

**Correlation of 2021 Alabama Course of Study
English Language Arts to Amplify Core Knowledge Language Arts (CKLA)
Grades K-3**

Alabama Course of Study: English Language Arts		Amplify Core Knowledge Language Arts
Grade Kindergarten		
	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.	Knowledge 2 Teacher Guide, Lesson 3: Comprehension Questions, p. 35 Knowledge 6 Teacher Guide, Lesson 1: Core Connections, p. 10 Skills 8 Teacher Guide, Lesson 6: Read “Tasks” (Small Group 1) p. 74
	R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	Skills 6 Teacher Guide, Lesson 9: Chain and Copy, p. 117-118 Skills 7 Teacher Guide, Lesson 10: Dictation Identification, p. 119-120 <ul style="list-style-type: none"> • Skills 7 Activity Book 10.1, p. 51 Skills 8 Teacher Guide, Lesson 10: Introduce Spelling Alternatives; Teacher Chaining, p. 109-111
	R3 Expand background knowledge and build vocabulary through discussion, reading, and writing.	Knowledge 3 Teacher Guide, Lesson 6: Word Work, p. 77-78 Knowledge 6 Teacher Guide, Lesson 6: Read-Aloud “The Lenape: The People of the Seasons”, p. 80-83

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		Knowledge 11 Teacher Guide, Lesson 4: Interactive Illustrations, p. 52-53
	R4 Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	Knowledge 11 Teacher Guide, Lesson 9: Application, p. 121-122 Knowledge 12 Teacher Guide, Lesson 3 : Application, p. 46
	R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	Knowledge 6 Teacher Guide, Lesson 7: Writing About Information in the Read-Aloud, p. 107 Knowledge 7 Teacher Guide, Lesson 4: Old King Cole Story, p. 54 Knowledge 7 Teacher Guide, Lesson 5: Application, p. 65 Knowledge 11 Teacher Guide, Lesson 5: Recycling Story, p. 66
Literacy Foundations		
Oral Language		
	1. Actively listen and speak using agreed upon rules for discussion, with guidance and support.	Knowledge 3 Teacher Guide, Lesson 9: Comprehension Questions, p. 114

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	<ul style="list-style-type: none"> a. Use speech that is understandable with only grade-appropriate errors. b. Use word endings to indicate plurals, possessives, and verb tenses in speech. <i>Examples: dogs, brother’s shirt, jumped</i> c. Use age appropriate irregular plurals in conversation. <i>Examples: foot/feet, tooth/teeth, mouse/mice</i> d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges. 	<p>Knowledge 5 Teacher Guide, Lesson 1: Word Work, p. 13-14</p> <p>Knowledge 6 Teacher Guide, Lesson 3: Word Work, p. 35-36</p> <p>Knowledge 12 Teacher Guide, Lesson 2: Brainstorming Links, p. 25</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Oral Language, p. 2</p>
	<p>2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p>	<p>Knowledge 1 Teacher Guide, Lesson 1A: Comprehension Questions, p. 11-12</p> <p>Knowledge 12 Teacher Guide, Lesson 1: Word Work, p. 18</p>
	<p>3. Actively participate in teacher-led choral and shared reading experiences. <i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>Knowledge 1 Teacher Guide, Lesson 1A: Read-Aloud/Echo Technique, p. 10-11</p> <p>Knowledge 1 Teacher Guide Lesson 5A: Read-Aloud/Echo Technique, p. 73-74</p>
	<p>4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other</p>	<p>Skills 9 Teacher Guide, Lesson 2: Tricky Words Why, To, p. 23-24</p>

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	<p>media. <i>Example: Use interrogatives who, what, where, when, why, and how to ask questions</i></p>	<p>Skills 9 Teacher Guide, Lesson 3: Wrap-Up/Discussion Questions, p. 40</p> <p>Skills 9 Teacher Guide, Lesson 5: Tricky Words Where, No, p.. 55-56</p> <p>Knowledge 4 Teacher Guide, Lesson 7: Comprehension Questions, p. 81</p>
	<p>5. With guidance and support, present information orally, using complete sentences in correct word order.</p> <ul style="list-style-type: none"> a. Speak audibly and express thoughts, feelings, and ideas clearly. b. Describe people, places, things, and events with relevant details in a story with three to five events 	<p>Knowledge 7 Teacher Guide, Lesson 1: Multiple Meaning Word Activity, p. 16</p> <p>Knowledge 7 Teacher Guide, Lesson 3: Sequencing Events in the Story, p. 44</p> <p>Knowledge 10 Teacher Guide, Lesson 2: Multiple Meaning Word Activity, p. 30</p>
	<p>6. Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last</i></p> <p><i>Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p>	<p>Skills 1 Teacher Guide, Lesson 3: Spatial and Body Awareness, p. 34</p> <p>Skills 1 Teacher Guide, Lesson 4: Draw Horizontal Lines on a Vertical Surface, p. 44-45</p> <p>Skills 1 Teacher Guide, Lesson 5: Left/Right Discrimination, p. 53</p> <p>Skills 2 Teacher Guide, Lesson 1: Track from Left to Right and Top to Bottom, p. 12</p>

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		<ul style="list-style-type: none"> • Skills 2 Activity Book 1.1, p. 1-2 <p>Knowledge 3 Teacher Guide, Lesson 1: Application, p. 15</p>
	7. Restate and follow one- and two-step directions.	<p>Skills 2 Teacher Guide, Lesson 7: Name Tracing, p. 70</p> <p>Skills 3 Teacher Guide, Lesson 9: Introduce the Spelling, p. 93</p> <ul style="list-style-type: none"> • Skills 3 Activity Book 9.1, p. 27-28 <p>Skills 8 Teacher Guide, Lesson 9: Differentiated Instruction, p. 102-103</p> <ul style="list-style-type: none"> • Skills 8 Activity Book 9.1, p. 45-46 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Oral Language, p. 3</p>
	Concepts of Print	

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	a	<p>8. Demonstrate understanding of the organization and basic features of printed materials.</p> <ul style="list-style-type: none"> b. Recognize and demonstrate that print conveys meaning. Examples: Share a favorite book with peers. Share a list of birthday gifts received. c. With prompting and support, explain the roles of the author and illustrator of a text. d. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line. e. Identify the beginning and end of a sentence by locating the capital letter and end punctuation. f. Point to words using one-to-one correspondence, noting that words are separated by spaces. g. Distinguish letters from words within sentences. h. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing. 	<p>Knowledge 3 Teacher Guide, Lesson 1: Universal Access, p. 7</p> <p>Knowledge 3 Teacher Guide, Lesson 1: Domain Introduction, p. 9</p> <p>Skills 4 Teacher Guide, Lesson 12: Teacher Demonstration, p. 133</p> <ul style="list-style-type: none"> ● Skills 4 Big Book “Pet Fun” <p>Skills 6 Teacher Guide, Lesson 1: Teacher Demonstration, p. 22</p> <ul style="list-style-type: none"> ● Skills 6 Student Reader “Kit”, p. 1-9 <p>Skills 6 Teacher Guide, Lesson 2: Teacher Demonstration, p. 35</p> <ul style="list-style-type: none"> ● Skills 6 Student Reader “Kit and Stan” p. 11-21 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 4</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>
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		Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5
	Phonological Awareness/Phonemic Awareness	
	<p>9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.</p> <p>a. Count the number of words in a spoken sentence.</p> <p>b. Recognize alliterative spoken words.</p> <p>c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p>d. Count, blend, and segment syllables in spoken words, including compound words.</p> <p>e. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>f. Identify the initial, final, and medial sounds of spoken words.</p> <p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p> <p>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation. <i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p> <p><i>Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.</i></p>	<p>Skills 1 Teacher Guide, Lesson 6: Listening to Words, p. 61</p> <p>Skills 2 Teacher Guide, Lesson 4: Listening for Beginning Sounds, p. 41-42</p> <p>Skills 8 Teacher Guide, Lesson 9: Rhyming Words, p. 102</p> <p>Skills 2 Teacher Guide, Lesson 2: Warm-Up/Practice Blending, p. 19-22</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Phonological/Phonemic Awareness, p. 7</p> <p>Skills 4 Teacher Guide, Lesson 6: Introduce the Sound /v/, p. 68-69</p>

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		<p>Skills 6 Teacher Guide, Lesson 1: Warm-Up, p. 16-17</p> <p>Skills 7 Teacher Guide, Lesson 1: Warm-Up, p. 11-12</p> <p>Skills 4 Teacher Guide, Lesson 6: Sister Sounds, p. 70-72</p>
Phonics		
	<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p> <ol style="list-style-type: none"> a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). <i>Examples: x= /ks/ and q=/kw/</i> b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text. d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables. f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s. <i>Examples: pups, cats, pigs, dogs Note: Unvoiced /s/ follows unvoiced</i> 	<p>Skills 5 Teacher Guide, Lesson 1: Student Chaining, p. 17-18</p> <p>Skills 5 Teacher Guide, Lesson 9: Introduce the Spelling /x/> 'x', p. 107-108</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 9.1, p. 47-48 <p>Skills 7 Teacher Guide, Lesson 7: Introduce the Spelling /qu/ and Student Chaining, p. 84-86</p> <p>Skills 5 Teacher Guide, Lesson 12: Teacher Chaining, p. 139</p> <p>Skills 10 Teacher Guide, Lesson 3: Introduce Tricky Words: He, She, We, p. 38-40</p>

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	<p>sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.</p> <p>g. With prompting and support, produce the most frequent sound for digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>, making the connection that a two-letter grapheme can represent one phoneme (sound).</p> <p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. <i>Example: mat/sat, pan/pat, tip/top</i></p> <p>i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: am, at, get, like, make, that, this, me, she, be</i> Note: <i>The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy</i></p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Phonics, p. 8</p> <p>Skills 10 Teacher Guide, Lesson 7: Introduce the Spelling /ae/ > ‘a e’ and Meet the Spelling Activity Page, p. 77-79</p> <ul style="list-style-type: none"> • Skills 10 Activity Book 7.1, p. 31-32 <p>Skills 10 Teacher Guide, Lesson 24: Warm-Up and Large Card Chaining, p. 241-242</p> <p>Skills 6 Teacher Guide, Lesson 4: Review Tricky Spelling ‘s’ > /s/ and /z/ and Word Sort, p. 58-59</p> <ul style="list-style-type: none"> • Skills 6 Activity Book 4.1, p. 15-16 <p>Skills 7 Teacher Guide, Lesson 11: Introduce the Story, p. 134</p> <ul style="list-style-type: none"> • Skills 7 Student Reader “Seth’s Dad”, p. 18-25 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support</p>
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		<p>Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Phonics, p. 9</p> <p>Skills 8 Teacher Guide, Lesson 6: Teacher Chaining, p. 70</p> <p>Skills 3 Teacher Guide, Introduction: High-Frequency Words, p. 10-11</p> <p>Skills 4 Teacher Guide, Lesson 14: Introduce Tricky Word: The, p. 152-154</p> <ul style="list-style-type: none"> ● Picture Reader, p. 19-22 ● Skills 4 Activity Book 14.1, p. 67-68
Fluency		
	<p>11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p>	<p>Skills 6 Teacher Guide, Lesson 2: Review Letter Names, p. 32</p> <p>Skills 7 Teacher Guide, Lesson 1: Sound/Spelling Review, p. 12-13</p> <p>Skills 9 Teacher Guide, Lesson 4: Review Uppercase Letters, pg. 46-47</p> <p>Skills 9 Teacher Guide, Lesson 14: Practice Uppercase and Lowercase Letters, p. 148</p>

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		<ul style="list-style-type: none"> • Skills 9 Activity Book 14.1, p. 87-88
	<p>12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. <i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters. Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p>	<p>Skills 6 Teacher Guide, Lesson 1: Introduce Letter Names, p. 18</p> <p>Skills 6 Teacher Guide, Lesson 5: Review Letter Names, p. 70</p> <p>Skills 6 Teacher Guide, Lesson 13: Warm-Up/Alphabet Review, p. 160</p>
	<p>13. With prompting and support, recognize and name digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>.</p>	<p>Skills 7 Teacher Guide, Lesson 1: Introduce the Spelling /ch/ > 'ch', p. 15-16</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 1.1, p. 1-2 <p>Skills 7 Teacher Guide, Lesson 2: Introduce the Spelling /sh/ > 'sh', p. 28-29</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 2.1, p. 5-6 <p>Skills 7 Teacher Guide, Lesson 4: Introduce the Spelling /th/ > 'th' and Student Chaining, p. 52-54</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 4.1, p. 21-22 <p>Skills 7 Teacher Guide, Lesson 7: Introduce the Spelling /qu/ > 'qu' and Student Chaining, p. 84-86</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 7.1, p. 29-30

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		<p>Skills 7 Teacher Guide, Lesson 8: Introduce the Spelling /ng/ > 'ng', p. 93-94</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 8.1, p. 33-34 <p>Skills 8 Teacher Guide, Lesson 10: Introduce Spelling Alternatives and Teacher Chaining, p. 109-111</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Fluency, p. 9</p>
	<p>14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p>	<p>Skills 5 Teacher Guide, Lesson 12: Student Performance Assessment, p. 140-141</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 12.1, p. 63-64 <p>Skills 6 Teacher Guide, Lesson 16: Read "Fast Fred", p. 193-194</p> <ul style="list-style-type: none"> • Skills 6 Student Reader "Fast Fred", p. 71-75

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		<p>Skills 7 Teacher Guide, Lesson 17: Word Reading Sprints, p. 194</p> <p>Skills 10 Teacher Guide, Lesson 4: Reread “Red Ants”, p. 51</p> <ul style="list-style-type: none"> • Skills 10 Student Reader “Red Ants”, p. 5-7
	<p>15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.</p>	<p>Skills 6 Teacher Guide, Lesson 4: Reread “Kit’s Hats”, p. 60-62</p> <ul style="list-style-type: none"> • Skills 6 Student Reader “Kit’s Hats” p. 23-31 <p>Skills 8 Teacher Guide, Lesson 4: Reread “Fun at the Pond”, p. 53-54</p> <ul style="list-style-type: none"> • Skills 8 Student Reader “Fun at the Pond” , p. 10-15 <p>Skills 9 Teacher Guide, Lesson 8: Read “On the Mat”, p. 91</p> <ul style="list-style-type: none"> • Skills 9 Student Reader, “On the Mat”, p. 30-37
	<p>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. <i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular</i></p>	<p>Skills 6 Teacher Guide, Lesson 8: Teacher Demonstration, p. 106-107</p> <ul style="list-style-type: none"> • Skills 6 Student Reader “Kit’s Mom”, p. 43-49 <p>Skills 8 Teacher Guide, Lesson 8: Review Tricky Words, Introduce Tricky Word Was, and Tricky Word Practice, p. 89-91</p>

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	<p><i>correspondences in the word. "Of" is an example of a word with no regular correspondences.</i></p>	<p>Skills 8 Teacher Guide, Lesson 8: Teacher Demonstration, p. 93</p> <ul style="list-style-type: none"> • Skills 8 Student Reader "The Van", p. 32-43 <p>Skills 3 Teacher Guide, Introduction: High-Frequency Words, p. 10-11</p>
Vocabulary		
	<p>17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.</p>	<p>Knowledge 1 Teacher Guide, Lesson 11: Essential Background Information or Terms, p. 158</p> <p>Knowledge 4 Teacher Guide, Lesson 3: Vocabulary Instructional Activity and Drawing Activity, p. 37-38</p>
	<p>18. Identify new meanings for familiar words and apply them accurately. <i>Example: multiple meaning words such as duck, run, and bat</i></p>	<p>Knowledge 1 Teacher Guide, Lesson 12: Multiple Meaning Word Activity, p. 172</p> <p>Knowledge 3 Teacher Guide, Lesson 5: Multiple Meaning Word Activity, p. 65</p>
	<p>19. Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p>	<p>Knowledge 7 Teacher Guide, Lesson 2: Word Work, p. 27-28</p> <p>Knowledge 7 Teacher Guide, Lesson 4: Word Work, p. 52</p>

