, including key details. K.RL.c1 With prompting and support sequence a set of events in a familiar story. K.RL.c2 With prompting and support identify the beginning, middle, and ending of a familiar story. K.RL.e1 Retell a familiar story (e.g., What was the story about?).
K.RL.3	With prompting and support, identify characters, settings, and major events in a story. K.RL.d1 With prompting and support identify characters in a story. K.RL.d2 With prompting and support identify major events (e.g., problem or solution) in a story. K.RL.f1 With prompting and support show how characters interacted in a story. K.RL.f2 With prompting and support identify a setting in a story.
Craft and Structure	
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text. K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book. K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?” K.RL.g1 Recognize common types of text.
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.c3 With prompting and support identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book). K.RL.c4 With prompting and support define the role of the author. K.RL.c5 With prompting and support, identify the illustrator. K.RL.c6 With prompting and support define the role of the illustrator.
Integration of Knowledge and Ideas	
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.HD.e2 With prompting and support, identify illustrations to aid comprehension. K.RL.c7 With prompting and support identify the relationship between an illustration and the story.
K.RL.8	(Not applicable to literature) No CCC developed for this standard.

K.RL.9	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.</p>
Range of Reading and Level of Text Complexity	
K.RL.10	<p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?”</p> <p>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</p> <p>K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p> <p>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p>

Arizona’s English Language Arts Standards - KINDERGARTEN	
Reading Standards for Informational Text	
Key Ideas and Details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text. K.RI.d1 With prompting and support, answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text. K.HD.d3 Discuss key details and main topic of a preferred text. K.RI.d2 With prompting and support identify the main topic. K.RI.d3 With prompting and support, retell/identify key details in a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text. K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book. K.RI.b2 Distinguish front of book from back of book. K.RI.b3 Identify the title of an informational text or the title page. K.RL.b2 Distinguish front of book from back of book. K.RL.b3 Identify the title of a story or poem or the title page.
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.RI.g1 Identify the author’s purpose in an informational text.
Integration of Knowledge and Ideas	
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text. K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text. K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

Range of Reading and Level of Text Complexity

K.RI.10	<p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</p> <p>K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p> <p>K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed</p> <p>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</p>
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Arizona's English Language Arts Standards - KINDERGARTEN

Reading Standards: Foundational Skills

Print Concepts

K.RF.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Identify that a sentence is made up of a group of words.d. Recognize the difference between a letter and a printed word.e. Understand that words are separated by spaces in print.f. Recognize and name all upper and lowercase letters of the alphabet. <p>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</p> <p>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</p> <p>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</p> <p>K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text.</p> <p>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</p> <p>K.RI.b9 Recognize that words are separated by spaces in print.</p> <p>K.RL.b9 Recognize that words are separated by spaces in print.</p> <p>K.RWL.b1 Identify or name uppercase letters of the alphabet.</p> <p>K.RWL.b2 Identify or name lowercase letters of the alphabet.</p>
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Phonological Awareness	
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify and produce sounds (phonemes) in a spoken word.</p> <p>b. Recognize and produce rhyming words.</p> <p>c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</p> <p>d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</p> <p>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p> <p>K.RI.b7 Identify familiar written words when spoken</p> <p>K.RWL.b5 Recognize rhyming words.</p> <p>K.RWL.b6 Produce rhyming words.</p> <p>K.RWL.b7 Count syllables in spoken words.</p> <p>K.RWL.b9 Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>K.RWL.b8 Blend and segment syllables in spoken words.</p> <p>K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
Phonics and Word Recognition	
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p> <p>b. Decode regularly spelled closed-syllable words.</p> <p>c. Read 50 common high-frequency words by sight from a research-based word list.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>K.RWL.b3 Recognize the sound(s) for each letter.</p> <p>K.RWL.b4 Produce the sound(s) for each letter.</p> <p>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</p> <p>K.RWL.d1 Read common Kindergarten high frequency words by sight.</p> <p>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</p>
Fluency	
K.RF.4	<p>Read emergent-reader texts with purpose and understanding.</p> <p>K.RWL.d2 Participate in reading emergent-reader texts.</p>

Arizona’s English Language Arts Standards - KINDERGARTEN	
Writing Standards	
Text Types and Purposes	
K.W.1	<p>With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>K.WP.a2 Draw, dictate, or write an idea about a topic. K.WP.b1 State an opinion or preference about the topic. K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.</p>
K.W.2	<p>With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic. K.WI.c1 Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.). K.WI.h1 Organize information on a topic that includes two pieces of relevant content.</p>
K.W.3	<p>With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log). K.WL.d1 Write, dictate, or draw about an event. K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p>
Production and Distribution of Writing	
K.W.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p>No CCC developed for this standard.</p>
K.W.5	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. K.WL.g1 With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing. K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p>
K.W.6	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.</p>

Research to Build and Present Knowledge	
K.W.7	<p>With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
K.W.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WI.d1 Identify various sources that can be used to (e.g., highlight, quote or paraphrase from source) gather information or to answer questions (e.g., how do we find out).</p> <p>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</p> <p>K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question.</p> <p>K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</p>
K.W.9	<p>(Begins in grade 4)</p> <p>No CCC developed for this standard.</p>
Range of Writing	
K.W.10	<p>(Begins in grade 3)</p> <p>No CCC developed for this standard.</p>