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		CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Vocabulary, p. 10
	<p>20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. <i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	<p>Knowledge 2 Teacher Guide, Lesson 3: Application, p. 37</p> <ul style="list-style-type: none"> ● Knowledge 2 Activity Book 3.1, p. 27 <p>Knowledge 5 Teacher Guide, Lesson 5: Vocabulary Instructional Activity, p. 62-63</p>
	<p>21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p> <ol style="list-style-type: none"> a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text. 	<p>Knowledge 3 Teacher Guide, Lesson 6: Syntactic Awareness Activity, p. 81</p> <p>Knowledge 6 Teacher Guide, Lesson 5: Word Work, p. 72</p> <p>Knowledge 7 Teacher Guide, Lesson 4: Syntactic Awareness Activity, p. 53</p>
Comprehension		
	<p>22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p>	<p>Knowledge 2 Teacher Guide, Lesson 7: Application/Drawing Scenes from Ray Charles’s Life, p. 88</p>

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		<p>Knowledge 7 Teacher Guide, Lesson 1: Multiple Meaning Word Activity, p. 16</p> <p>Knowledge 11 Teacher Guide, Lesson 3: Comprehension Questions, p. 37</p>
	<p>23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p>	<p>Knowledge 1 Teacher Guide, Lesson 12: Syntactic Awareness Activity, p. 172-173</p> <p>Knowledge 6 Teacher Guide, Lesson 4: Syntactic Awareness Activity, p. 56</p> <p>Knowledge 10 Teacher Guide, Lesson 5: Syntactic Awareness Activity, p. 113-114</p>
	<p>24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	<p>Knowledge 1 Teacher Guide, Lesson 1b: Application/On Stage, p. 21</p> <p>Knowledge 5 Teacher Guide, Lesson 2: Read-Aloud and Comprehension Questions, p. 21-25</p> <p>Knowledge 2 Teacher Guide, Lesson 7: Essential Background Information, Read-Aloud, Comprehension Question, p. 81-85</p> <p>Knowledge 7 Teacher Guide, Lesson 7: Essential Background Information or Terms, Read-Aloud (Purpose for</p>

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		<p>Listening, Read-Aloud, Comprehension Questions), p. 84-92</p> <p>Knowledge 2 Teacher Guide, Lesson 1: Read-Aloud, p. 10</p>
	<p>25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 5>Literacy Foundations: Comprehension, p. 11</p>
	<p>26. With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>Skills 7 Teacher Guide, Lesson 10: Wrap-Up/Discussion Questions, p. 122</p> <ul style="list-style-type: none"> ● Skills 7 Student Reader “Seth’s Mom”, p. 8-17 <p>Skills 8 Teacher Guide, Lesson 1: Wrap-Up/Discussion Questions, p. 22</p> <ul style="list-style-type: none"> ● Skills 8 Student Reader “Sam and the Fish”, p. 2-9 <p>Knowledge 6 Teacher Guide, Lesson 6: Native Americans Chart, p. 85-86</p> <ul style="list-style-type: none"> ● Knowledge 6 Activity Book 1.1, p. 107

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		Knowledge 8 Teacher Guide, Lesson 1: Comprehension Questions, p. 17
	<p>27. Identify and describe the main story elements in a literary text.</p> <p>a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.</p>	<p>Knowledge 3 Teacher Guide, Lesson 3: Comprehension Questions, p. 37</p> <p>Knowledge 3 Teacher Guide, Lesson 1: Sequencing Beginning, Middle, and End, p. 15</p> <ul style="list-style-type: none"> ● Knowledge 3 Activity Book 1.1, p. 43 <p>Knowledge 7 Teacher Guide, Lesson 3: Sequencing Events in a Story, p. 44</p> <ul style="list-style-type: none"> ● Knowledge 7 Activity Book 3.1, p. 7 <p>Knowledge 7 Teacher Guide, Lesson 6: Character, Setting, and Plot, p. 79-80</p> <ul style="list-style-type: none"> ● Knowledge 7 Activity Book 6.1, p. 15
	<p>28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.</p>	<p>Knowledge 1 Teacher Guide, Lesson 4a: Essential Background Information and Terms, Read-Aloud, Comprehension Questions, p. 57-59</p> <p>Knowledge 1 Teacher Guide, Lesson 9b: What Have We Already Learned?, Read-Aloud, Comprehension Questions, p. 141-143</p>

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		Knowledge 7 Teacher Guide, Lesson 6: Comprehension Questions, p. 77
	29. With prompting and support, identify the main topic and key details in an informational text.	Knowledge 1 Teacher Guide, Lesson 3: Read-Aloud, p. 32-35 Knowledge 4 Teacher Guide, Lesson 2: Read-Aloud, p. 21-25 Knowledge 11 Teacher Guide, Lesson 2: Read-Aloud, p. 21-25
	30. With prompting and support, ask and answer questions about key details in literary and informational texts.	Knowledge 3 Teacher Guide, Lesson 10: Comprehension Questions, p. 126 Knowledge 10 Teacher Guide, Lesson 3: Comprehension Questions, p. 41 CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 13
	31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional

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		Strategies and Routines>Literacy Foundations: Comprehension, p. 14
	<p>32. With prompting and support, compare and contrast two texts.</p> <ul style="list-style-type: none"> a. Distinguish between literary texts and informational texts. b. Compare and contrast the experiences of characters in a literary text. c. Compare and contrast two informational texts on the same topic. 	<p>Knowledge 3 Teacher Guide, Lesson 7: What Have We Already Learned?, Read-Aloud, Comprehension Questions, p. 86-91</p> <p>Knowledge 3 Teacher Guide, Lesson 9: Essential Background Information or Terms, Read-Aloud, Comprehension Questions, p. 109-114</p> <p>Knowledge 5 Teacher Guide, Lesson 6: What Have We Already Learned, p. 70</p> <p>Knowledge 8 Teacher Guide, Lesson 1: Domain Introduction, p. 9</p>
Writing		
	<p>33. Express ideas orally and connect these ideas through drawing and emergent writing.</p>	<p>Knowledge 2 Teacher Guide, Lesson 6: The Sense of Touch Drawing, p. 71</p> <p>Knowledge 6 Teacher Guide, Lesson 8: Native American Traditions: Totem Stories, p. 116</p> <p>Knowledge 10 Teacher Guide, Lesson 9: Application, p. 127-128</p>

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	<p>34. Print legibly, using proper pencil grip.</p> <ol style="list-style-type: none"> a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. <i>Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus</i> c. With prompting and support, use lower case letters in the majority of written work, using capitals only when appropriate. 	<p>Skills 1 Teacher Guide, Lesson 2: Prerequisite Writing Skills, p. 24-26</p> <p>Skills 2 Teacher Guide, Lesson 5: Name Tracing, p. 53</p> <p>Skills 3 Teacher Guide, Lesson 1: Introduce the Spelling /m/ > 'm', p. 20</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 1.1, p. 1 <p>Skills 5 Teacher Guide, Lesson 3: Introduce the Spelling /r/ > 'r', p. 40-41</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 3.1, p. 9-10 <p>Skills 9 Teacher Guide, Lesson 10: Introduce Uppercase Letters 'S', 'T', 'U', 'V', 'W' and Handwriting Practice, p. 107-108</p> <ul style="list-style-type: none"> ● Skills 9 Activity Book 10.2, p. 57-58 <p>Skills 10 Teacher Guide, Lesson 4: Review "Red Ants", p. 52</p> <ul style="list-style-type: none"> ● Skills 10 Activity Book 4.1, p. 13-15
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	<p>35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <ol style="list-style-type: none"> a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). <i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i> b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words. <i>Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel</i> c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i> d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. <i>Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.</i> 	<p>Skills 5 Teacher Guide, Lesson 11: Stomp and Spell and Sound Dictation, p. 128-129</p> <p>Skills 6 Teacher Guide, Lesson 6: Chaining Dictation, p. 84-85</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 6.2, p. 25-26 <p>Skills 7 Teacher Guide, Lesson 2: Pocket Chart Chaining for Spelling, p. 33</p> <p>Skills 8 Teacher Guide, Lesson 10: Introduce Spelling Alternatives, p. 109-110</p> <p>Skills 7 Teacher Guide, Lesson 9: Introduce Tricky Word: Out, p. 104-108</p> <ul style="list-style-type: none"> ● Skills 7 Activity Book 9.1, p. 41-44
	<p>36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade appropriate spelling.</p> <ol style="list-style-type: none"> a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language. b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment. c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys. 	<p>Skills 6 Teacher Guide, Lesson 10: Dictation with Words, p. 127</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 10.1, p. 43-44 <p>Skills 9 Teacher Guide, Lesson 18: Dictation with Phrases, p. 180-181</p>

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	<p>d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>e. With prompting and support, begin each sentence with a capital letter.</p> <p>f. With prompting and support, capitalize the pronoun I and names of individuals.</p> <p>g. With prompting and support, recognize, name, and correctly use end punctuation. <i>Examples: period, question mark, exclamation mark</i></p>	<ul style="list-style-type: none"> ● Skills 9 Activity Book 18.1, p. 117-118 <p>Skills 10 Teacher Guide, Lesson 2: Review “Scott and Lee”, p. 30-32</p> <ul style="list-style-type: none"> ● Skills 10 Activity Book 2.2, p. 7-9 <p>Skills 9 Teacher Guide, Lesson 3: Review Uppercase Letters, p. 35-36</p> <p>Skills 6 Teacher Guide, Lesson 1: Introduce Tricky Word: I, p. 19-20</p> <ul style="list-style-type: none"> ● Picture Reader, p. 55 ● Skills 6 Activity Book 1.1, p. 1 <p>Skills 9 Teacher Guide, Lesson 19: Review Punctuation Marks and Punctuation Marks Activity Page, p. 189-191</p> <ul style="list-style-type: none"> ● Skills 9 Activity Book 19.1, p. 125-127 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>>Literacy Foundations: Writing, p. 15 (a, d)</p>
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	<p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p> <ol style="list-style-type: none"> a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing. c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing. d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing. e. With prompting and support, compose writing for varied purposes and audiences, across different genres. 	<p>Knowledge 9 Teacher Guide, Lesson 9: Willy the Water Drop Story, p. 121-122</p> <p>Knowledge 2 Teacher Guide, Lesson 8: Drawing Scenes from Helen Keller’s Life, p. 99</p> <p>Knowledge 3 Teacher Guide, Lesson 8: My Favorite Character Assessment, p. 104</p> <p>Knowledge 11 Teacher Guide, Lesson 5: Recycling Story, p. 66</p> <p>Knowledge 10 Teacher Guide, Lesson 10: Creating Signs, p. 141-142</p> <ul style="list-style-type: none"> ● Knowledge 10 Activity Book 10.1, p. 83-84 <p>Knowledge 9 Teacher Guide, Lesson 9: My Travel Journal, p. 124-125</p> <ul style="list-style-type: none"> ● Knowledge 9 Activity Book 9.1, p. 65
	<p>38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. <i>Examples: Plan by brainstorming; revise to clarify or aid audience’s comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one’s work.</i></p>	<p>Knowledge 5 Teacher Guide, Lesson 5: Old King Cole Story, p. 65</p> <p>Knowledge 11 Teacher Guide, Lesson 4: Interactive Illustrations, p. 52-53</p>

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		Knowledge 12 Teacher Guide, Lesson 6: Lincoln Portrait, p. 88 <ul style="list-style-type: none"> • Knowledge 12 Activity Book 6.1, p. 113
	<p>39. Participate in shared research and writing projects to answer a question or describe a topic.</p> <ol style="list-style-type: none"> a. Include information recalled from personal experiences in research and writing projects. b. Gather information from provided sources for research and writing projects. 	Knowledge 8 Teacher Guide, Lesson 1: Weather Diary, p. 19-20 Knowledge 9 Teacher Guide, Lesson 3: My Travel Journal, p. 46 <ul style="list-style-type: none"> • Knowledge 9 Activity Book 3.1, p. 55 Knowledge 11 Teacher Guide, Lesson 10: Class Book: Reduce, Reuse, Recycle, p. 135
	<p>40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.</p>	Knowledge 11 Teacher Guide, Lesson 9: Willy the Water Drop Story, p. 121-122 Knowledge 12 Teacher Guide, Lesson 3: Publishing Activity, p. 46
Grade 1		
	<p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.</p>	Knowledge 3 Teacher Guide, Lesson 7: Comprehension Questions, p. 111-112 Knowledge 6 Teacher Guide, Lesson 4: What Have We Already Learned?, p. 53-54

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		<p>Knowledge 8 Teacher Guide, Lesson 5: Comprehension Questions, p. 81</p> <p>Knowledge 10 Teacher Guide, Lesson 4: Comprehension Questions, p. 61</p>
	<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p>Skills 2 Teacher Guide, Lesson 8: Introduce the Spelling /oe/ > 'o_e' and Practice /oe/ > 'o_e', p. 102-105</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 8.1, p. 33-34 <p>Skills 3 Teacher Guide, Lesson 9: Introduce the Spelling /ou/ > 'ou' and Practice /ou/ > 'ou', p. 112-113</p> <ul style="list-style-type: none"> • Skills 3 Activity Book 9.1, p. 41-42 <p>Skills 5 Teacher Guide, Lesson 4: Spelling Tree for /k/, p. 52-53</p> <p>Skills 6 Teacher Guide, Lesson 11: Spellings for /n/ and /s/, p. 114</p> <ul style="list-style-type: none"> • Skills 6 Activity Book 11.1, 11.2, p. 47-49
	<p>R3 Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p>Knowledge 4 Teacher Guide, Lesson 2: Civilizations Chart, p. 34</p>

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		<ul style="list-style-type: none"> • Knowledge 4 Activity Book 1.1, p. 99 <p>Knowledge 7 Teacher Guide, Lesson 4: Word Work, p. 62-63</p> <p>Knowledge 9 Teacher Guide, Lesson 1: Word Work, p. 18</p> <p>Knowledge 10 Teacher Guide, Lesson 9: Picture Gallery, p. 134</p>
	<p>R4 Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.</p>	<p>Skills 5 Teacher Guide, Lesson 18: Edit an Opinion Paragraph, p. 216-218</p> <p>Skills 6 Teacher Guide, Lesson 5: Edit and Publish a Personal Narrative, p. 53-55</p> <p>Knowledge 7 Teacher Guide, Lesson 7: Friendly Letter, p. 116-117</p> <p>Knowledge 11 Teacher Guide, Lesson 11: Lewis and Clark’s Expedition, p. 156-157</p>
	<p>R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>Skills 4 Teacher Guide, Lesson 20: Plan Descriptive Writing, p. 219-221</p> <p>Skills 4 Teacher Guide, Lesson 21: Draft Descriptive Writing, p. 233-236</p>

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		<p>Skills 4 Teacher Guide, Lesson 22: Plan Informational Text, p. 244-246</p> <ul style="list-style-type: none"> • Skills 4 Activity Book 22.2-22.7, p. 103-114 <p>Skills 4 Teacher Guide, Lesson 24: Edit and Publish an Informational Text, p. 266-267</p> <ul style="list-style-type: none"> • Skills 4 Activity Book 23.1 24.1, p. 117-118, 121 <p>Skills 6 Teacher Guide, Lesson 5: Edit and Publish a Personal Narrative, p. 53-55</p>
Literacy Foundations		
Oral Language		
	<p>1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.</p>	<p>Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, p. 26-27</p> <p>Knowledge 5 Teacher Guide, Lesson 6: Comprehension Questions, p. 87</p> <p>Knowledge 6 Teacher Guide, Lesson 3: Comprehension Questions, p. 43-44</p> <p>Knowledge 7 Teacher Guide, Lesson 5: Comprehension Questions, p. 82-83</p>

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	<p>2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound. <i>Examples: read-alouds, oral dramatic activities</i></p>	<p>Skills 2 Teacher Guide, Lesson 4: Teacher Demonstration: Read “King”, p. 55-56</p> <ul style="list-style-type: none"> ● Skills 2 Student Reader “King”, p. 14-17 <p>Knowledge 2 Teacher Guide, Lesson 10: Poetry On Stage, p. 134-135</p> <ul style="list-style-type: none"> ● Knowledge 2 Activity Book 10.1, p. 65 <p>Knowledge 3 Teacher Guide, Lesson 4: On Stage, p. 65-66</p> <p>Knowledge 9 Teacher Guide, Lesson 2: Read-Aloud, p. 29-34</p>
	<p>3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</p>	<p>Knowledge 2 Teacher Guide, Lesson 2: Comprehension Questions, p. 28</p> <p>Knowledge 5 Teacher Guide, Lesson 4: Comprehension Questions, p. 54-55</p> <p>Knowledge 6 Teacher Guide, Lesson 1: Comprehension Questions, p. 15-16</p> <p>Knowledge 10 Teacher Guide, Lesson 9: Comprehension Questions, p. 131</p>

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	<p>4. Present information orally using complete sentences and appropriate volume.</p> <p>a. Orally describe people, places, things, and events, expressing ideas with relevant details.</p>	<p>Skills 3 Teacher Guide, Lesson 12: Wrap-Up/Discussion Questions, p. 145-147</p> <p>Skills 6 Teacher Guide, Lesson 2: Plan a Personal Narrative, p. 25-28</p> <p>Knowledge 1 Teacher Guide, Lesson 3: Comprehension Questions, p. 36-37</p> <p>Knowledge 8 Teacher Guide, Lesson 1: Core Connections, p. 10-11</p>
Concepts of Print		
	<p>5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).</p> <p>a. Explain the roles of author(s) and illustrator(s).</p>	<p>Skills 4 Teacher Guide, Lesson 2: Introduce the Reader and Chapter, p. 27-31</p> <ul style="list-style-type: none"> • Skills 4 Student Reader, p. 2-3, 76 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Concepts of Print, p. 16</p>
Phonological Awareness/Phonemic Awareness		
	<p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>

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	<ul style="list-style-type: none"> a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. Examples: par-ti-cu-lar, cer-ti-fi-cate b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words. c. Produce alliterative words. d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends. e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word. Examples: pan to pant; flight to light; cat to cap f. Distinguish long from short vowel sounds in spoken, single-syllable words. g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation. <i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/ Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i> h. Identify the sound substitution in words with five to six phonemes. <i>Example: strips/straps, square/squire</i> 	<p>Strategies and Routines>Literacy Foundations: Phonological/Phonemic Awareness, p. 18</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonological/Phonemic Awareness, p. 20</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonological/Phonemic Awareness, p. 21</p> <p>Skills 1 Teacher Guide, Lesson 3: Warm-Up, p. 44-45</p> <p>Skills 1 Teacher Guide, Lesson 32: Warm-Up, p. 347</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy</p>
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		<p>Foundations: Phonological/Phonemic Awareness, p. 22</p> <p>Skills 1 Teacher Guide, Lesson 11: Sister Sounds, p. 114-115</p> <p>Skills 1 Teacher Guide, Lesson 18: Warm-Up, p. 195</p> <p>Skills 1 Teacher Guide, Lesson 18: Review Sister Sounds, p. 196-197</p>
Phonics		
	<p>7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.</p> <ol style="list-style-type: none"> a. Produce the most frequent sound(s) for each letter of the alphabet, including <i>x</i>, <i>q</i>, and the long and short sounds of the vowels. <i>Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</i> b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel consonant-e syllables, including words with blends in initial and final position. <i>Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i> c. Decode words with digraphs, trigraphs, and combinations, including digraphs <i>ck, sh, th, ch, wh, ph, ng</i>, trigraphs <i>tch</i> and <i>dge</i>, and combination <i>qu</i>. <i>Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.</i> 	<p>Skills 1 Teacher Guide, Lesson 15: Warm-Up and Review Spellings, p. 170-172</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 16.1 ,p. 113-114 <p>Skills 1 Teacher Guide, Lesson 25: Review /s/ > 's', p. 275-276</p> <p>Skills 2 Teacher Guide, Lesson 6: Practice /ie/ > 'i e', p. 79-80</p> <ul style="list-style-type: none"> ● Skills 2 Activity Book 6.1, p. 23 <p>Skills 2 Teacher Guide, Lesson 5: Introduce the Story (Preview Spellings), Teacher Demonstration Story: Read</p>

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	<p>d. Decode words with <i>a</i> after <i>w</i> read /ă/ and <i>a</i> before <i>l</i> read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p> <p>e. With prompting and support, decode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation. <i>Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i></p> <p>f. Decode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>g. Decode regularly spelled one-syllable words with vowel-r syllables, including <i>ar, er, ir, or, and ur</i>.</p> <p>h. With prompting and support, decode words with common vowel team syllables, including <i>ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue</i>.</p> <p>i. With prompting and support, decode words that follow the <i>-ild, -ost, -old, -olt, and -ind</i> patterns. <i>Examples: mild, host, fold, jolt, kind</i></p> <p>j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.</p> <p>k. With prompting and support, decode words with silent letter combinations. <i>Examples: kn, wr, mb, gh, gn</i></p> <p>l. With prompting and support, decode words with common prefixes including <i>un-, dis-, in-, re-, pre-, mis-, non-, and ex-</i>.</p>	<p>“Where is King?” and Review “Where Is King?”, p. 66-69</p> <ul style="list-style-type: none"> • Skills 2 Student Reader “Where Is King?”, p. 18-25 <p>Skills 1 Teacher Guide, Lesson 20: Review Digraphs, p. 218-219</p> <ul style="list-style-type: none"> • Skills 1 Activity Book 20.1, p. 127-128 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 23</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 24</p> <p>Skills 5 Teacher Guide, Lesson 8: Introduce Spelling Alternatives for /j/ and Spelling Tree, p. 93-96</p> <p>Skills 6 Teacher Guide, Lesson 2: Tricky Spelling ‘c’ and Tricky Spelling Practice, p. 23-25</p>
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	<p>m. With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly</i></p> <p>n. Decode contractions with am, is, has, and not. <i>Examples: I'm, he's, she's, isn't, don't</i></p> <p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	<ul style="list-style-type: none"> ● Skills 6 Activity Book 2.1, p. 7 <p>Skills 1 Teacher Guide, Lesson 25: Tricky Words When, Was, and Why, p. 277-278</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 26</p> <p>Skills 4 Teacher Guide, Lesson 4: Introduce the Spelling /ar/ > 'ar' and Practice /ar/ > 'ar', p. 48-49</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 4.1, p. 13-14 <p>Skills 4 Teacher Guide, Lesson 7: Introduce /or/ > 'or' and Practice /or/ > 'or', p. 82-85</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 7.1, p. 33-34 <p>Skills 3 Teacher Guide, Lesson 12: Warm-Up, Introduce the Sound /oi/, Introduce the Spelling /oi/ > 'oi', Practice /oi/ > 'oi', p. 141-143</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 12.1, p. 59-60
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		<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p.27</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 29</p> <p>Skills 4 Teacher Guide, Lesson 11: Teacher Chaining with Two-Syllable Words and Practice Two-Syllable Words, p. 124-126</p> <ul style="list-style-type: none">• Skills 4 Activity Page 11.1, p. 51-52 <p>Skills 6 Teacher Guide, Lesson 10: Spellings for /n/ and Spelling Tree for /n/, p. 104-106</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 30</p>
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		<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 31</p> <p>Skills 5 Teacher Guide, Lesson 11: Review Spellings for /t/ and Word Sort, p. 128-129</p> <ul style="list-style-type: none">• Skills 5 Activity Book 11.1, p. 51-52 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 32</p> <p>Skills 4 Teacher Guide, Lesson 6: Review Contractions, p. 70-71</p> <ul style="list-style-type: none">• Skills 4 Activity Book 6.2, p. 29-30 <p>Skills 1 Teacher Guide, Lesson 2: Pocket Chart for Chaining, p. 38</p> <p>Skills 1 Teacher Guide, Lesson 15: Tricky Words: Are, Were, Have, p. 161-162</p>
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		<p>Skills 1 Teacher Guide, Appendix A: Sight Words and Tricky Words , p. 503-505</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p.33</p>
Fluency		
	<p>8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p>	<p>Skills 2 Teacher Guide, Lesson 10: Introduce the Story and Teacher Demonstration: Read “The Bug Glass”, p. 120-122</p> <ul style="list-style-type: none"> ● Skills 2 Student Reader “The Bug Glass, p. 36-41 <p>Skills 3 Teacher Guide, Lesson 3: Introduce the Story and Read “The Two Dogs”, p. 40-42</p> <ul style="list-style-type: none"> ● Skills 3 Student Reader “The Two Dogs”, p. 12-23 <p>Skills 5 Teacher Guide, Lesson 10: Introduce the Story and Read “The Campsite”, p. 119-121</p> <ul style="list-style-type: none"> ● Skills 5 Student Reader “The Campsite”, p. 22-25

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		<p>Skills 6 Teacher Guide, Lesson 14: Introduce the Story and Read “In The Storm Shelter”, p. 145-147</p> <ul style="list-style-type: none"> • Skills 6 Student Reader “In The Storm Shelter”, p. 36-39
	<p>9. Read grade-appropriate texts with accuracy and fluency.</p> <ol style="list-style-type: none"> Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Recognize and self-correct decoding and other errors in word recognition and reread for clarification. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. <i>Example: Pause between stanzas and between lines where punctuation indicates.</i> 	<p>Skills 1 Teacher Guide, Lesson 19: Read “Beth”, p. 212</p> <ul style="list-style-type: none"> • Skills 1 Student Reader, p. 2-9 <p>Skills 2 Teacher Guide, Lesson 6: Introduce the Story and Read “The Swim Meet”, p. 80-81</p> <ul style="list-style-type: none"> • Skills 2 Student Reader “The Swim Meet”, p. 25-29 <p>Skills 4 Teacher Guide, Lesson 8: Introduce the Chapter and Read “Chimps”, p. 94-96</p> <ul style="list-style-type: none"> • Skills 4 Student Reader “Chimps”, p. 10-17 <p>Skills 7 Teacher Guide, Lesson 5: Introduce the Story and Read “The Red Dish”, p. 51-53</p> <ul style="list-style-type: none"> • Skills 7 Student Reader “The Red Dish”, p. 14-21

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		<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Fluency, p. 34-35 (b, c)</p>
	<p>10. Read high-frequency words commonly found in grade-appropriate text. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	<p>Skills 1 Teacher Guide, Lesson 22: Introduce the Story and Read “Bud the Cat”, p. 248-250</p> <ul style="list-style-type: none"> ● Skills 1 Student Reader “Bud the Cat”, p. 28-31 <p>Skills 2 Teacher Guide, Lesson 2: Introduce the Story and Teacher Demonstration Story: Read “The Pet”, p. 31-33</p> <ul style="list-style-type: none"> ● Skills 2 Student Reader “The Pet”, p. 10-13 <p>Skills 3 Teacher Guide, Lesson 17: Introduce the Story and Read “The Fox and the Grapes”, p. 196-198</p> <ul style="list-style-type: none"> ● Skills 3 Student Reader “The Fox and the Grapes”, p. 54-57 <p>Skills 5 Teacher Guide, Lesson 14: Introduce the Story and Read “The Hike”, p. 167-169</p>

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		<ul style="list-style-type: none"> • Skills 5 Student Reader “The Hike”, p. 38-45
Vocabulary		
	<p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>Skills 4 Teacher Guide, Lesson 13: Past-Tense Marker -ed, p. 147-149</p> <ul style="list-style-type: none"> • Skills 4 Activity Book 13.1, p. 65 <p>Knowledge 3 Teacher Guide, Lesson 6: Word Work, p. 96</p> <p>Knowledge 10 Teacher Guide, Lesson 11: Comprehension Questions, p. 164</p> <p>Knowledge 11 Teacher Guide, Lesson 7: Word Work, p. 99</p>
	<p>12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: Jack’s coat, mom’s car; pigs, pig’s, pigs’</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections <i>-s, -es, -ed, -ing, -er, and -est. Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p> <p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. <i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and</i></p>	<p>Skills 1 Teacher Guide, Lesson 20: Teacher Demonstration: Read “Nat”, pg 223</p> <ul style="list-style-type: none"> • Skills 1 Student Reader “Nat”, p. 11-17 <p>Skills 5 Teacher Guide, Lesson 2: Plural Nouns, p. 28-30</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 2.1, p. 7-8 <p>Skills 5 Teacher Guide, Lesson 1: Root Words, p. 16-18</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 1.1, p. 1

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	<p><i>march to distinguish shades of meaning in words related to walk. Discuss synonyms and antonyms.</i></p>	<p>Skills 6 Teacher Guide, Lesson 21: Past-, Present-, and Future-Tense and Root Words and Endings, p. 214-215</p> <ul style="list-style-type: none"> • Skills 6 Activity Book 21.1, p. 89-90 <p>Knowledge 1 Teacher Guide, Lesson 10: Word Work, p. 126</p> <p>Knowledge 3 Teacher Guide, Lesson 3: Syntactic Awareness Activity, p. 142-144</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Vocabulary, p. 37, 38</p>
	<p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p>	<p>Knowledge 1 Teacher Guide, Lesson 10: Read-Aloud, p. 120-125</p> <p>Knowledge 2 Teacher Guide, Lesson 8: Multiple Meaning Word Activity, p. 107</p> <p>Knowledge 7 Teacher Guide, Lesson 1: Multiple Meaning Word Activity, p. 20</p> <p>Knowledge 10 Teacher Guide, Lesson 2: Word Work, p. 33</p>

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	<p>14. Sort and categorize groups of words or pictures based on meaning, and label each category. <i>Examples: colors, clothes, animals with wings</i></p>	<p>Knowledge 6 Teacher Guide, Lesson 9: Word Work, p. 144</p> <p>Knowledge 8 Teacher Guide, Lesson 1: Core Connections, p. 10-11</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Vocabulary, p. 39</p>
	<p>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p>	<p>Skills 4 Teacher Guide, Lesson 17: Use Adjectives, p. 187-188</p> <p>Skills 4 Teacher Guide, Lesson 17: Reread “The Reptile Room”, p. 189-190</p> <ul style="list-style-type: none"> • Skills 4 Student Reader “The Reptile Room”, p. 42-49 <p>Skills 4 Teacher Guide, Lesson 19: Wrap-Up/Discussion Questions, p. 210</p> <p>Skills 4 Teacher Guide, Lesson 22: Adjective Practice, p. 242-243</p>
	<p>16. Use grade-appropriate academic vocabulary in speaking and writing.</p>	<p>Skills 4 Teacher Guide, Lesson 3: Reread “Meet Vern”, p. 41-42</p>

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		<ul style="list-style-type: none"> • Skills 4 Activity Book 3.1, p. 11-12 <p>Skills 6 Teacher Guide, Lesson 6: Read Mr. Spencer and the Rabbits” and Wrap-Up/Discussion Questions, p. 63-64</p> <ul style="list-style-type: none"> • Skills 6 Student Reader, p. 2-7 • Skills 6 Activity Book 6.3, p. 27-28 <p>Knowledge 2 Teacher Guide, Lesson 8: Vocabulary Instructional Activity: Nutritious and Write About It, p. 108-109</p> <p>Knowledge 4 Teacher Guide, Lesson 9: Syntactic Awareness Activity: Subject Pronouns I, You, He, She, We, They, p. 127-128</p> <p>Knowledge 8 Teacher Guide, Lesson 7: Sayings and Phrases: A Fish Out of Water, p. 113</p>
Comprehension		
	<p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p>	<p>Knowledge 1 Teacher Guide, Lesson 7: Comprehension Questions, p. 87-88</p> <p>Knowledge 2 Teacher Guide, Lesson 2: My Body Systems Booklet, p. 30-31</p>

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		<ul style="list-style-type: none"> • Knowledge 2 Activity Book 2.1, p. 51 <p>Knowledge 4 Teacher Guide, Lesson 5: Comprehension Questions, p. 76</p> <p>Knowledge 7 Teacher Guide, Lesson 1: Drawing the Read-Aloud, p. 21</p>
	<p>18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p>	<p>Skills 5 Teacher Guide, Lesson 3: Statements and Questions, p. 43-45</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 3.2, p. 13-14 <p>Skills 5 Teacher Guide, Lesson 7: Statements and Questions, p. 83-84</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 7.1, p. 31-32 <p>Skills 5 Teacher Guide, Lesson 13: Statements, Questions, and Exclamations, p. 153-154</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 13.2, p. 67
	<p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	<p>Skills 4 Teacher Guide, Lesson 2: Introduce the Reader and Chapter, p. 27-31</p> <p>Knowledge 1 Teacher Guide, Lesson 6: What Have We Already Learned?, p. 67</p>