Arizona's English Language Arts Standards - KINDERGARTEN	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
K.WF.1	<p>Demonstrate and apply handwriting skills.</p> <p>a. Match upper and lower case manuscript letters.</p> <p>b. Write upper and lower manuscript letters, with reference to a model.</p> <p>c. Write left to right using appropriate spacing between words.</p> <p>K.WA.3 Print many upper- and lowercase letters.</p>
K.WF.2	<p>Demonstrate and apply sound-letter concepts when writing.</p> <p>a. Orally segment the phonemes in any single-syllable, spoken word.</p> <p>b. Demonstrate and understand that each syllable is organized around a vowel sound.</p> <p>No CCC developed for this standard.</p>
Spelling	
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Represent phonemes in simple words, using letter-sound relationships.</p> <p>b. Write or select an initial or final consonant when a medial vowel is provided.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p> <p>d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the ELA Glossary.)</p> <p>e. Attempt phonetic spelling of unknown words.</p> <p>No CCC developed for this standard.</p>

Arizona’s English Language Arts Standards - KINDERGARTEN	
Speaking and Listening Standards	
Comprehension and Collaboration	
K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
K.SL.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</p> <p>K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.</p>
K.SL.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	
K.SL.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.WI.a1 Describe familiar people, places, things, and events orally or in writing.</p> <p>K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events.</p> <p>K.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events.</p> <p>K.WL.a3 Describe familiar people, places, things, and events orally or in writing.</p> <p>K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events.</p> <p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p> <p>K.WP.a3 Describe familiar people, places, things, and events orally or in writing.</p>
K.SL.5	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</p>
K.SL.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.HD.d4 Share information from a selected permanent product or a favorite text.</p> <p>1.HD.d1 Engage in small or large group discussions by sharing one’s own writing.</p>

Arizona's English Language Arts Standards - KINDERGARTEN	
Language Standards	
Conventions of Standard English	
K.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>e. Produce and expand complete sentences in shared language activities.</p> <p>K.WA.3 Print many upper- and lowercase letters.</p> <p>K.WA.4 Use high frequency nouns in dictating or writing.</p> <p>K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>K.WA.6 Complete sentences in a shared language activity.</p>
K.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>K.WA.7 Capitalize the first word in a sentence and the pronoun "I".</p> <p>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</p>
Knowledge of Language	
K.L.3	<p>(Begins in grade 2)</p> <p>No CCC developed for this standard.</p>

Vocabulary Acquisition and Use	
K.L.4	(Begins in grade 1) No CCC developed for this standard.
K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.RWL.e1 Identify new meanings for familiar words.</p> <p>K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.</p> <p>K.RWL.c4 Identify the meaning of common inflections and affixes.</p> <p>K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.</p> <p>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</p> <p>K.RWL.f With guidance and support, use newly acquired words in real-life context.</p>
K.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.RWL.f With guidance and support, use newly acquired words in real-life context.</p>



Core Content Connectors

1st Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

1st Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Standards for Literature

- Read purposefully and actively
- Ask and answer key questions about a text, such as who, what, when, where, why and how
- Retell stories, focusing on the main idea
- Use key details to describe the characters, setting and major events in a story
- Identify who is narrating the story

Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details of an informational text, focusing on the main idea
- Use the illustrations in a text to help explain its main idea
- Identify and use text features such as headings, tables, glossaries and icons
- Identify reasons an author gives to support an idea

Reading Standards Foundational Skills

- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency

- Read and recognize sight words, word endings, and different kinds of syllable types
- Read with purpose and understanding

Writing Standards

- Write opinion and explanatory pieces, supplying reasons to support ideas
- Write stories with sequenced events and details that indicate what happened in the story
- Participate in shared research projects
- Recall information from experience or learning to answer a question
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poems, and informational texts
- Make connections across content areas into the world around them

Writing Foundations Standards

- Write all manuscript letters to communicate ideas
- Use correct spelling for words allowing others to understand written work
- Correctly spell frequently used words
- Apply phonetic knowledge when writing

Speaking and Listening Standards

- Listen actively
- Participate in discussions with peers and adults
- Ask and answer questions about texts and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts and feelings in a variety of ways

Language Standards

- Use a variety of nouns, verbs, and adjectives to express ideas
- Produce and build on complete sentences
- Capitalize dates and names of people

Arizona’s English Language Arts Standards – 1 st Grade	
Reading Standards for Literature	
Key Ideas and Details	
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text. 1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.d2 Ask questions about key details in a familiar story.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. 1.HD.d4 Retell a favorite text, including key details. 1.RL.e2 Use details to tell what happened in a story. 1.RL.e3 Retell the sequence of events in a story.
1.RL.3	Describe characters, settings, and major events in a story, using key details. 1.RL.c3 Answer questions about the beginning, middle, and end of a story. 1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. 1.RL.d3 Identify and/or describe the characters from a story. 1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story. 1.RL.e1 Answer questions regarding key events of stories. 1.RL.f2 Identify and/or describe a setting in a story. 1.RL.f3 Describe feelings of characters.
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.HD.g1 Read books to examine how certain genres are written. 1.RL.g1 Identify the purpose of storybooks and informational text.
1.RL.6	Identify who is telling the story at various points in a text. 1.RL.f1 Identify who is telling the story in a text.
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events. 1.HD.e3 Use text features to aid comprehension. 1.RL.c1 Explain a key illustration in the story. 1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	(Not applicable to literature) Not applicable