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		<p>Knowledge 7 Teacher Guide, Lesson 2: Read-Aloud, p. 28-32</p> <p>Knowledge 9 Teacher Guide, Lesson 2: What Have We Already Learned?, p. 27</p>
	<p>20. Use text features to locate key facts or information in printed or digital text. <i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p>	<p>Skills 4 Teacher Guide, Lesson 2: Introduce the Reader and Chapter, p. 27-31</p> <ul style="list-style-type: none"> ● Skills 4 Student Reader “Meet Vern” p. 2-3 and Glossary, p. 77-87 <p>Skills 4 Teacher Guide, Lesson 4: Read “Things That Swim”, p. 52-53</p> <ul style="list-style-type: none"> ● Skills 4 Student Reader “Things that Swim”, p. 4-9 <p>Skills 4 Teacher Guide, Lesson 10: Read “Mandrills”, p. 117-118</p> <ul style="list-style-type: none"> ● Skills 4 Student Reader “Mandrills”, p. 18-23 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>

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		Strategies and Routines>Literacy Foundations: Comprehension, p. 40
	21. Identify the main topic and key details of literary and informational texts.	Skills 2 Teacher Guide, Lesson 10: Teacher Demonstration: Read “The Bug Glass”, p. 121-122 Skills 3 Teacher Guide, Lesson 1: Wrap-Up, p. 18-19 Knowledge 4 Teacher Guide, Lesson 2: Comprehension Questions, p. 32 Knowledge 10 Teacher Guide, Lesson 3: Comprehension Questions, p. 46
	22. Ask and answer questions about key details in literary and informational texts.	Knowledge 2 Teacher Guide, Lesson 1: Comprehension Questions, p. 15 Knowledge 3 Teacher Guide, Lesson 3: Comprehension Questions, p. 46-47 Knowledge 9 Teacher Guide, Lesson 5: Comprehension Questions, p. 79-80 Knowledge 11 Teacher Guide, Lesson 4: Comprehension Questions, p. 58

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	<p>23. Identify and describe the main story elements in a literary text.</p> <ol style="list-style-type: none"> a. Describe the characters and settings, using illustrations and textual evidence from a story. b. Retell the plot or sequence of major events in chronological order. 	<p>Knowledge 3 Teacher Guide, Lesson 1: Somebody Wanted But So Then, p. 17-19</p> <p>Knowledge 3 Teacher Guide, Lesson 2: What Have We Already Learned?, p. 23-24</p> <p>Knowledge 3 Teacher Guide, Lesson 7: Drawing the Read-Aloud, p. 113-114</p> <p>Knowledge 9 Teacher Guide, Lesson 7: Retell the Read-Aloud, p. 123</p> <ul style="list-style-type: none"> • Knowledge 9 Activity Book 7.1, p. 59
	<p>24. Identify who is telling the story, using evidence from the text.</p> <ol style="list-style-type: none"> a. Use the term <i>narrator</i> to refer to the speaker who is telling the story. 	<p>Knowledge 4 Teacher Guide, Lesson 4: Essential Background Information or Terms, Read-Aloud, Comprehension Questions, p. 53-59</p> <p>Knowledge 4 Teacher Guide, Lesson 7: Read-Aloud (Check for Understanding) p. 98</p> <p>Knowledge 4 Teacher Guide, Lesson 11: Read-Aloud, p. 151</p>

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	<p>25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</p>	<p>Knowledge 3 Teacher Guide, Lesson 2: Comprehension Questions, p. 30</p> <p>Knowledge 3 Teacher Guide, Lesson 3: Which Fairy Tale? Venn Diagram, p. 49-50</p> <p>Knowledge 9 Teacher Guide, Lesson 6: What Have We Already Learned?, p. 98</p> <p>Knowledge 10 Teacher Guide, Lesson 1: Sequencing Events, p. 19</p> <p>Knowledge 10 Teacher Guide, Lesson 12: Comprehension Questions, p. 178</p>
	<p>26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.</p>	<p>Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, pg. 13-14</p> <p>Knowledge 1 Teacher Guide, Lesson 6: Comprehension Questions (Check for Understanding), p. 70</p> <p>Knowledge 1 Teacher Guide, Lesson 8: Comprehension Questions, p. 98-99</p> <p>Knowledge 3 Teacher Guide, Lesson 8: Comprehension Questions, p. 126-127</p>

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	<p>27. Make predictions using information found within a literary text.</p>	<p>Knowledge 1 Teacher Guide, Lesson 10: Read-Aloud, p. 120-125</p> <p>Knowledge 3 Teacher Guide, Lesson 3: Comprehension Questions, p. 46-47</p> <p>Knowledge 3 Teacher Guide Lesson 5: Read-Aloud, p. 76</p> <p>Knowledge 9 Teacher Guide, Lesson 4: Read-Aloud, p. 61-63</p>
	<p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 42</p>
	<p>29. Compare and contrast texts.</p> <ul style="list-style-type: none"> a. Compare and contrast characters, settings, and major events in literary texts. b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. c. Point out similarities and differences between two texts on the same topic. 	<p>Knowledge 3 Teacher Guide, Lesson 5: Comprehension Questions, p. 81</p> <p>Knowledge 3 Teacher Guide, Lesson 8: Which Folktale? Venn Diagram, p. 128-129</p> <p>Knowledge 8 Teacher Guide, Lesson 3: Comprehension Questions, p. 44</p>

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	<p>30. Write legibly, using proper pencil grip.</p> <ol style="list-style-type: none"> a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. b. Print first and last names using proper letter formation, capitalization, and punctuation. <i>Examples: De’Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i> c. Use lower case letters in the majority of written work, using capitals only when appropriate. d. Write letters of the English alphabet in alphabetical order from memory. 	<p>Skills 1 Teacher Guide, Lesson 1: Review Spellings, p. 24-25</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 1.1, p. 1-2 <p>Skills 1 Teacher Guide, Lesson 2: Review Spellings, p. 36-37</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 2.1, p. 5 <p>Skills 1 Teacher Guide, Lesson 3: Write the Spellings, p. 46</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 3.1, 3.2, p. 11-13 <p>Skills 1 Teacher Guide, Lesson 19: Review “Beth”, p. 212</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 19.1, p. 123-125
	<p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <ol style="list-style-type: none"> a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables. <i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i> b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns. <i>Examples: he, me, she, go, no</i> c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation. <i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn,</i> 	<p>Skills 1 Teacher Guide, Lesson 12: Pocket Chart Chaining for Spelling, p. 129-130</p> <p>Skills 1 Teacher Guide, Lesson 30: Dictation with Words, p. 327</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 43</p>

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	<p><i>sp, sw, dr, br, bl</i> Note: Many students spell the <i>tr</i> blend with digraph <i>ch</i> because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the <i>dr</i> blend with the letter <i>j</i> because of the confusion of the coarticulation of the /d/ and /r/ sounds.</p> <p>d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. <i>Examples: sh, th, ch, wh, ng, ck</i></p> <p>e. Encode words with vowel-consonant-e syllable patterns. <i>Examples: hike, spike, joke, dime, make</i></p> <p>f. With prompting and support, encode words with the common vowel teams and diphthongs. <i>Examples: ee, ea, oa, ai, ay, au, aw, oi, oy, ou, ow, oo, igh</i></p> <p>g. With prompting and support, encode words with vowel-r combinations <i>ar, or, er, ir, and ur.</i></p> <p>h. With prompting and support, encode words with final /ch/ sound spelled -ch and -tch. <i>Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch</i></p> <p>i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. <i>Examples: cliff, hill, pass</i></p> <p>j. Encode words with final /v/ sound, using knowledge that no English word ends with a <i>v</i>. <i>Examples: have, give, save</i></p> <p>k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns <i>in all but one position</i>, pointing out the part of the word that does not follow the regular pattern. <i>Examples: said, are, to</i></p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 44</p> <p>Skills 4 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 71-72</p> <p>Skills 5 Teacher Guide, Lesson 6: Fill In the Blanks, p. 71</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 6.1, p. 27 <p>Skills 5 Teacher Guide, Lesson 20: Spelling Assessment, p. 233-234</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 20.1, p. 99 <p>Skills 3 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 79</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 45</p> <p>Skills 2 Teacher Guide, Lesson 6: Digraph Dictation, p. 79-80</p>
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	<p>m. Encode words with suffixes <i>-s, -es, -ing, -ed, -er, and -est</i>. Examples: <i>dogs, wishes, jumping, jumped, faster, fastest</i></p> <p>n. With prompting and support, encode words with common prefixes <i>re-, un-, and mis-</i>.</p> <p>o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning. Examples: <i>hear/here; for/four; to/too/two</i>. Note: <i>To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers.</i></p>	<ul style="list-style-type: none"> ● Skills 2 Activity Book 6.1, p. 23 <p>Skills 4 Teacher Guide, Lesson 20: Spelling Assessment, p. 216-217</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 20.1, p. 93 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 46</p> <p>Skills 4 Teacher Guide, Lesson 5: Practice /er/ > 'e' and /ar/ > 'ar', p. 61-62</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 47</p> <p>Skills 5 Teacher Guide, Lesson 10: Spelling Assessment, p. 117-118</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 10.1, p. 47 <p>Skills 1 Teacher Guide, Lesson 23: Review Double-Letter Spellings, p. 257-258</p>
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		<p>Skills 5 Teacher Guide, Lesson 14: Spellings for /v/ and Fill in the Blanks, p. 164-165</p> <ul style="list-style-type: none">• Skills 5 Activity Book 14.1, p. 71-72 <p>Skills 1 Teacher Guide, Lesson 4: Phrase Box, p. 58</p> <ul style="list-style-type: none">• Skills 1 Activity Book 4.2, p. 17-18 <p>Skills 1 Teacher Guide, Appendix A: Sight Words and Tricky Words , p. 503-505</p> <p>Skills 1 Teacher Guide, Lesson 30: Dictation with Words, p. 327-328</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 48</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 49</p>
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		<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 50</p>
	<p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <ol style="list-style-type: none"> a. Identify the required features of a sentence, including capitalization of the first word and end punctuation. b. Transcribe spoken words to demonstrate that print represents oral language. c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought. d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence. f. Begin each sentence with a capital letter. g. Capitalize the pronoun I and names of individuals. h. Use commas in dates and words in a series. i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i> 	<p>Skills 5 Teacher Guide, Lesson 7: Statements and Questions, p. 83-84</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 7.1, p. 31-32 <p>Skills 3 Teacher Guide, Lesson 2: Dictation with Words, p. 28</p> <p>Skills 4 Teacher Guide, Lesson 12: Identify Nouns and Verbs, p. 135-136</p> <ul style="list-style-type: none"> • Skills 4 Activity Book 12.1, p. 57 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 51</p> <p>Skills 4 Teacher Guide, Lesson 17: Use Adjectives and Identify Nouns and Verbs, p. 187-189</p>

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		<ul style="list-style-type: none"> ● Skills 4 Activity Book 17.1, p. 83-84 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 52</p> <p>Skills 3 Teacher Guide, Lesson 7: Book Report: Edit, p. 89-92</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 6.3, p. 29-31 <p>Skills 1 Teacher Guide, Lesson 3: Tricky Words: A and I, p. 47-48</p> <p>Skills 7 Teacher Guide, Lesson 7: Commas in a Series, 68-69</p> <ul style="list-style-type: none"> ● Skills 7 Activity Book 7.1, p. 25 <p>Skills 5 Teacher Guide, Lesson 13: Statements, Questions, and Exclamations, p. 153-154</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 13.2, p. 67
	<p>33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Skills 4 Teacher Guide, Lesson 21: Draft Descriptive Writing, p. 233-236</p>

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		<p>Skills 7 Teacher Guide, Lesson 16: Planning and Drafting, p. 160-163</p> <ul style="list-style-type: none"> • Skills 7 Activity Book 16.2, 16.3, p. 67-70 <p>Knowledge 5 Teacher Guide, Lesson 5: Write About It, p. 118-119</p> <p>Knowledge 7 Teacher Guide, Lesson 2: Friendly Letter: Earth’s Crust, p. 35-37</p>
	<p>34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.</p>	<p>Skills 3 Teacher Guide, Lesson 3: Fictional Narrative: Write a Draft, p. 44-46</p> <ul style="list-style-type: none"> • Skills 3 Activity Book 2.1, p. 9 <p>Skills 6 Teacher Guide, Lesson 4: Plan and Draft a Personal Narrative, p. 45-46</p> <ul style="list-style-type: none"> • Skills 6 Activity Book 4.1, 4.2, p. 11-14 <p>Knowledge 9 Teacher Guide, Lesson 8: Draft a Narrative Retelling, p. 137-138</p> <ul style="list-style-type: none"> • Knowledge 9 Activity Book 8.2, 8.3, p. 65-67 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>

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		Strategies and Routines>Literacy Foundations: Writing, p. 53
	<p>35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.</p>	<p>Skills 4 Teacher Guide, Lesson 23: Draft Informational Text, p. 257-258</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 22.2-22.7, p. 103-114 and 23.1, p. 117-118 <p>Knowledge 5 Teacher Guide, Lesson 11: Write About It, p. 165</p> <p>Knowledge 10 Teacher Guide, Lesson 12: Write About It, p. 180-181</p> <ul style="list-style-type: none"> ● Knowledge 10 Activity Book 11.1, 12.1, p. 93, 97
	<p>36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.</p>	<p>Skills 3 Teacher Guide, Lesson 6: Book Report: Plan and Write a Draft, p. 76-79</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 6.2, 6.3, p. 27-31 <p>Skills 5 Teacher Guide, Lesson 17: Plan and Draft an Opinion Paragraph Independently, p. 204-208</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 17.2, 17.3, p. 87-89

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		Knowledge 6 Teacher Guide, Lesson 6: Opinion Writing, p. 101-102
	37. With prompting and support, write simple poems about a chosen subject.	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 54
	38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	Skills 3 Teacher Guide, Lesson 7: Book Report: Edit, p. 89-92 <ul style="list-style-type: none"> ● Skills 3 Activity Book 6.3, p. 29-31 Skills 4 Teacher Guide, Lesson 24: Edit and Publish Informational Text, p. 266-267 <ul style="list-style-type: none"> ● Skills 4 Activity Book 24.1, p. 121 Skills 6 Teacher Guide, Lesson 5, p. 53-54 <ul style="list-style-type: none"> ● Skills 6 Activity Book 4.2, 5.2, p. 13-14, 19
	39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	Skills 4 Teacher Guide, Lesson 24: Edit and Publish Informational Text, p. 266-267 <ul style="list-style-type: none"> ● Skills 4 Activity Book 24.1, p. 121 Skills 5 Teacher Guide, Lesson 18: Edit an Opinion Paragraph, p. 218

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		Skills 6 Teacher Guide, Lesson 5, p. 53-54 <ul style="list-style-type: none"> • Skills 6 Activity Book 4.2, 5.2, p. 13-14, 19
	40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	Skills 4 Teacher Guide, Lesson 24: Edit and Publish Informational Text, p. 266-267 <ul style="list-style-type: none"> • Skills 4 Activity Book 24.1, p. 121 Knowledge 2 Teacher Guide, Lesson 3: “My Body System” Booklet, p. 43 Knowledge 3 Teacher Guide, Lesson 6: Drawing the Read-Aloud, p. 97-98 Knowledge 6 Teacher Guide, Lesson 7: Astronomy Journals, p. 117-118
	41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 55
	42. Participate in shared research and writing projects to answer a question or describe a topic. <ol style="list-style-type: none"> Recall information from experiences to contribute to shared research and writing projects. Gather information from provided sources. 	Skills 4 Teacher Guide, Lesson 22: Plan Informational Text, p. 244-246 <ul style="list-style-type: none"> • Skills 4 Activity Book 22.2-22.7, p. 103-114 Knowledge 5 Teacher Guide, Lesson 4: Write About It, p. 56-57

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		<p>Knowledge 8 Teacher Guide, Lesson 8: Habitat Journal, p. 128-129</p> <p>Knowledge 11 Teacher Guide, Lesson 7: Three Tasks, p. 100-101</p> <ul style="list-style-type: none"> • Knowledge 11 Activity Book 7.1, p. 123
	<p>43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.</p>	<p>Skills 5 Teacher Guide, Lesson 18: Edit an Opinion Paragraph, p. 216-218</p> <p>Skills 6 Teacher Guide, Lesson 5: Edit and Publish a Personal Narrative, p. 53-55</p> <p>Knowledge 7 Teacher Guide, Lesson 7: Friendly Letter, p. 116-117</p> <p>Knowledge 11 Teacher Guide, Lesson 11: Lewis and Clark’s Expedition, p. 156-157</p>
Grade 2		
	<p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.</p>	<p>Knowledge 2 Teacher Guide, Lesson 2: Comprehension Questions, p. 30</p> <p>Knowledge 3 Teacher Guide, Lesson 5: Syntactic Awareness: Conversations, p. 75</p> <p>Knowledge 7 Teacher Guide, Lesson 1: Core Connections, p. 9-10</p>