1.RL.9	Compare and contrast the adventures and experiences of characters in stories. 1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.
Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. 1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Arizona’s English Language Arts Standards – 1 st Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text. 1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.
1.RI.2	Identify the main topic and retell key details of a text. 1.HD.d5 Discuss key details and main topic of a preferred text. 1.RI.d2 Identify the main topic of an informational text. 1.RI.d3 Retell/identify key details in an informational text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. 1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.HD.e2 Identify text features to aid comprehension. 1.HD.e3 Use text features to aid comprehension. 1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
1.RI.7	Use the illustrations and details in a text to describe its key ideas. 1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text. 1. RI.g1 Identify the facts and details an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

1.RI.10

With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.

1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

Arizona's English Language Arts Standards – 1st Grade

Reading Standards: Foundational Skills

Print Concepts

1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). 1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. 1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).
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Phonological Awareness

1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. 1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words. 1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words. 1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words. 1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. 1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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Phonics and Word Recognition

1.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words. 1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out). 1.RWL.c4 Decode regularly spelled CVC words. 1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word. 1.RWL.c7 Read or identify frequently occurring words with inflectional endings. 1.RWL.d1 Recognize grade-appropriate irregularly spelled words.
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Fluency	
1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</p> <p>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p>

Arizona’s English Language Arts Standards – 1st Grade

Writing Standards

Text Types and Purposes

1.W.1	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.WP.b1 Use descriptions and details of familiar people, places, things, and events to support an opinion.</p> <p>1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.</p> <p>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reasons.</p> <p>1.WP.g2 Write an opinion piece that includes a sense of closure.</p>
1.W.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic.</p> <p>1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions.</p> <p>1.WI.h1 Provide a concluding statement or section to a permanent product.</p>
1.W.3	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.WL.f1 Provide a title for writing that tells the central idea or focus.</p> <p>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</p> <p>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p> <p>1.WL.d2 Write a narrative that includes a sense of closure.</p>

Production and Distribution of Writing

1.W.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p>No CCCs developed for this standard.</p>
1.W.5	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</p> <p>1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</p> <p>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p>
1.W.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.</p>

Research to Build and Present Knowledge	
1.W.7	<p>With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</p> <p>1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</p>
1.W.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.WI.a2 With guidance and support from adults, recall information from experiences (e.g., quote or paraphrase from source) to answer a question.</p> <p>1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a questions (how do we find out).</p> <p>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</p> <p>1.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.</p> <p>1.WL.a2 With guidance and support, recall information from experiences to answer a question.</p> <p>1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</p>
1.W.9	<p>(Begins in grade 4)</p> <p>Not applicable</p>
Range of Writing	
1.W.10	<p>(Begins in grade 3)</p> <p>Not applicable</p>

Arizona’s English Language Arts Standards – 1 st Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
1.WF.1	<p>Demonstrate and apply handwriting skills.</p> <p>a. Write upper and lower case manuscript alphabet from memory using correct letter formation.</p> <p>b. Write the common grapheme (letter or letter group) for each phoneme.</p> <p>c. Write with appropriate spacing between letters and words.</p> <p>No CCCs developed for this standard.</p>
1.WF.2	<p>Demonstrate and apply sound-letter concepts.</p> <p>a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.</p> <p>b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> <p>No CCCs developed for this standard.</p>
Spelling	
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> 1. Short vowels and single consonants. 2. Consonant graphemes including <i>qu</i>, <i>x</i>, and <i>-ck</i>; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). 3. Initial and final consonant blends (e.g., must, slab, plump). 4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 5. Vowel-r combinations, including <i>er</i>, <i>ar</i>, <i>or</i> (e.g., car, her, stir, for, burn). <p>b. With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> 1. Verbs with <i>-ing</i>, <i>-ed</i>, <i>-s</i>, and no change in the base word (e.g., snowed, playing, jumps). 2. Nouns with <i>-s</i>, <i>-es</i>, and no change to the base word (e.g., rugs, kisses). 3. Adjectives with <i>-er</i>, <i>-est</i>, and no change to the base word (e.g. slower, slowest). <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <ol style="list-style-type: none"> 1. Words that end in <i>-y</i> or <i>-ly</i> (e.g., smelly, gladly). 2. Common compound words (e.g., hotdog, mailbox). 3. Words with two closed syllables (e.g., rabbit, wagon). <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:</p> <ol style="list-style-type: none"> 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like). <p>e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p> <p>No CCCs developed for this standard.</p>

Arizona’s English Language Arts Standards – 1 st Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
1.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</p>
1.SL.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</p> <p>1.RL.d1 Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</p> <p>1.RL.d2 Ask questions about key details in a familiar story.</p>
1.SL.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	
1.SL.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.HD.d4 Retell a favorite text, including key details.</p> <p>1.WI.a1 Describe factual information about familiar people, places, things, and events with relevant details orally or in writing.</p> <p>1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics.</p> <p>1.WL.a3 Describe ideas about familiar people, places, things, and events with details orally or in writing.</p> <p>1.WL.b1. Describe people, places, things, and events with relevant details.</p> <p>1.WL.c1 Describe a single event or a series of events that includes details about what happened orally or in writing.</p> <p>1.WP.a3 Describe familiar people, places, things, and events with details orally or in writing.</p>
1.SL.5	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</p>
1.SL.6	<p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</p> <p>1.HD.d1 Engage in small or large group discussions by sharing one's own writing.</p> <p>1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</p>

Arizona’s English Language Arts Standards – 1 st Grade	
Language Standards	
Conventions of Standard English	
1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. k. Write multiple sentences in an order that supports a main idea or story. <p>1.WA.4 Print upper- and lowercase letters. 1.WA.8 Use singular and plural nouns with matching verbs in basic sentences. 1.WA.5 Use frequently occurring nouns in dictating or writing. 1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing. 1.WA.9 Use verbs to convey a sense of past present or future in writing. 1.WA.7 Use frequently occurring adjectives in dictating or writing. 1.WA.11 Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing. 1.WA.10 Use frequently occurring prepositions (e.g., on, in) in dictating or writing. 1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
1.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. <p>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 Use end punctuation for sentences. 1.WA.16 Use conventional spelling for words with common spelling patterns.</p>
Knowledge of Language	
1.L.3	<p>(Begins in grade 2) Not applicable</p>
Vocabulary Acquisition and Use	
1.L.4	<p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>

	<p>a. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.</p> <p>1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.</p>
1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</p> <p>1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>1.RWL.f1 With guidance and support, use newly acquired words in real-life context.</p>
1.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>1.RWL.f1 With guidance and support, use newly acquired words in real-life context.</p> <p>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</p>



Core Content Connectors

2nd Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

2nd Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Standards for Literature

- Independently and proficiently read and understand a variety of literature from multiple cultures
- Identify key characteristics of literature
- Describe the overall structure of a story or poem
- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a story or poem
- Determine the central idea of a story or poem
- Compare and contrast versions of the same story by different authors or cultures

Reading Standards for Informational Text

- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a text
- Identify main idea of a multi-paragraph text, including what an author wants to explain, describe, or answer
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare and contrast important points between two texts of the same topic

Reading Standards Foundational Skills

- Read words with common prefixes and suffixes
- Read irregularly spelled words
- Read with purpose and understanding

Writing Standards

- Write opinion and explanatory pieces that include reasons to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, details that describe actions and thoughts, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Participate in shared research projects
- Gather information from provided sources to answer a question

Writing Foundations Standards

- Properly identify the sounds in words
- Spell irregular and pattern based words
- Use proper manuscript letter formation when writing

Speaking and Listening Standards

- Engage in a range of discussions with different partners, listening actively and speaking clearly
- Ask and answer questions about information from readings and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts, and feelings in a variety of ways

Language

- Use correct grammar when writing or speaking
- Use understanding of root words, prefixes, and suffixes to determine the meaning of unfamiliar words
- Use glossaries and dictionaries to determine the meaning of unknown words

Arizona’s English Language Arts Standards -2 nd Grade	
Reading Standards for Literature	
Key Ideas and Details	
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.d1 Answer <i>who, what, where, when, why, and how</i> questions from stories.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures. 2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures. 2.HD.d1 Retell a favorite text, including key details.
2.RL.3	Describe how characters in a story respond to major events and challenges. 2.RL.d2 Describe or select a description of a major event or problem in a story. 2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.
Craft and Structure	
2.RL.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song. No CCCs developed for this standard.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. 2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story. 2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story. 2.RL.c5 Use signal words (e.g., <i>then, while, because, when, after-before, later</i>) to describe event sequence, actions, and interactions in a story. 2.HD.g1 Read books to examine how to write certain genres.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.RL.f2 Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)
Integration of Knowledge and Ideas	
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story. 2.RL.f1 Use information gained from illustrations to describe elements within the setting. 2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate). 2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.

2.RL.8	(Not applicable to literature) Not applicable
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures. 2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. 2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Arizona’s English Language Arts Standards – 2 nd Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.
2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.d2 Identify the main topic of a multi-paragraph informational text. 2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.
2.RI.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.f2 Identify the sequence of events in an informational text. 2.RI.f3 Identify the steps in a process in an informational text. 2.RI.f4 Identify the cause and effect relationships in an informational text.
Craft and Structure	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently. 2.HD.e1 Identify text features to aid comprehension. 2.HD.e2 Use text features to aid comprehension.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.
Integration of Knowledge and Ideas	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader. 2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.
2.RI.8	Describe how reasons support specific points the author makes in a text. 2. RI.g2 Identify the facts and details an author gives to support points in a text. 2.RI.g3 Describe how facts and details support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic. 2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

2.RI.10

By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.

2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

2.HD.d4 Discuss key details and main topic of a preferred text.