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		<p>Knowledge 11 Teacher Guide, Lesson 6: Comprehension Questions, p. 82</p>
	<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p>Skills 1 Teacher Guide, Lesson 5: Teacher Chaining and Dictation, p. 68-69</p> <p>Skills 3 Teacher Guide, Lesson 7: Review /oe/ > 'oa' and 'oe', p. 90-91</p> <p>Skills 4 Teacher Guide, Lesson 9: Introduce Tricky Spelling 'ow' and Practice Tricky Spelling 'ow', p. 119-121</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 9.1, p. 41-42 <p>Skills 6 Teacher Guide, Lesson 3: Introduce /e/ > 'ea', p. 45-46</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 3.1, p. 17
	<p>R3 Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p>Knowledge 4 Teacher Guide, Lesson 2: Word Work, p. 34</p> <p>Knowledge 7 Teacher Guide, Lesson 2: Westward Expansion Quilt, p. 35</p> <ul style="list-style-type: none"> ● Knowledge 7 Activity Book 2.2, p. 13 <p>Knowledge 10 Teacher Guide, Lesson 3: My Human Body Journal, p. 45</p> <ul style="list-style-type: none"> ● Knowledge 10 Activity Book 3.1, p. 127

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		Knowledge 12 Teacher Guide, Lesson 3: Word Work, p. 49
	R4 Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	Knowledge 4 Teacher Guide, Lesson 10: Publish a Greek Myth, p. 148-149 Knowledge 12 Teacher Guide, Lesson 9: Free Verse: Editing and Publishing, p. 147
	R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	Skills 2 Teacher Guide, Lesson 14: Edit and Write a Final Copy, p. 191-192 <ul style="list-style-type: none"> ● Skills 2 Activity Book 12.1, 13.1, 14.2, p. 63, 69, 81 Skills 3 Teacher Guide, Lesson 24: Edit and Revise a Personal Narrative, p. 287-288 <ul style="list-style-type: none"> ● Skills 3 Activity Book 24.1, p. 143 Knowledge 2 Teacher Guide, Lesson 11: Bookmakers: Publish a Book, p. 161-162 <ul style="list-style-type: none"> ● Knowledge 2 Activity Book, 9.1, p. 61 Knowledge 4 Teacher Guide, Lesson 8: Draft a Greek Myth, p. 122-123 <ul style="list-style-type: none"> ● Knowledge 4 Activity Book 7.2, 8.1, p. 139, 143
Literacy Foundations		

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Oral Language		
	<p>1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.</p>	<p>Knowledge 3 Teacher Guide, Lesson 4: Comprehension Questions, 56-57</p> <p>Knowledge 6 Teacher Guide, Lesson 5: Comprehension Questions, p. 71</p> <p>Knowledge 8 Teacher Guide, Lesson 1: Domain Introduction, p. 10-11</p> <p>Knowledge 11 Teacher Guide, Lesson 6: Comprehension Questions, p. 82</p>
	<p>2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <ol style="list-style-type: none"> a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. b. Use complex sentence structures when speaking. c. Ask and answer questions to seek help, clarify meaning, or get information. 	<p>Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, p. 17-19</p> <p>Knowledge 2 Teacher Guide, Lesson 12: Somebody Wanted But So Then, p. 176</p> <ul style="list-style-type: none"> ● Knowledge 2 Activity Book 12.1, p. 65 <p>Knowledge 5 Teacher Guide, Lesson 4: Present a Persuasive Speech, p. 65</p> <ul style="list-style-type: none"> ● Knowledge 5 Activity Book 3.1, p. 167 <p>Knowledge 8 Teacher Guide, Lesson 1: Insects Journal: Narrative, 19-20</p>

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	<p>3. Demonstrate oral literacy skills by participating in a variety of oral language activities. <i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories</i></p>	<p>Knowledge 1 Teacher Guide, Lesson 3: Write About It, p. 48-49</p> <p>Knowledge 2 Teacher Guide, Lesson 5: Read-Aloud, p. 70-74</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Oral Language: Speaking, p. 56</p>
READING		
LISTENING		
WRITING		
SPEAKING	<p>4. Orally answer <i>who, what, when, where, why,</i> and <i>how</i> questions about a text or conversation, using complete sentences to provide key ideas and details.</p>	<p>Skills 1 Teacher Guide, Lesson 11: Wrap-Up/Discussion Questions, p. 123</p> <p>Skills 5 Teacher Guide, Lesson 2: Wrap-Up/Discussion Questions, p. 28</p> <p>Knowledge 2 Teacher Guide, Lesson 6: Comprehension Questions, p. 87</p> <p>Knowledge 4 Teacher Guide, Lesson 7: Comprehension Questions, p. 106</p>

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	<p>5. Create recordings of stories or poems.</p>	<p>Knowledge 4 Teacher Guide, p. 149: Share A Greek Myth, p. 149</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Oral Language: Speaking, p. 56</p>
	<p>6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.</p>	<p>Knowledge 2 Teacher Guide, Lesson 13: Bookmakers: Sharing a Book, p. 188</p> <p>Knowledge 6 Teacher Guide, Lesson 6: Interactive Illustrations, p. 93</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Oral Language: Speaking, p. 57</p>
	<p>7. Demonstrate standard English usage when speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently-occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use past tense forms of frequently-occurring irregular verbs. 	<p>CKLA Teacher Resource site (online)>Grade 2>Daily Instruction>Planning Documents>Supplemental Grammar Lessons, p. 1-3</p>

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	<p>e. Use adjectives and adverbs.</p> <p>f. Produce and expand complete simple and compound sentences when speaking.</p>	<p>Knowledge 1 Teacher Guide, Lesson 5: Syntactic Awareness Activity, p. 84-85</p> <p>CKLA Teacher Resource site (online)>Grade 2>Daily Instruction>Planning Documents>Supplemental Grammar Lessons, p. 9-11</p> <p>Knowledge 2 Teacher Guide, Lesson 5: Syntactic Awareness Activity, p. 76-79</p> <p>Knowledge 4 Teacher Guide, Lesson 6: Syntactic Awareness Activity, p. 91-92</p> <p>Knowledge 6 Teacher Guide, Lesson 6: Syntactic Awareness Activity, p. 98-99</p> <p>CKLA Teacher Resource site (online)>Grade 2>Daily Instruction>Planning Documents>Supplemental Grammar Lessons, p. 17-19</p>
Phonological Awareness/Phonemic Awareness		
	<p>8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. <i>Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ě/ and /i/, /ě/, and /ă/ Note:</i></p>	<p>Skills 1 Teacher Guide, Lesson 1: Teacher Chaining, p. 30</p> <p>Skills 1 Teacher Guide, Lesson 3: Teacher Chaining, p. 50</p>

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	<p><i>This is extremely important as a foundational phonemic awareness skill for all learners.</i></p>	<p>Skills 1 Teacher Guide, Lesson 4: Teacher Chaining, p. 59-60</p> <p>Skills 5 Teacher Guide, Lesson 7: Introduce /ə/ > 'a' and 'e', p. 81-83</p>
	<p>9. Demonstrate advanced phonemic awareness skills in spoken words.</p> <ol style="list-style-type: none"> a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. <i>Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt) Addition - Say block. Now say block, but add /t/ to the end of block. (blocked) Deletion - Say fin. Now say fin, but don't say /f/. (in) Deletion - Say range. Now say range, but don't say /j/. (rain) Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip) Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)</i> b. Delete the initial sound in an initial blend in a one-syllable base word. <i>Example: Say prank. Now say prank, but don't say /p/. (rank)</i> c. With prompting and support, delete the medial and final sounds in blends in one syllable base words. <i>Examples: Say snail. Now say snail, but don't say /n/. (sail) Say wind. Now say wind, but don't say /d/. (win)</i> d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. <i>Examples: bit, bet, bat; sat, sit; pit, pat</i> e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last. <i>Examples: fine, knife; cat, tack; park, carp</i> 	<p>Skills 1 Teacher Guide, Lesson 5: Teacher Chaining, p. 68-69</p> <p>Skills 2 Teacher Guide, Lesson 8: Teacher Chaining, p. 110</p> <p>Skills 3 Teacher Guide, Lesson 7: Teacher Chaining, p. 91-92</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonological/Phonemic Awareness, p. 59</p>

READING		
LISTENING		
WRITING		
SPEAKING		
Phonics		
	<p>10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <ol style="list-style-type: none"> a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables. b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on</i> c. Decode and encode words with three-consonant blends and blends containing digraphs. d. Decode and encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: qu, sh, ch, th, ph, wh, tch, dge</i> e. Decode and encode words with variable vowel teams and vowel diphthongs. <i>Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay</i> f. Decode and encode words with vowel-r combinations. <i>Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur</i> g. Decode and encode words that follow the <i>-ild, -ost, -old, -olt,</i> and <i>-ind</i> patterns. <i>Examples: wild, most, cold, colt, mind</i> h. Decode and encode words with a after w read /ă/ and a before l read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i> 	<p>Skills 2 Teacher Guide, Lesson 2: Read-Two Syllable Words, p. 33-34</p> <ul style="list-style-type: none"> ● Skills 2 Activity Book 2.2, p. 11 <p>Skills 3 Teacher Guide, Lesson 8: Practice /oe/ Spelling Alternatives, p. 102</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 8.1, p. 45 <p>Skills 5 Teacher Guide Lesson 11: Introduce /ə/ + /l/ > ‘ul’, ‘al’, and ‘il’ and Spelling Tree for /ə/ + /l/, p. 129-130</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 11.1, p. 59 <p>Skills 4 Teacher Guide, Lesson 1: Practice Spelling Alternatives for /er/, p. 12</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 1.2, p. 3-4 <p>Skills 1 Teacher Guide, Lesson 14: Review Tricky Spelling ‘g’ and Practice Tricky Spelling ‘g’, p. 161-163</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 14.1, p. 83

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	<p>i. Decode and encode words with or after w read /er/. <i>Examples: world, word, worm, worst, work</i></p> <p>j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation. <i>Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i></p> <p>k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>l. Decode words with silent letter combinations. <i>Examples: kn, mb, gh</i></p> <p>m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p> <p>n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect)</i></p> <p>o. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>Skills 1 Teacher Guide, Lesson 15: Review Tricky Spelling 'c' and Practice Tricky Spelling 'c', p. 173-175</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 15.2, p. 87 <p>Skills 4 Teacher Guide, Lesson 4: Review Tricky Spellings and Practice Tricky Spelling 'i', p. 46-49</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 4.1, p. 15 <p>Skills 1 Teacher Guide, Lesson 18: Review Spelling Alternatives and Practice Spelling Alternatives, p. 203-205</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 18.1, p. 101 <p>Skills 6 Teacher Guide, Lesson 1: Introduce /f/ > 'ph', p. 14-15</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 1.1, p. 1 <p>Skills 4 Teacher Guide, Lesson 5: Introduce /ie/ > 'igh', p. 64-66</p> <p>Skills 6 Teacher Guide, Lesson 25: Introduce /o/ > 'a' and 'wa', p. 276-278</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 25.3, 25.4, p. 147-149
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		<p>Skills 3 Teacher Guide, Lesson 2: Warm-Up, Introduce /ae/ > 'ai' and 'ay', Practice /ae/ > 'ai', 'ay' and 'a_e', p. 2-29</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 2.1, p. 7 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 62</p> <p>Skills 4 Teacher Guide, Lesson 3: Practice /i/ > 'y' and 'i', p. 36-37</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 3.1, p. 9-10 <p>Skills 5 Teacher Guide, Lesson 11: Introduce the Chapter, p. 131</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 64</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>
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		<p>Strategies and Routines>Literacy Foundations: Phonics, p. 66</p> <p>Skills 1 Teacher Guide, Lesson 13: Practice Suffix Spelling Patterns, p. 149</p> <ul style="list-style-type: none"> • Skills 1 Activity Book 13.1, p. 75 <p>Skills 1 Teacher Guide, Lesson 11: Tricky Words: The, He, She, We, Be, Me, p. 118-119</p> <p>Skills 1 Teacher Guide Appendix A: Sight Words and Tricky Words and Sight Words, p. 383-384</p> <p>Skills 2 Teacher Guide, Lesson 2: Warm-Up, p. 30</p>
READING		
LISTENING		
WRITING		
SPEAKING		
	Fluency	
	11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	Skills 2 Teacher Guide, Lesson 4: Introduce the Story and Read “The Jumping Frog”, p. 66-68

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		<ul style="list-style-type: none"> ● Skills 2 Student Reader “The Jumping Frog”, p. 16-23 <p>Skills 3 Teacher Guide, Lesson 8: Close Read: “The Swimming Sisters”, p. 104-105</p> <ul style="list-style-type: none"> ● Skills 3 Student Reader “The Swimming Sisters”, p. 22-27 <p>Skills 4 Teacher Guide, Lesson 3: Read “Brooklyn”, p. 39</p> <ul style="list-style-type: none"> ● Skills 4 Student Reader “Brooklyn”, p. 14-21 <p>Skills 6 Teacher Guide, Lesson 9: Reread “The War Hawks”, p. 108</p> <ul style="list-style-type: none"> ● Skills 6 Student Reader “The War Hawks”, p. 24-29 ● Skills 6 Activity Book 9.1, p. 41-42
	<p>12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p>Skills 1 Teacher Guide, Lesson 13: Reread “The Chicken Nugget”, p. 151-152</p> <ul style="list-style-type: none"> ● Skills 1 Student Reader “The Chicken Nugget”, p. 6-9 ● Skills 1 Activity Book 13.3, p. 79 <p>Skills 2 Teacher Guide, Lesson 13: Read “The Pancake, Part II”, p 180-181</p> <ul style="list-style-type: none"> ● Skills 2 Student Reader “The Pancake, Part II”, p. 64-75

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		<ul style="list-style-type: none"> ● Skills 2 Activity Book 13.2, p. 71 <p>Skills 4 Teacher Guide, Lesson 20: Reread “The Subway”, p. 133</p> <ul style="list-style-type: none"> ● Skills 4 Student Reader “The Subway”, p. 54-59 <p>Skills 6 Teacher Guide, Lesson 6: Reread “Trouble with the British”, p. 76-77</p> <ul style="list-style-type: none"> ● Skills 6 Student Reader “Trouble with the British”, p. 12-23 ● Skills 6 Activity Book 6.1, p. 25
	<p>13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Fluency, p. 68</p>
	<p>14. Read high-frequency words commonly found in grade-appropriate text. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	<p>Skills 1 Teacher Guide, Lesson 17: Read “The Fish”, p. 196-197</p> <ul style="list-style-type: none"> ● Skills 1 Student Reader “The Fish”, p. 22-27 <p>Skills 1 Teacher Guide, Lesson 21: Read “The Chips”, p. 236</p> <ul style="list-style-type: none"> ● Skills 1 Student Reader “The Chips”, p. 34-39

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		<p>Skills 2 Teacher Guide, Lesson 1: Read “Mike’s Bedtime”, p. 20</p> <ul style="list-style-type: none"> • Skills 2 Student Reader “Mike’s Bedtime”, p. 1-7 <p>Skills 3 Teacher Guide, Lesson 3: Read “And Then There Were Two”, p. 44</p> <ul style="list-style-type: none"> • Skills 3 Student Reader “And Then There Were Two”, p. 8-13
READING		
LISTENING		
WRITING		
SPEAKING		
Vocabulary		
	<p>15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>Knowledge 1 Teacher Guide, Lesson 1: Word Work, p. 19</p> <p>Knowledge 4 Teacher Guide, Lesson 4: Word Work, p. 60</p> <p>Knowledge 6 Teacher Guide, Lesson 2: Word Work, Lesson 2, p. 30</p> <p>Knowledge 7 Teacher Guide, Lesson 4: Word Work, p. 61</p>