Arizona's English Language Arts Standards – 2nd Grade

Reading Standards: Foundational Skills

Phonics and Word Recognition

2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-level text.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. <p>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.</p> <p>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</p> <p>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</p> <p>2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.</p> <p>2.RWL.c5 Decode words with common prefixes and suffixes.</p> <p>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</p> <p>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</p>
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Fluency

2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>2.RWL.d2 Identify grade level words with accuracy and on successive attempts.</p> <p>2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</p> <p>2.RWL.e3 Use context to confirm or self-correct word recognition.</p>
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Arizona's English Language Arts Standards -2 nd Grade	
Writing Standards	
Text Types and Purposes	
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2.WP.b1 State an opinion or preference about the topic or text and at least one reason for the opinion. 2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing. 2.WP.f1 Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest. 2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.WI.b1 Write statements that name a topic and supplies some facts about the topic. 2.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure. 2.WI.h2 Provide a concluding statement or section to a permanent product.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure. 2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings. 2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 2.WL.f1 Provide a title for writing that tells the central idea or focus. 2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus. 2.WL.d2 Write a narrative that includes a sense of closure.
Production and Distribution of Writing	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). No CCCs developed for this standard.
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge	
2.W.7	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</p>
2.W.8	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.WI.a2 Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question.</p> <p>2.WI.d1 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.</p> <p>2.WL.a2 Recall information from experiences to answer a question.</p> <p>2.WP.a3 Recall information from experiences to answer a question.</p> <p>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question.</p> <p>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.</p> <p>2.WP.d2 Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.</p> <p>2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.</p>
2.W.9	<p>(Begins in grade 4)</p> <p>Not applicable</p>
Range of Writing	
2.W.10	<p>(Begins in grade 3)</p> <p>Not applicable</p>

Arizona's English Language Arts Standards – 2nd Grade

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

2.WF.1	Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing. No CCCs developed for this standard.
2.WF.2	Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a) No CCCs developed for this standard.

Spelling

2.WF.3

Know and apply phonics and word analysis skills when encoding words.

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

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

b. With prompting and support, spell two- and three-syllable words that:

1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
2. Include familiar compound words (e.g., houseboat, yellowtail).
3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).

c. With prompting and support, spell words with suffixes that require:

1. Consonant doubling (e.g., running, slipped).
2. Dropping silent e (e.g., smiled, paving).
3. Changing y to i (e.g., cried, babies).

d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including:

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

No CCCs developed for this standard.

Arizona's English Language Arts Standards – 2 nd Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</p>
2.SL.2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</p> <p>2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.</p>
2.SL.3	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	
2.SL.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</p> <p>2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing.</p> <p>2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.</p> <p>2.WL.a3 Describe ideas about familiar people, places, things, and events.</p> <p>2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</p> <p>2.WP.a2 Describe familiar people, places, things, and events with details orally or in writing.</p>
2.SL.5	<p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2.WA.4 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.</p>
2.SL.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>2.WA.5 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</p>

Arizona’s English Language Arts Standards – 2 nd Grade	
Language Standards	
Conventions of Standard English	
2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion. <p>2.WA.6 Use collective and irregular plural nouns in writing. 2.WA.7 Use past tense irregular verbs in writing. 2.WA.9 Use reflexive pronouns (e.g., myself, ourselves) in writing. 2.WA.8 Use adjectives and adverbs in writing. 2.WA.10 Produce and expand upon simple or compound sentences.</p>
2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names. 2.WA.12 Use end punctuation for sentences. 2.WA.13 Use conventional spelling for words with common spelling patterns. 2.WA.1 Use end punctuation for sentences.</p>
Knowledge of Language	
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. <p>No CCCs written for this standard.</p>
Vocabulary Acquisition and Use	
2.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

	<p>c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>d. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.</p> <p>2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.</p> <p>2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.</p> <p>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</p>
2.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.RWL.f1 Use newly acquired words in real-life context.</p> <p>2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.</p> <p>2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.</p>
2.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.WA.15 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).</p> <p>2.RWL.f1 Use newly acquired words in real-life context.</p> <p>2.RWL.f2 Use adjectives to describe nouns.</p> <p>2.RWL.f3 Use adverbs to describe verbs.</p>



Core Content Connectors

3rd Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

3rd Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

Reading Informational Standards

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts

- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

Reading Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundational Skills

- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

Arizona’s English Language Arts Standards and Content Core Connectors – 3 rd Grade	
Reading Standards for Literature	
Key Ideas and Details	
3.RL.1	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer.</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p>
3.RL.2	<p>Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p> <p>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</p> <p>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p>
3.RL.3	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.h2 Explain how characters' actions contribute to the sequence of events/plot.</p> <p>3.RL.I1 Describe a character's traits in a story using details from the text and illustrations.</p> <p>3.RL.I2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>3.RL.I3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>3.RL.I4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</p> <p>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</p>
Craft and Structure	
3.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</p> <p>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
3.RL.5	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</p> <p>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</p>
3.RL.6	<p>Distinguish one’s own point of view from that of the narrator or those of the characters.</p> <p>3.RL.j4 Identify narrator or character's point of view.</p> <p>3.RL.j5 Identify own point of view.</p> <p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p>

Integration of Knowledge and Ideas	
3.RL.7	<p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> <p>3.RL.m2 Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.</p>
3.RL.8	<p>(Not applicable to literature)</p> <p>Not applicable</p>
3.RL.9	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.</p>
Range of Reading and Level of Text Complexity	
3.RL.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.</p>

Arizona’s English Language Arts Standards and Content Core Connectors – 3 rd Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. 3.RI.i2 Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.n1 Identify facts that an author uses to support a specific point or opinion.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. No CCCs developed for this standard.
Craft and Structure	
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
3.RI.6	Distinguish one's own point of view from that of the author of a text. 3.RI.k1 Identify the author's purpose in an informational text. 3.RI.k2 Identify own point of view about a topic. 3.RI.k3 Compare own point of view to that of the author.
Integration of Knowledge and Ideas	
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. 3.RI.i1 Identify information learned from illustrations and information learned from the words in an informational text. 3.RI.i2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.i3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.RI.j1 Identify signal words that help determine what the text structure is in an informational text. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic. 3.HD.h2 Compare two or more texts on the same topic or by the same author. 3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.
Range of Reading and Level of Text Complexity	
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. 3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.