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	<p>16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <ul style="list-style-type: none"> a. Use knowledge of antonyms and synonyms. b. Distinguish shades of meaning among verbs and adjectives. <i>Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run. pretty, beautiful, gorgeous; tiny, small, petite</i> c. Use knowledge of homophones to determine use of the correct word. d. With prompting and support, interpret figurative language. 	<p>Knowledge 3 Teacher Guide, Lesson 9: Vocabulary Instructional Activity, p. 145</p> <p>Knowledge 4 Teacher Guide, Lesson 3: Word Work: Retrieve, p. 47</p> <p>Knowledge 5 Teacher Guide, Lesson 3: Syntactic Awareness Activity, p. 50-51</p> <p>Skills Unit 3 Teacher Guide, Lesson 4: Close Read “Born to Spell”, p. 58</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Vocabulary, p. 70</p>
	<p>17. Analyze meaningful parts of words and phrases in discussions and/or text.</p> <ul style="list-style-type: none"> a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: girl’s dress; boys’ game; cats, cat’s, cats’; houses, house’s shutters</i> b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.</i> 	<p>Knowledge 1 Teacher Guide, Lesson 5: Syntactic Awareness Activity, p. 84-85</p> <p>Knowledge 6 Teacher Guide, Lesson 3: Syntactic Awareness Activity, p. 48-49</p> <p>Knowledge 7 Teacher Guide, Lesson 8: Syntactic Awareness Activity, p. 128-129</p>

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	<p>18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multimeaning words.</p>	<p>Knowledge 2 Teacher Guide, Lesson 3: Multiple Meaning Word Activity, p. 47</p> <p>Knowledge 3 Teacher Guide, Lesson 9: Multiple Meaning Word Activity, p. 144</p> <p>Knowledge 6 Teacher Guide, Lesson 1: Word Work, p. 15</p> <p>Knowledge 10 Teacher Guide, Lesson 4: Multiple Meaning Word Activity, p. 60</p>
	<p>19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.</p>	<p>Knowledge 1 Teacher Guide, Lesson 5: Word Work, p. 82</p> <p>Knowledge 7 Teacher Guide, Lesson 2: Word Work, p. 33-34</p> <p>Knowledge 9 Teacher Guide, Lesson 2: Multiple Meaning Word Activity: Flies, p. 36</p> <p>Knowledge 12 Teacher Guide, Lesson 4: Multiple Meaning Word Activity, p. 65-66</p>
<p>READING</p>	<p>20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>Knowledge 2 Teacher Guide, Lesson 4: Word Work, p. 61</p>

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		<p>Knowledge 8 Teacher Guide, Lesson 2: Am I An Insect? , p 35</p> <p>Knowledge 10 Teacher Guide, Lesson 6: Word Work, p. 89</p>
LISTENING		
WRITING	21. Use grade-level academic and domain-specific vocabulary in writing.	<p>Knowledge 6 Teacher Guide, Lesson 9: Water Cycle Observations, p. 133-134</p> <p>Knowledge 10 Teacher Guide, Lesson 7: My Body Journal p. 103-104</p> <ul style="list-style-type: none"> • Knowledge 10 Activity Book 7.1, p. 147 <p>Knowledge 11 Teacher Guide, Lesson 6: E Pluribus Unum Puzzle, p. 85</p> <ul style="list-style-type: none"> • Knowledge 11 Activity Book 6.1, p. 175
SPEAKING		
Comprehension		
	22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	<p>Knowledge 1 Teacher Guide, Lesson 4: Comprehension Questions, p. 61-62</p> <p>Knowledge 2 Teacher Guide, Lesson 2: Civilizations Chart, p. 32-33</p>

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		<ul style="list-style-type: none"> • Knowledge 2 Activity Book 2.1, 2.2, p. 37 <p>Knowledge 3 Teacher Guide, Lesson 8: Somebody Wanted But So Then, p. 128</p> <ul style="list-style-type: none"> • Knowledge 3 Activity Book 8.1, p. 91-92
	<p>23. Identify the main story elements in a literary text.</p> <ol style="list-style-type: none"> a. Explain the plot of a narrative, using textual evidence to list the major events in sequence. b. Describe the characters' traits, feelings, and behaviors in a story. c. Describe the setting of a narrative, using textual evidence. d. Identify the central message or moral of a story. e. Identify the theme in myths, fables, and folktales. 	<p>Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, p. 17-19</p> <p>Knowledge 1 Teacher Guide, Lesson 2: Comprehension Questions, p. 32-33</p> <p>Knowledge 1 Teacher Guide, Lesson 4: What Have We Already Learned?, p. 53-54</p> <p>Knowledge 1 Teacher Guide, Lesson 6: Comprehension Questions, p. 97-98</p> <p>Knowledge 4 Teacher Guide, Lesson 4: Comprehension Questions, p. 59-60</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>

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		Strategies and Routines>Literacy Foundations: Comprehension, p. 71-74
	<p>24. Identify the main idea and supporting details of literary and informational texts.</p> <ol style="list-style-type: none"> a. Explain how the supporting details contribute to the main idea. b. Recount or summarize key ideas from the text. 	<p>Knowledge 3 Teacher Guide, Lesson 8: Comprehension Questions, p. 125-126</p> <p>Knowledge 4 Teacher Guide, Lesson 6: Greek Myths Journal, p. 92</p> <ul style="list-style-type: none"> • Knowledge 4 Activity Book 6.1, 6.2, p. 129-132 <p>Knowledge 7 Teacher Guide, Lesson 1: Westward Expansion Quilt, p. 121-122</p> <ul style="list-style-type: none"> • Knowledge 7 Activity Book 1.1, p. 5 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 75</p>
	<p>25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <ol style="list-style-type: none"> a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension. 	<p>Skills 6 Teacher Guide, Lesson 2: Introduce Nonfiction, p. 27-30</p> <p>Skills 6 Teacher Guide, Lesson 3: Introduce the Reader, p. 38-42</p> <ul style="list-style-type: none"> • Skills 6 Student Reader, p. 2-11

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		<p>Skills 6 Teacher Guide, Lesson 8: Read “The War Hawks” , p. 96-99</p> <ul style="list-style-type: none"> • Skills 6 Student Reader, p. 24-29 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 76</p>
	<p>26. Compare and contrast important details presented by two texts on the same topic or theme.</p> <ol style="list-style-type: none"> Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. <i>Examples:</i> The Three Little Pigs <i>and</i> The True Story of the Three Little Pigs; Cinderella <i>and</i> The RoughFace Girl Compare and contrast story elements of literary texts. <i>Examples:</i> <i>characters, settings, sequence of events, plots</i> 	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 77</p> <p>Knowledge 1 Teacher Guide, Lesson 3: What Have We Already Learned?, p. 40</p> <p>Knowledge 1 Teacher Guide, Lesson 5: Tall Tales Characteristics Chart, p. 100</p> <ul style="list-style-type: none"> • Knowledge 1 Activity Book 5.1, p. 13 <p>Knowledge 1 Teacher Guide, Lesson 7: Comprehension Questions, p. 112-113</p>

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	<p>27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.</p>	<p>Knowledge 4 Teacher Guide, Lesson 5: Sequencing Story Events, p. 79</p> <ul style="list-style-type: none"> • Knowledge 4 Activity Book 5.1, p. 127 <p>Knowledge 5 Teacher Guide, Lesson 5: What Happened When?, p. 82</p> <ul style="list-style-type: none"> • Knowledge 5 Activity Book 5.1, p. 175 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 78</p>
	<p>28. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, to identify main idea, to gather information or facts on a topic</i></p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 80</p>
<p>READING</p>	<p>29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. <i>Examples: pronoun references, word substitution using synonyms, conjunctions</i></p>	<p>Skills 2 Teacher Guide, Lesson 3: Close Read “The Milk”, p. 50-55</p> <ul style="list-style-type: none"> • Skills 2 Student Reader, p. 8-15 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support</p>

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		Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension: Reading , p. 81
	<p>30. Read and comprehend literary and informational texts.</p> <ol style="list-style-type: none"> a. State and confirm predictions about a text. b. Use background knowledge to make connections to new text. c. Draw conclusions based on the text. 	<p>Skills 1 Teacher Guide, Lesson 11: Introduce the Reader and Story and Read “The Hot Dog”, p. 120-123</p> <ul style="list-style-type: none"> • Skills 1 Student Reader, p. 2-5 <p>Knowledge 1 Teacher Guide, Lesson 4: Sayings and Phrases, p. 64-65</p> <p>Skills 4 Teacher Guide, Lesson 8: Close Read “The Diner, p. 109-112</p> <ul style="list-style-type: none"> • Skills 4 Student Reader, p. 48-53
	<p>31. Use information from a text to determine the author’s purpose in different forms of informational and literary texts.</p>	<p>Skills 2 Teacher Guide, Lesson 12: Introduce the Story, p. 163</p> <p>Skills 5 Teacher Guide, Lesson 4: Close Read “All’s Well That Ends Well”, p. 48-57</p> <ul style="list-style-type: none"> • Skills 5 Student Reader, p. 24-35 <p>Skills 6 Teacher Guide, Lesson 2: Introduce Nonfiction, p. 27-30</p>

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		<p>Skills 6 Teacher Guide, Lesson 25: Read “The End of the War”, p. 274-276</p> <ul style="list-style-type: none"> • Skills 6 Student Reader, p. 86-91 • Skills 6 Activity Book 25.2, p. 145-146
	<p>32. Identify rhyme schemes in poems or songs.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review> G2 Poetry Lesson 1 “Gathering Leaves”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>G2 Poetry Lesson 2 “The Crocodile”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>G2 Poetry Lesson 4 “The Swing”</p>
	<p>33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>G2 Poetry Lesson 1 “Gathering Leaves”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support</p>

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		<p>Your Review>G2 Poetry Lesson 2 “The Crocodile”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>G2 Poetry Lesson 3 “The Fieldmouse”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension: Reading, p. 83</p>
	<p>34. Differentiate between fact and opinion in a text.</p> <ol style="list-style-type: none"> a. Use prior knowledge and information gathered from research to evaluate opinions in texts. b. Use textual evidence and gathered research from reliable sources to prove facts. 	<p>Skills 2 Teacher Guide, Lesson 15: Quick Write: Opinion, p. 202</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 15.3, p. 87-88 <p>Skills 6 Teacher Guide, Lesson 12: Close Read “The War Starts”, p. 138-143</p> <p>Knowledge 8 Teacher Guide, Lesson 3: Insects Journal: Use a Reference, p. 49</p>
LISTENING	<p>35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.</p>	<p>Knowledge 2 Teacher Guide, Lesson 4: Comprehension Questions, p. 60</p>

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		Knowledge 5 Teacher Guide, Lesson 5: Comprehension Questions, p. 80 Knowledge 6 Teacher Guide, Lesson 7: Comprehension Questions, p. 103 Knowledge 7 Teacher Guide, Lesson 6: Comprehension, p. 95
WRITING	36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension: Writing, p. 85
SPEAKING		
Writing		
	37. Write legibly. <ol style="list-style-type: none"> a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant. c. Form uppercase and lowercase letters in cursive. 	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 86 CKLA Alabama Reviewer site (online)>Additional Materials to Support

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		<p>Your Review>Grade 2 Cursive Teacher Guide</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Grade 2 Cursive Activity Book</p>
	<p>38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</p> <ol style="list-style-type: none"> a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le. b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et</i> c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. <i>Examples: have, give, save; cage, rage, budge, lodge</i> d. Encode one- and two-syllable words with long and short vowel patterns. e. Encode words with two- and three-consonant blends, including those containing digraphs. <i>Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr</i> f. Encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu</i> g. Encode words with the common vowel teams, including diphthongs. <i>Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh</i> 	<p>Skills 3 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 20</p> <p>Skills 5 Teacher Guide, Lesson 21: Introduce Spelling Words, p. 223-224</p> <ul style="list-style-type: none"> ● Skills 5 Activity Book 21.3, p. 127-128 <p>Skills 3 Teacher Guide, Lesson 5: Spelling Assessment, p. 67-68</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 5.1, p. 23 <p>Skills 1 Teacher Guide, Lesson 17: Review Spelling Alternatives and Practice Spelling Alternatives, p. 192-193</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 17.1, p. 95 <p>Skills 4 Teacher Guide, Lesson 5: Spelling Assessment, p. 63-64</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 5.1, p. 19

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	<p>h. Encode words with vowel-r combinations. <i>Examples: ar, or, ir, er, ur, air, ear, oar</i></p> <p>i. Encode words that follow the <i>-ild, -ost, -old, -olt, and -ind</i> patterns. <i>Examples: wild, cold, most, colt, mind</i></p> <p>j. Encode words with <i>a</i> after <i>w</i> read /ă/ and <i>a</i> before <i>l</i> read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p> <p>k. Encode words with <i>or</i> after <i>w</i> read /er/. <i>Examples: world, word, worm, worst, work</i></p> <p>l. Encode words with hard and soft <i>c</i> and <i>g</i>. <i>Examples: carry, cent; game, giraffe</i></p> <p>m. Encode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>n. Encode words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p> <p>o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)</i></p> <p>p. Encode contractions with <i>am, is, has, not, have, would, and will</i>, using apostrophes appropriately. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>Skills 1 Teacher Guide, Lesson 15: Spelling Assessment, p. 172-173</p> <ul style="list-style-type: none"> • Skills 1 Activity Book 15.1, p. 85 <p>Skills 3 Teacher Guide, Lesson 11: Introduce Spelling Words, p. 151-152</p> <ul style="list-style-type: none"> • Skills 3 Activity Book 11.4, p. 67 <p>Skills 5 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 75-76</p> <p>Skills 4 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 14-15</p> <p>Skills 4 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 86</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 62</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 64</p>
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	<p>q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i></p>	<p>Skills 6 Teacher Guide, Lesson 25: Introduce /o/ > 'a' and 'wa', p. 276-278</p> <ul style="list-style-type: none"> • Skills 6 Activity Book 25.3, 25.4, p. 147-149 <p>Skills 1 Teacher Guide, Lesson 14: Review Tricky Spelling 'g' and Practice Tricky Spelling 'g', p. 161-163</p> <ul style="list-style-type: none"> • Skills 1 Activity Book 14.1, p. 83 <p>Skills 1 Teacher Guide, Lesson 15: Review Tricky Spelling 'c' and Practice Tricky Spelling 'c', p. 173-175</p> <ul style="list-style-type: none"> • Skills 1 Activity Book 15.2, p. 87 <p>Skills 2 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 9</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 66</p>
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		<p>Skills 1 Teacher Guide Appendix A: Sight Words and Tricky Words and Sight Words, p. 383-384</p> <p>Skills 2 Teacher Guide, Lesson 11: Introduce Spelling Words, p. 152-153</p>
	<p>39. Organize a list of words into alphabetical order according to first, second, and third letters.</p>	<p>Skills 5 Teacher Guide, Lesson 1: Introduce Spelling Words and Alphabetical Order, p. 15-17</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 1.1, p. 1-2 <p>Skills 5 Teacher Guide, Lesson 22: Practice Alphabetical Order, p. 230</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 39</p>
READING		
LISTENING		
WRITING	<p>40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.</p>	<p>Skills 2 Teacher Guide, Lesson 7: Draft a Fictional Narrative, p. 102-104</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 6.1, p. 31

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		<p>Skills 3 Teacher Guide, Lesson 24: Edit and Revise a Personal Narrative, p. 287-288</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 24.1, p. 143 <p>Knowledge 3 Teacher Guide, Lesson 11: Draft a Fictional Narrative, p. 173-174</p> <ul style="list-style-type: none"> ● Knowledge 3 Activity Book 11.1, p. 97 <p>Knowledge 4 Teacher Guide, Lesson 8: Draft a Greek Myth, p 122-123</p> <ul style="list-style-type: none"> ● Knowledge 4 Activity Book 8.2, p. 145 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 88</p>
	<p>41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.</p>	<p>Skills 6 Teacher Guide, Lesson 29: The Report Writing Process, p. 308-313</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 29.3, p. 185-186 <p>Skills 6 Teacher Guide, Lesson 33: Draft a Report, p. 344-347</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 33.5, p. 205-206

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		<p>Knowledge 2 Teacher Guide, Lesson 10: Bookmakers: Draft a Book, p. 149</p> <ul style="list-style-type: none"> • Knowledge 2 Activity Book 9.1, p. 61 <p>Knowledge 6 Teacher Guide, Lesson 7: Write an Informational Paragraph, p. 105-106</p> <ul style="list-style-type: none"> • Knowledge 6 Activity Book 7.1, p. 209 <p>Knowledge 8 Teacher Guide, Lesson 7: Draft an Informational Narrative, p. 111</p> <ul style="list-style-type: none"> • Knowledge 8 Activity Book 6.1, p. 57
	<p>42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.</p>	<p>Skills 2 Teacher Guide, Lesson 15: Quick Write: Opinion, p. 202</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 15.3, p. 87-88 <p>Knowledge 3 Teacher Guide, Lesson 7: Draft an Opinion, p. 104-105</p> <ul style="list-style-type: none"> • Knowledge 3 Activity Book 7.1, p. 87

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		<p>Knowledge 5 Teacher Guide, Lesson 3: Write a Persuasive Speech, p. 51</p> <ul style="list-style-type: none"> • Knowledge 5 Activity Book 3.1, p. 167 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 90</p>
	<p>43. Write complete sentences demonstrating knowledge of punctuation conventions.</p> <ol style="list-style-type: none"> Utilize commas with words in a series in a sentence. Use apostrophes to form contractions and possessives. <i>Examples: contractions with am, is, has, not (I'm, she's, don't)</i> Use punctuation to set off interjections. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i> 	<p>Skills 2 Teacher Guide, Lesson 11: Practice Quotation Marks, p. 151-152</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 11.2, p. 55-56 <p>Skills 2 Teacher Guide, Lesson 13: Edit a Narrative Book Report, p. 176-178</p> <ul style="list-style-type: none"> • Skills 2 Activity Book 13.1, p. 69 <p>Skills 5 Teacher Guide, Lesson 9: Review Apostrophes, p. 110</p> <p>Skills 5 Teacher Guide, Lesson 10: Review Writing Sentences, p. 123</p> <ul style="list-style-type: none"> • Skills 5 Activity Book 10.2, p. 57 <p>CKLA Teacher Resource Site (online)>Grade 2> Daily Instruction>Planning</p>

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		<p>Documents> Supplemental Grammar Lessons: Producing Compound Sentences, p. 17-19</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 91</p>
	<p>44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Skills 6 Teacher Guide, Lesson 23: Create A Paragraph, p. 258-259</p> <ul style="list-style-type: none"> ● Skills 6 Activity Book 23.2, p. 129 <p>Knowledge 3 Teacher Guide, Lesson 7: Draft an Opinion, p. 104-105</p> <ul style="list-style-type: none"> ● Knowledge 3 Activity Book 7.1, p. 87 <p>Knowledge 6 Teacher Guide, Lesson 7: Write an Informational Paragraph, p. 105-106</p> <ul style="list-style-type: none"> ● Knowledge 6 Activity Book 7.1, p. 209
	<p>45. Demonstrate understanding of standard English language conventions when writing.</p>	<p>Skills 3 Teacher Guide, Lesson 23: Action Verbs, p. 280-281</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 23.1, p. 137

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	<ul style="list-style-type: none"> a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es. c. Form and use simple present and past verb tenses. d. Form plurals by changing -y to -ies. e. Form and use frequently-occurring irregular plural nouns and verbs. f. Use plural possessives. 	<p>Skills 3 Teacher Guide, Lesson 15: Plural Nouns, p. 188-189</p> <ul style="list-style-type: none"> ● Skills 3 Activity Book 15.2, p. 85 <p>Skills 1 Teacher Guide, Lesson 19: Review Past Tense Marker -ed, and Sound Search p. 215-217</p> <ul style="list-style-type: none"> ● Skills 1 Activity Book 19.1 p. 105 <p>Skills 4 Teacher Guide, Lesson 6: Change 'y' to 'i' and add 'es', p. 79-83</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 6.1, p. 25-26 <p>Skills 4 Teacher Guide, Lesson 10: Irregular Plural Nouns, p. 131-132</p> <ul style="list-style-type: none"> ● Skills 4 Activity Book 10.3, p. 47-48
	<p>46. Gather and use research to answer questions to complete a research product.</p> <ul style="list-style-type: none"> a. Create topics of interest for a research project. b. Create questions to gather information for a research project. c. Find information from a variety of sources. Examples: books, magazines, newspapers, digital media d. Define plagiarism and explain the importance of using their own words 	<p>Knowledge 5 Teacher Guide, Lesson 8: Researching the War of 1812, p. 126</p> <ul style="list-style-type: none"> ● Knowledge 5 Activity Book 8.1, p. 183 <p>Knowledge 6 Teacher Guide, Lesson 9: Water Cycle Observations, p. 133-134</p>

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		<p>Knowledge 8 Teacher Guide, Lesson 3: Insects Journal: Use a Reference, p. 49</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 92</p>
SPEAKING		
Grade 3		
	<p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.</p>	<p>Unit 1 Teacher Guide, Lesson 3: Discussing the Read-Aloud, p. 79-81</p> <p>Unit 5 Teacher Guide, Lesson 7: Discussing the Read-Aloud, p. 163-164</p> <p>Unit 7 Teacher Guide, Lesson 9: Discussing the Read-Aloud, p. 176-177</p> <p>Unit 10 Teacher Guide, Lesson 6: Discussing the Reading, p. 156</p> <ul style="list-style-type: none"> ● Unit 10 Student Reader “Early Days in Georgia, p. 92-99 ● Unit 10 Activity Book 6.2, p. 69-70

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	<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p>Unit 1 Teacher Guide, Lesson 12: Review Spelling Alternatives, p. 324-325</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book, 12.2, p. 117-118 <p>Unit 4 Teacher Guide, Lesson 1: Spelling, p. 28-30</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 1.3, p. 7 <p>Unit 6 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 10-13</p> <p>Unit 9 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 159-162</p> <ul style="list-style-type: none"> ● Unit 9 Activity Book 6.4, p. 69-70
	<p>R3 Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p>Unit 2 Teacher Guide Lesson 7: Frog Scavenger Hunt, p. 155-156</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 7.1, p. 73-74 <p>Unit 3 Teacher Guide, Lesson 8: Discussing the Read-Aloud and Think-Pair-Share, p. 179</p> <p>Unit 4 Teacher Guide, Lesson 2: Discussing the Read-Aloud and Partner Share, p. 50-51</p>

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		<ul style="list-style-type: none"> ● Unit 4 Activity Book 2.2 p. 15-17 <p>Unit 10 Teacher Guide, Lesson 9: Discussing the Read-Aloud, p. 218</p>
	<p>R4 Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.</p>	<p>Unit 2 Teacher Guide, Lesson 1: Virtual Field Trip, p. 9-10</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 1.2, p. 3-4 <p>Unit 5 Teacher Guide, Lesson 8: Video: Visualizing Vibrations, p. 193</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 8.3, p. 95-96 <p>Unit 5 Teacher Guide, Lesson 14: Research and Taking Notes, p. 302-303</p> <p>Unit 7 Teacher Guide, Lesson 2: Viewing Video, p. 42</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 2.2, p. 15-16
	<p>R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>Unit 4 Teacher Guide, Lesson 8: Opinion Essay Rough Draft, p. 206</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 8.3, p. 89-90 <p>Unit 10 Teacher Guide, Lesson 10: Narrative Writing: Editing and Publishing, p. 250-251</p> <ul style="list-style-type: none"> ● Unit 10 Activity Book 10.4, p. 127

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		<p>Unit 5 Teacher Guide, Lesson 16: Editing Checklist, Editing, and Publishing, p. 321-324</p>
Literacy Foundations		
Oral Language		
	<p>1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</p> <p style="padding-left: 20px;">a. Elaborate on responses in conversations and discussions. <i>Examples: use precise, descriptive language; build upon previously expressed ideas</i></p>	<p>Unit 1 Teacher Guide, Lesson 4: Discussing the Read-Aloud, p. 104-105</p> <p>Unit 5 Teacher Guide, Lesson 4: Discussing the Read-Aloud, p. 71-72</p> <p>Unit 5 Teacher Guide, Lesson 17: Sharing Articles and Discussion, p. 328-330</p> <p>Unit 5 Teacher Guide, Lesson 17: Speaking and Listening Observational Checklist, p. 331</p> <p>Unit 7 Teacher Guide, Lesson 12: Corners Activity and Wrap-Up Discussion, p. 215-216</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 11.1, p. 97-101

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	<p>2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</p> <p>a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</p>	<p>Unit 1 Teacher Guide, Lesson 4: Alternate Ending, p. 106-107</p> <p>Unit 4 Teacher Guide, Lesson 9: Writing and Debate and Presenting the Debate, p. 226</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 9.2, 9.3, p. 101-104 <p>Unit 6 Teacher Guide, Lesson 11: Character Descriptions, p. 156</p>
	<p>3. Apply oral literacy skills by participating in a variety of oral language activities. <i>Examples: plays, dramas, choral readings, oral reports</i></p>	<p>Unit 4 Teacher Guide, Lesson 13: Small Group Reading and Small Group Presentations, p. 300-304</p> <ul style="list-style-type: none"> ● Unit 4 Student Reader “Androcles and the Lion”, p. 154-161 <p>Unit 5 Teacher Guide, Lesson 3: Wrap-Up, p. 54</p> <p>Unit 7 Teacher Guide, Lesson 14: Performing Reader’s Theater, p. 242</p> <p>Unit 11 Teacher Guide, Lesson 12: Presentations, p. 178</p> <p>Unit 11 Teacher Guide, Lesson 9: Project Presentation Checklist, p. 151</p>

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READING		
LISTENING		
WRITING		
SPEAKING	4. Ask and answer questions using complete sentences and grade-level vocabulary.	Unit 4 Teacher Guide, Lesson 1: Word Work, p. 18 Unit 9 Teacher Guide, Lesson 5: Discussing the Read-Aloud, p. 121
	5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.	Unit 6 Teacher Guide, Lesson 11: Character Descriptions, p. 156
	6. Use digital tools to enhance oral presentations, working collaboratively.	Unit 8 Teacher Guide, Lesson 3: Elements of Engaging Audio Recordings and Listen for Elements in Recordings, p. 64-65 <ul style="list-style-type: none"> • Unit 8 Activity Book 3.5, p. 39 Unit 8 Teacher Guide, Lesson 12: Student Read-Aloud, p. 249
Phonological Awareness/Phonemic Awareness		
	7. Demonstrate advanced phonemic awareness skills in spoken words. <ol style="list-style-type: none"> a. Delete phonemes in initial and final blends of a spoken word. <i>Examples: Say smoke. Now say smoke, but don't say /m/. (soak) Say best. Now say best, but don't say /s/. (bet)</i> 	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy

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	<p>b. Substitute phonemes in initial and final blends in a spoken word. Examples: <i>Say sweep. Now say sweep, but change the /w/ to /l/. (sleep) Say list. Now say list, but change the /s/ to /f/. (lift)</i></p> <p>c. Reverse phonemes in a spoken word. Examples: <i>Say safe. Now say safe but say the last sound first and the first sound last. (face) Say slack. Now say slack but say the last sound first and the first sound last. (class)</i></p> <p>d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. Examples: <i>sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame</i></p> <p>e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. Examples: <i>Say photograph. Change graph to cell. (photocell) Say anytime. Change time to where. (anywhere) Say blocked. Change /t/ to /ing/. (blocking)</i></p>	<p>Foundations: Phonological/Phonemic Awareness, p. 94-96</p> <p>CKLA Teacher Resource site (online)>Grade 3>Intervention Toolkit>Intervention Toolkit tab>Phonological/Phonemic Awareness</p>
READING		
LISTENING		
WRITING		
SPEAKING		
Phonics		
	<p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	<p>Unit 1 Teacher Guide, Lesson 1: Baseball Game, p. 38-39</p>

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	<p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. <i>Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh</i></p> <p>d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. <i>Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow</i></p> <p>e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate. <i>Examples: the noun con'vict vs. the verb con/vict'; the noun pro'duce vs. the verb pro/duce'</i></p> <p>f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. <i>Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict</i></p> <p>g. Decode and encode contractions with <i>am, is, has, not, have, would, and will</i>. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p> <p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. <i>Examples: hear/here; night/knight; tacks/tax</i></p> <p>i. Decode and encode words with hard and soft c and g.</p>	<p>Unit 1 Teacher Guide, Lesson 3: Long Vowel Review and Baseball Game, p. 83-85</p> <p>Unit 1 Teacher Guide, Lesson 4: Long Vowel Review, p. 107-108</p> <p>Unit 1 Teacher Guide, Lesson 5: Syllables with Consonant 'le' and Baseball Game, p. 127-129</p> <p>Unit 1 Teacher Guide, Lesson 7: Word Reading in Isolation Assessment, p. 177-178</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 7.4-7.7, p. 47-57 <p>Unit 1 Teacher Guide, Lesson 12: Review Spelling Alternatives, p. 324-325</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book, 12.2, p. 117-118 <p>Unit 1 Teacher Guide, Lesson 13: Review Spelling Alternatives, p. 347</p> <p>Unit 1 Teacher Guide, Lesson 14: R-Controlled Vowels Review, p. 351-353</p>
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	<p>j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<ul style="list-style-type: none"> ● Unit 1 Activity Book 14.2, 14.3, p. 137-139 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 97</p> <p>Unit 2 Teacher Guide, Lesson 5: Spelling Assessment, p. 101</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 5.1, p. 51-52 <p>Unit 6 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 10-13</p> <p>Unit 1 Teacher Guide, Lesson 11: Spellings for ‘g’ and ‘c’, p. 296-299</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 11.2, p. 99 ● Unit 1 Activity Book 11.5, p. 105 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 99</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support</p>
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		Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Phonics, p. 101
READING		
LISTENING		
WRITING		
SPEAKING		
Fluency		
	9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	Unit 2 Teacher Guide, Lesson 11: Partner Reading, p. 240 <ul style="list-style-type: none"> • Unit 2 Student Reader “Birds”, p. 98-103 • Unit 2 Activity Book, 11.1, p. 109 Unit 3 Teacher Guide, Lesson 14: Fluency Assessment, p. 313-315 <ul style="list-style-type: none"> • Unit 3 Activity Book 14.2, 117-119 Unit 6 Teacher Guide, Lesson 7: Partner Reading: Chapter 6, p. 112 <ul style="list-style-type: none"> • Unit 6 Student Reader Chapter 6, p. 56-65

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		<p>Unit 7 Teacher Guide, Lesson 3: Small Group and Partner Reading: “The Planets Closest to the Sun”, p. 71-75</p> <ul style="list-style-type: none"> • Unit 7 Student Reader “The Planets Closest to the Sun”, p. 14-21
	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p>Unit 4 Teacher Guide, Lesson 3: Partner Reading, p. 61-62</p> <ul style="list-style-type: none"> • Unit 4 Student Reader “The Roman Gods” p. 18-31 • Unit 4 Activity Book 3.1, p. 25 <p>Unit 5 Teacher Guide, Lesson 9: Partner Reading, p. 210</p> <ul style="list-style-type: none"> • Unit 5 Student Reader, p. 68-77 <p>Unit 8 Teacher Guide, Lesson 6: Individual Read-Aloud Practice and Read-Aloud with a Partner, p. 134</p> <ul style="list-style-type: none"> • Unit 8 Activity Book 6.3, p. 66 <p>CKLA Teacher Resource site (online)>Grade 3>Daily Instruction>Intervention>Fluency Packet</p>
	<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support</p>

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		<p>Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Fluency, p. 102</p> <p>CKLA Teacher Resource site (online)>Grade 3>Daily Instruction>Intervention>Fluency Packet</p>
	<p>12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	<p>Unit 1 Teacher Guide, Lesson 7: Word Reading in Isolation Assessment, p. 177-178</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 7.4.-7.7, p. 47-57 <p>Unit 1 Teacher Guide, Lesson 10: Word Reading in Isolation Assessment Scores, p. 270-271</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Fluency, p. 101</p>
READING		
LISTENING		