Arizona's English Language Arts Standards and Content Core Connectors – 3rd Grade

Reading Standards: Foundational Skills

Phonics and Word Recognition

3.RF.3	<p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate irregularly spelled words. <p>3.RWL.g1 Identify the meaning of most common prefixes. 3.RWL.g2 Identify the meaning of most common suffixes. 3.RWL.g5 Decode multi-syllable words. 3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words. 3.RWL.g3 Decode regularly spelled one-syllable words with long vowels. 3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.</p>
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Fluency

3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. 3.RWL.h2 Identify grade level words with accuracy. 3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). 3.RWL.i1 Use context to confirm or self-correct word recognition.</p>
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Arizona’s English Language Arts Standards and Content Core Connectors – 3rd Grade

Writing Standards

Text Types and Purposes

<p>3.W.1</p>	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <ul style="list-style-type: none"> a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. 3.WP.l1 Provide reasons or facts that support a stated opinion. 3.WP.m1 Use linking words and phrases that connect the opinions and reasons. 3.WP.n1 Provide a concluding statement or section.</p>
<p>3.W.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>3.WI.m1 Introduce a topic and group related information together. 3.WI.o1 Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details. 3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning. 3.WI.l3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 3.WI.q1 Provide a concluding statement or section to summarize the information presented.</p>
<p>3.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters. 3.WL.j2 Sequence events in writing that unfold naturally. 3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. 3.WL.l1 Use temporal words and phrases to signal event order. 3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>

Production and Distribution of Writing	
3.W.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>3.WL.o1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</p> <p>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</p>
3.W.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WL.i2 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</p> <p>3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p> <p>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).</p> <p>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</p> <p>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p>
3.W.6	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</p> <p>3.WA1 Develop keyboarding skills.</p>

Research to Build and Present Knowledge	
3.W.7	<p>Conduct short research projects that build knowledge about a topic.</p> <p>3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</p>
3.W.8	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>3.WL.h1 Recall information from experiences for use in writing.</p> <p>3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</p> <p>3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.</p> <p>3.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</p> <p>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</p> <p>3.WI.n1 Identify key details in an informational text.</p> <p>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>3.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>3.WL.i3 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</p>
3.W.9	<p>(Begins in grade 4)</p> <p>Not applicable</p>
Range of Writing	
3.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>No CCCs developed for this standard.</p>

Arizona's English Language Arts Standards and Content Core Connectors – 3rd Grade

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. No CCCs developed for this standard.
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3.WF.2	Standard ends at grade 2. Not applicable
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Spelling

3.WF.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., <i>ough, augh, old, -ind, -ost, -ild</i> families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., <i>teacher's, teachers'</i>). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., <i>re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion</i>). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words. No CCCs developed for this standard.
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Arizona’s English Language Arts Standards and Content Core Connectors – 3 rd Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
3.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding based on the discussion.</p> <p>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</p> <p>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p>
3.SL.2	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i2 Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i3 Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
3.SL.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Presentation of Knowledge and Ideas	
3.SL.4	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</p> <p>3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
3.SL.5	<p>Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p>
3.SL.6	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p>No CCCs developed for this standard.</p>

Arizona’s English Language Arts Standards and Content Core Connectors – 3rd Grade

Language Standards

Conventions of Standard English

<p>3.L.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure. <p>3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> <p>3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs.</p> <p>3.WA.7 Write sentences using correct subject-verb and pronoun-antecedent agreement.</p> <p>3.WA.5 Use simple and compound sentences in informative/explanatory writing.</p>
<p>3.L.2</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. <p>3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p> <p>3.WA.11 Use commas accurately in addresses or dialogue within writing.</p> <p>3.WA.9 Use quotation marks within writing.</p> <p>3.WA.10 Use conventional spelling (e.g., <i>sitting, smiled, cries</i>) and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) in writing high frequency and/or previously learned words.</p> <p>2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.</p>
<p>Knowledge of Language</p>	
<p>3.L.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. <p>3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>

Vocabulary Acquisition and Use	
3.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</p>
3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</p> <p>3.RWL.j1 Use newly acquired words in real-life context.</p> <p>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</p>
3.L.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p> <p>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</p> <p>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</p> <p>3.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within informational writing.</p>



Core Content Connectors

Core Content Connectors

4th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

4th Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Standards for Literature

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

Reading Standards for Informational Text

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information

- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundations Standards

- Read and write cursive and manuscript

Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

Arizona’s English Language Arts Standards and Core Content Connectors – 4 th Grade	
Reading Standards for Literature	
Key Ideas and Details	
4.RL.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</p> <p>4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</p>
4.RL.2	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.i3 Use evidence from the text to summarize a story, poem or drama.</p> <p>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</p>
4.RL.3	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</p> <p>4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</p>
Craft and Structure	
4.RL.4	<p>Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.</p> <p>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p>
4.RL.5	<p>Explain the overall structure and major differences between poetry, drama, and prose.</p> <p>4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).</p> <p>4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</p>
4.RL.6	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p> <p>4.RL.m1 Determine the author's point of view (first- or third- person).</p> <p>4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>

Integration of Knowledge and Ideas	
4.RL.7	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.</p> <p>4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.</p> <p>4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</p>
4.RL.8	<p>(Not applicable to literature)</p> <p>Not applicable</p>
4.RL.9	<p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories myths, and traditional literature from different cultures.</p> <p>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
Range of Reading and Level of Text Complexity	
4.RL.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.</p>

Arizona’s English Language Arts Standards and Core Content Connectors – 4 th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.i3 Determine the main idea of an informational text. 4.RI.i4 Identify supporting details of an informational text.
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. No CCCs developed for this standard.
Craft and Structure	
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions. 4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j3 Organize information presented in an informational text to demonstrate the text structure. 4.RI.h1 Use text features(keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided. 4.RI.k1 Determine if information in a text is firsthand or secondhand. 4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.

Integration of Knowledge and Ideas	
4.RI.7	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</p> <p>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</p> <p>4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.</p>
4.RI.8	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</p> <p>4.RI.k5 Identify reasons that the author uses to support ideas in an informational text.</p> <p>4.RI.n1 Identify facts that an author uses to support a specific point or opinion.</p>
4.RI.9	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>4.HD.h2 Report out about two or more texts on the same self-selected topic.</p> <p>4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Range of Reading and Level of Text Complexity	
4.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.</p>

Arizona's English Language Arts Standards and Core Content Connectors – 4th Grade

Reading Standards: Foundational Skills

Phonics and Word Recognition

4.RF.3	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <ul style="list-style-type: none">a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b. Apply knowledge of the six syllable patterns to read grade level words accurately.c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. <p>4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</p> <p>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</p> <p>4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</p>
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Fluency

4.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>4.RWL.i1 Use context to confirm or self-correct word recognition.</p>
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Arizona’s English Language Arts Standards and Core Content Connectors – 4th Grade

Writing Standards

Text Types and Purposes

4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p> <p>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</p> <p>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</p> <p>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</p>
4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.</p> <p>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.WI.q1 Provide a concluding statement or section to support the information presented.</p>
4.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.</p> <p>4.WL.j2 Sequence events in writing that unfold naturally.</p>

	<p>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>
Production and Distribution of Writing	
4.W.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p> <p>4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</p> <p>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p>
4.W.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).</p> <p>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</p> <p>4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p> <p>4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p>
4.W.6	<p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.</p> <p>4.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</p> <p>4.WA1 Develop keyboarding skills.</p>

Research to Build and Present Knowledge	
4.W.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</p>
4.W.8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <p>4.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>4.WL.h1 Recall relevant information from experiences for use in writing.</p> <p>4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</p> <p>4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.</p> <p>4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>4.WI.n1 Identify key details from an informational text.</p> <p>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WI.I2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WI.I4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p> <p>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</p>
4.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature.</p> <p>b. Apply grade 4 Reading standards to informational texts.</p> <p>4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p>
Range of Writing	
4.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>No CCCs developed for this standard.</p>

Arizona's English Language Arts Standards and Core Content Connectors – 4th Grade

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

4.WF.1

- Demonstrate and apply handwriting skills.
- a. Read and write cursive letters, upper and lower case.
 - b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.
- No CCCs developed for this standard.**

Arizona’s English Language Arts Standards and Core Content Connectors – 4 th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
4.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.</p> <p>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</p> <p>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</p>
4.SL.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
4.SL.3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.</p>
Presentation of Knowledge and Ideas	
4.SL.4	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details</p> <p>4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
4.SL.5	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
4.SL.6	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).</p> <p>No CCCs written for this standard.</p>

Arizona’s English Language Arts Standards and Core Content Connectors – 4 th Grade	
Language Standards	
Conventions of Standard English	
4.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) <p>4.WA.4 Use relative pronouns and relative adverbs in writing. 4.WA.5 Use prepositional phrases in writing. 4.WA.6 Produce simple, compound, and complex sentences in writing. 4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.</p>
4.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. <p>4.WA.8 Use correct capitalization in writing. 4.WA.9 Use commas and quotation marks in writing. 4.WA.10 Spell words correctly in writing, consulting references as needed.</p>
Knowledge of Language	
4.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <p>4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>

Vocabulary Acquisition and Use	
4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p> <p>4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</p> <p>4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</p>
4.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>4.RWL.k1 Identify simple similes in context.</p> <p>4.RWL.k2 Identify simple metaphors in context.</p> <p>4.RWL.i5 Relate words to their opposites (antonyms).</p> <p>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</p> <p>4.RWL.k3 Identify the meaning of common idioms.</p>
4.L.6	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</p> <p>4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p>



Core Content Connectors

5th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

5th Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Arizona State Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Arizona State Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author’s use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

Reading Standards for Informational Text

- Read and analyze grade appropriate informational text from a variety of content areas such as history/social studies, science and technical texts
- Determine meaning from reading informational texts
- Quote text accurately by referring to the text
- Summarize informational text accurately
- Integrate information gained from a variety of texts to determine different points of view

Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

Writing Foundational Standards

- Read and write cursive and manuscript

Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials, drawing on that preparation during the discussion
- Paraphrase information from a wide range of sources
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate the meaning of idioms and figurative language

Arizona's English Language Arts Standards and Core Content Connectors-5 th Grade	
Reading Standards for Literature	
Key Ideas and Details	
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text. 5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. 5.RL.c2 Summarize a text from beginning to end in a few sentences. 5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. 5.RL.d2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 5.RL.e1 Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. 5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.

Integration of Knowledge and Ideas	
5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). 5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.RL.8	(Not applicable to literature) Not applicable
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. 5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels. 5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.

Arizona's English Language Arts Standards and Core Content Connectors-5 th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.c2 Quote accurately from a text when explaining what the text says explicitly. 5.RI.c3 Quote accurately from a text to support inferences.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.c4 Determine the main idea, and identify key details to support the main idea. 5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. 5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. 5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.
Craft and Structure	
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. 5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result). 5.RI.b2 Use signal word to identify common types of text structure. 5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.
Integration of Knowledge and Ideas	
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. 5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

5.RI.8	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text.</p> <p>5.RI.a1 Identify the author's stated thesis/claim/opinion.</p> <p>5.RI.q2 Identify evidence the author uses to support stated thesis/claim/opinion.</p>
5.RI.9	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</p> <p>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</p>
Range of Reading and Level of Text Complexity	
5.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.</p> <p>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</p>

Arizona's English Language Arts Standards and Core Content Connectors-5 th Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
5.RF.3	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <p>a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>b. Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>c. Use combined knowledge of morphology to read grade level words accurately.</p> <p>d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p>5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</p>
Fluency	
5.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.RWL.a1 Use context to confirm or self-correct word recognition.</p>

Arizona's English Language Arts Standards and Core Content Connectors-5th Grade

Writing Standards

Text Types and Purposes

5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none">Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.Provide logically ordered reasons that are supported by facts and details.Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).Provide a concluding statement or section related to the opinion presented. <p>5.WP.c1 Write an introduction that states own opinion within persuasive text. 5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion. 5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing. 5.WP.e1 Link opinions and reasons using words, phrases, and clauses. 5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</p>
5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none">Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).Use precise language and domain-specific vocabulary to inform about or explain the topic.Provide a concluding statement or section related to the information or explanation presented. <p>5.WI.c1 Write an introduction that includes context/background information, establishes a central idea or focus about a topic. 5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. 5.WI.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 5.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic. 5.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.WI.g1 Provide a concluding statement or section to summarize the information presented.</p>

5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>5.WL.c1 Organize ideas and event so that they unfold naturally.</p> <p>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</p> <p>5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.</p>
Production and Distribution of Writing	
5.W.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</p> <p>5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p>
5.W.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</p> <p>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>

5.W.6	<p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.WA2 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</p> <p>5.WA1 Develop keyboarding skills.</p> <p>5.RI.b3 Use search tools or text features as a means of locating relevant information.</p>
Research to Build and Present Knowledge	
5.W.7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</p>
5.W.8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</p> <p>5.WL.a2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources.</p> <p>5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</p> <p>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</p>
5.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature.</p> <p>b. Apply grade 5 Reading standards to informational texts.</p> <p>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p>
Range of Writing	
5.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>No CCCs developed for this standard.</p>

Arizona's English Language Arts Standards and Core Content Connectors-5th Grade

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

5.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation. No CCCs developed for this standard.
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Arizona's English Language Arts Standards and Core Content Connectors-5 th Grade	
Speaking and Listening Standards	
Comprehension and Collaboration	
5.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.</p> <p>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</p> <p>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</p>
5.SL.2	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</p> <p>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>
5.SL.3	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.RI.g3 Identify a speaker's points or claims.</p> <p>5.RI.c6 Summarize the points a speaker makes.</p> <p>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</p> <p>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas	
5.SL.4	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</p> <p>5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
5.SL.5	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> <p>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>
5.SL.6	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p>No CCCs written for this standard.</p>

Arizona's English Language Arts Standards and Core Content Connectors-5 th Grade	
Language Standards	
Conventions of Standard English	
5.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p> <p>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</p> <p>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</p> <p>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</p>
5.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.WA.9 Use punctuation to separate items in a series.</p> <p>5.WA.10 Use commas accurately in writing.</p> <p>5.WA.11 Spell words correctly in writing, consulting references as needed.</p>
Knowledge of Language	
5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</p>

Vocabulary Acquisition and Use	
5.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words.</p> <p>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.</p>
5.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>5.WL.f1 Use figurative language in context, including similes and metaphors.</p> <p>5.RWL.e2 Identify the meaning of common idioms or proverbs.</p> <p>5.WA13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</p>
5.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</p> <p>5.WA14 Use grade appropriate general academic and domain-specific words and phrases accurately within informational writing.</p>