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WRITING		
SPEAKING		
Vocabulary		
	<p>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p style="padding-left: 20px;">a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>Unit 2 Teacher Guide, Lesson 4: Morphology, p. 93-94</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 4.4, p. 45-46 <p>Unit 4 Teacher Guide, Lesson 8: Morphology: Suffixes -ist and -ian, p. 207</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 8.4, p. 93-96 <p>Unit 5 Teacher Guide, Lesson 6: Close Reading Exercise, p. 132</p> <p>Unit 7 Teacher Guide, Lesson 9: Read-Aloud: “Space Exploration”, p. 168</p>
	<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <p style="padding-left: 20px;">a. Determine meaning of words using synonyms in context.</p> <p style="padding-left: 20px;">b. Determine meaning of words using antonyms as a clue.</p> <p style="padding-left: 20px;">c. Describe the similarities and differences between related words.</p> <p style="padding-left: 20px;">d. Use knowledge of homophones to determine appropriate use of words.</p> <p style="padding-left: 20px;">e. Interpret figurative language.</p>	<p>Unit 8 Teacher Guide, Lesson 5: Word Work, p. 109</p> <p>Unit 8 Teacher Guide, Lesson 11: Word Work, p. 235-236</p> <p>Unit 5 Teacher Guide, Lesson 8: Triangle Connections, p. 179</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 8.1, p. 89

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	<p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use. <i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	<p>Unit 7 Teacher Guide, Lesson 1: Spelling, p. 30-32</p> <p>Unit 1 Teacher Guide, Lesson 8: Sayings and Phrases, 202-203</p> <p>Unit 4 Teacher Guide, Lesson 5: Word Work, p. 118</p>
	<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. <i>Examples: affixes -less, -ful, pro-, trans- ; roots aqua, cent, port, form, ject, spect, dict, tend, fer</i></p> <p>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. <i>Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment</i></p> <p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p> <p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p>Unit 7 Teacher Guide, Lesson 4: Morphology: Suffixes -ful and -less, p. 89-91</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 4.3, 4.4, p. 35-38 <p>Unit 4 Teacher Guide, Lesson 2: Verb Tenses, p. 52-53</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 2.3, p. 19-20 <p>Unit 10 Teacher Guide, Lesson 2: Grammar: Mixed Review, p. 47-49</p> <ul style="list-style-type: none"> ● Unit 10 Activity Book 2.5, p. 21-22 <p>Unit 5 Teacher Guide, Lesson 7: Morphology: Suffixes -ous and -ly, p. 165-169</p>

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		<ul style="list-style-type: none"> ● Unit 5 Activity Book 7.4-7.7, p. 76-82 Unit 2 Teacher Guide, Lesson 8: Introducing Prefixes re- and pre-, p. 191-194 <ul style="list-style-type: none"> ● Unit 2 Activity Book 8.3, p. 85-86 Unit 9 Teacher Guide, Lesson 12: Morphology: Prefix Review, p. 294-295 <ul style="list-style-type: none"> ● Unit 9 Activity Book 12.5, p. 133-134 Unit 5 Teacher Guide, Lesson 2: Discussing the Read-Aloud, p. 35-36
READING	16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	<p>Unit 1 Teacher Guide, Lesson 2: Vocabulary: “The River Bank, Part II”, p. 49</p> <p>Unit 1 Teacher Guide, Lesson 2: Presenting the Read-Aloud, p. 51-57</p> <p>Unit 4 Teacher Guide, Lesson 5: Vocabulary for the Punic Wars, p. 110</p> <p>Unit 4 Teacher Guide, Lesson 5: Presenting the Read-Aloud, p. 112-117</p>

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		<ul style="list-style-type: none"> • Unit 4 Student Reader “The Punic Wars”, p. 32-37
LISTENING		
WRITING	17. Use grade-level academic and domain-specific vocabulary in writing.	Unit 2 Teacher Guide, Lesson 11: Field Journal, p. 244 <ul style="list-style-type: none"> • Unit 2 Activity Book 11.2, p. 111 Unit 3 Teacher Guide, Lesson 14: Written Reflection, p. 316 <ul style="list-style-type: none"> • Unit 3 Activity Book 14.3, p. 121-122 Unit 6 Teacher Guide, Lesson 7: Drafting, p. 118-119 Unit 7 Teacher Guide, Lesson 16: Opinion: Quote By Mae Jemison, p. 281-282
SPEAKING		
Comprehension		
	18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	Unit 2 Teacher Guide, Lesson 6: Independent Reading, Guided Reading Support, and Discussion the Reading, p. 135-141

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		<ul style="list-style-type: none"> ● Unit 2 Activity Book 6.3, p. 65 <p>Unit 5 Teacher Guide, Lesson 3: Read: Chapter 2 and Wrap-Up, p. 48-54</p> <ul style="list-style-type: none"> ● Unit 5 Student Reader Chapter 2, p. 12-21 <p>Unit 7 Teacher Guide, Lesson 1: Independent Reading: “The Sun, Earth, and Our Solar System” and Comprehension Questions, p. 26-30</p> <ul style="list-style-type: none"> ● Unit 7 Student Reader, p. 2-7 ● Unit 7 Activity Book 1.3, p. 5-6 <p>Unit 9 Teacher Guide, Lesson 2: Independent Reading: “Navigation in the Age of Exploration” and Discussing the Reading, p. 48-50</p> <ul style="list-style-type: none"> ● Unit 9 Student Reader 20-25 ● Unit 9 Activity Book 2.1, p. 13
	<p>19. Determine the explicit or implied main idea and supporting details of a text.</p> <ol style="list-style-type: none"> a. Explain how supporting details contribute to the main idea, using textual evidence. b. Recount or summarize the key ideas from the text. 	<p>Unit 8 Teacher Guide, Lesson 8: Discussing the Read-Aloud, p. 179</p> <ul style="list-style-type: none"> ● Unit 8 Activity Book 8.2, p. 87-89 <p>Unit 9 Teacher Guide, Lesson 2: Discussing the Read-Aloud, p. 44-45</p>

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		<p>Unit 10 Teacher Guide, Lesson 5: Introducing the Read-Aloud, The Read-Aloud, p. 111-119</p> <ul style="list-style-type: none"> • Unit 10 Activity Page 5.2, p. 59 <p>Unit 11 Teacher Guide, Lesson 1: Partner Journals, p. 18-19</p>
	<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. <i>Examples: reading for pleasure, application, or information; to identify a theme or an author’s purpose</i></p>	<p>Unit 1 Teacher Guide, Lesson 3: Discussing the Read-Aloud, p. 79-80</p> <p>Unit 2 Teacher Guide, Lesson 2: Introducing the Read-Aloud, Presenting the Read-Aloud, p. 38-46</p> <p>Unit 4 Teacher Guide, Lesson 6: Opinion Writing, p. 156-157</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 6.3, 6.4, p. 67-69 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 103</p>
READING	<p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text. <i>Examples: pronoun references, conjunctions,</i></p>	<p>Unit 5 Teacher Guide, Lesson 6: Close Reading Exercise, p. 122-133</p>

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	<p><i>word substitution using synonyms Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i></p>	<ul style="list-style-type: none"> ● Unit 5 Student Reader “Refraction and Lenses”, p. 40-55 <p>Unit 9 Teacher Guide, Lesson 4: Compare and Contrast Linking Words, p. 102-104</p> <ul style="list-style-type: none"> ● Unit 9 Activity Book 4.3, p. 45-46 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension, p. 105</p>
	<p>22. Describe literary elements within a story, including setting, plot, characters, and themes.</p> <ol style="list-style-type: none"> a. Describe in detail the characters’ behavior, emotions, and traits and explain how their actions influence events in the story. b. Explain how the characters’ actions and dialogue contribute to the meaning of the story. c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. d. Compare and contrast the themes, settings, and plots from two texts. 	<p>Unit 1 Teacher Guide, Lesson 15: Venn Diagram, p. 392</p> <p>Unit 8 Teacher Guide, Lesson 1: Discussing the Reading, p. 29</p> <ul style="list-style-type: none"> ● Unit 8 Activity Book 1.3, p. 7 <p>Unit 6 Teacher Guide, Lesson 3: Wrap-Up, p. 57</p> <p>Unit 1 Teacher Guide, Lesson 2: Discussing the Read-Aloud, p. 57-58</p>

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		<p>Unit 1 Teacher Guide, Lesson 5: Discussing the Read-Aloud, p. 125-126</p> <p>Unit 6 Teacher Guide, Lesson 4: Wrap-Up, p. 70</p> <ul style="list-style-type: none"> ● Unit 6 Activity Book 4.2, p. 59-60 <p>Unit 1 Teacher Guide, Lesson 5: Themes Chart, p. 127</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 3.3, p. 15-16
	<p>23. Identify and use text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i></p> <ol style="list-style-type: none"> a. Explain how text features support details in the text. b. Explain how illustrations contribute to meaning in a story. c. Interpret text features used in written and digital formats. 	<p>Unit 2 Teacher Guide, Lesson 1: Introducing the Reader, Presenting the Reading, and Discussing the Reading, p. 11-20</p> <ul style="list-style-type: none"> ● Unit 2 Student Reader "Introduction: Meet Rattenborough", p. 2-7 <p>Unit 2 Teacher Guide, Lesson 2: Reviewing Text Features, Introducing the Reading, and Whole Group Reading, p. 30-36</p> <ul style="list-style-type: none"> ● Unit 2 Student Reader "Classifying Living Things" p. 10-19 <p>Unit 2 Teacher Guide, Lesson 5: Introducing the Reading, Small Group</p>

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		<p>Reading, Guided Reading Supports and Discussing the Reading, p. 103-109</p> <ul style="list-style-type: none"> ● Unit 2 Student Reader “Fish”, p. 34-41 ● Unit 2 Activity Book 5.2, p. 53 <p>Unit 8 Teacher Guide, Lesson 2: Beringia Migration Map, p. 38-39</p> <ul style="list-style-type: none"> ● Unit 8 Activity Book 2.1, p. 13
	<p>24. Identify the text structures within literary and informational texts.</p> <p>a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>Unit 1 Teacher Guide, Lesson 3: Sequencing the Plot, p. 82-83</p> <p>Unit 2 Teacher Guide, Lesson 6: Introducing the Read-Aloud, Presenting the Read-Aloud, p. 128-133</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 6.2, p. 63 <p>Unit 2 Teacher Guide, Lesson 9: Whole Group Second Reading and p., 204-209</p> <ul style="list-style-type: none"> ● Unit 2 Student Reader “Reptiles”, p. 92-97 <p>Unit 2 Teacher Guide, Lesson 12: Introducing the Read-Aloud, Presenting the Read-Aloud, Discussing the Read-Aloud, p. 252-260</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 12.1, p. 117

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<p>25. Identify statements in informational texts as facts or opinions.</p> <ol style="list-style-type: none"> a. Use prior knowledge and/or details from the text to distinguish fact from opinion. b. Use information gathered from research to evaluate opinions. 	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Comprehension: Reading, p. 107</p>
<p>26. Use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <ol style="list-style-type: none"> a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. b. Compare different versions of the same story 	<p>Unit 2 Teacher Guide, Lesson 7: Compare and Contrast Texts, p. 166</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 7.2, p. 75 <p>Unit 5 Teacher Guide, Lesson 2: Compare and Contrast Texts, p. 37-38</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 2.2, 2.3, p. 13-16 <p>Unit 5 Teacher Guide, Lesson 13: Compare and Contrast, p. 292</p> <p>Unit 7 Teacher Guide, Lesson 7: Compare and Contrast Summary, p. 141</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 7.1, 7.2, p. 61-68 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy</p>

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		Foundations: Comprehension: Reading, p. 109
	<p>27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. <i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i></p>	<p>Unit 1 Teacher Guide, Lesson 1: Introducing the Read-Aloud, Presenting the Read-Aloud, Discussing the Read-Aloud, p. 27-35</p> <p>Unit 1 Teacher Guide, Lesson 8: Sayings and Phrases, p. 202-203</p> <p>Unit 4 Teacher Guide, Lesson 4: Close Reading, p. 84-91</p> <ul style="list-style-type: none"> ● Unit 4 Student Reader “The Roman Gods”, p. 18-31 <p>Unit 7 Teacher Guide, Lesson 8: Poem “Escape and Bedtime”, p. 159-160</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 8.2, p. 75
	<p>28. Identify the narration of a literary text as first person or third person.</p>	<p>Unit 5 Teacher Guide, Lesson 4: Introducing the Read-Aloud, p. 61-62</p> <p>Unit 8 Teacher Guide, Lesson 6: Close Reading: “Alemeda, the Basket Weaver”, p. 128-132</p> <ul style="list-style-type: none"> ● Unit 8 Student Reader “Alemeda, the Basket Weaver”, p. 24-31

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LISTENING	29. Determine the main idea of a text read aloud or information presented in an audible format.	<p>Unit 2 Teacher Guide, Lesson 4: Introducing the Read-Aloud, Presenting the Read-Aloud, Discussing the Read-Aloud, p. 76-83</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 4.5, p. 47-49 <p>Unit 4 Teacher Guide, Lesson 1: Introducing the Read-Aloud, Presenting the Read-Aloud, 12-17</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 1.1, p. 1-2 <p>Unit 5 Teacher Guide, Lesson 2: Wrap-Up: Summarizing a Video, p. 38</p> <p>Unit 8 Teacher Guide, Lesson 8: Introducing the Read-Aloud, Read-Aloud, Discussing the Read-Aloud, p. 172-179</p> <ul style="list-style-type: none"> ● Unit 8 Activity Book 8.2, p. 87-89
WRITING	30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , and complex sentences to help build syntactic awareness and comprehension at the sentence level.	<p>Unit 2 Teacher Guide, Lesson 6: Grammar, p. 141-144</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book, 6.4, 6.5, p. 67-69 <p>Unit 5 Teacher Guide, Lesson 12: Grammar: Introduce the Conjunction <i>And</i>, p. 279-282</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 12.4, p. 137

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		<p>Unit 6 Teacher Guide, Lesson 2: Grammar: Conjunction <i>Because</i>, p. 119-121</p> <ul style="list-style-type: none"> • Unit 6 Activity Book 7.2, p. 81-82 <p>Unit 7 Teacher Guide, Lesson 2: Grammar: Conjunction <i>So</i>, p. 54-56</p> <ul style="list-style-type: none"> • Unit 7 Activity Book 2.3, p. 17-18
SPEAKING		
Writing		
	<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>	<p>Unit 1 Teacher Guide, Cursive Program: Lesson 1, p. 8-10</p> <ul style="list-style-type: none"> • Unit 1 Cursive Activity Book, p. 1-3 <p>Unit 1 Teacher Guide, Cursive Program: Lesson 4, p. 11-12</p> <ul style="list-style-type: none"> • Unit 1 Cursive Activity Book, p. 10-15 <p>Unit 1 Teacher Guide, Cursive Program: Lesson 14, p. 19</p> <ul style="list-style-type: none"> • Unit 1 Cursive Activity Book, p. 72-77
	<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>	<p>Unit 1 Teacher Guide, Lesson 2: Dictation, p. 61-62</p>

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	<p>a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p> <p>d. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post- suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer</i></p> <p>e. Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p>Unit 7 Teacher Guide, Lesson 1: Spelling, p. 30-32</p> <p>Unit 2 Teacher Guide, Lesson 10: Spelling Assessment, p. 216</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 10.1, p. 97-98 <p>Unit 3 Teacher Guide, Lesson 5: Spelling Assessment, p. 114-115</p> <ul style="list-style-type: none"> ● Unit 3 Activity Book 5.2, p. 43-44 <p>Unit 4 Teacher Guide, Lesson 1: Spelling, p. 28-30</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 1.3, p. 7 <p>Unit 4 Teacher Guide, Lesson 11: Spelling, p. 267-268</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 11.4, p. 129 <p>Unit 9 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 29-32</p> <p>Unit 9 Teacher Guide, Lesson 9: Spelling Assessment, p. 230-231</p> <ul style="list-style-type: none"> ● Unit 9 Activity Book 9.3, p. 103-104
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		<p>Unit 6 Teacher Guide, Lesson 1: Introduce Spelling Words, p. 10-13</p> <p>Unit 7 Teacher Guide, Lesson 5: Spelling Assessment, p. 95-96</p> <ul style="list-style-type: none"> • Unit 7 Activity Book 5.1, p. 43-44 <p>Unit 3 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 134-135</p> <p>Unit 10 Teacher Guide, Lesson 11: Spelling, p. 281-282</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 111</p>
READING		
LISTENING		
WRITING	33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.	<p>Unit 1 Teacher Guide, Lesson 4: Alternate Ending, p. 106-107</p> <p>Unit 10 Teacher Guide, Lesson 2: Introducing Narrative Writing and Narrative Pre-Writing Organizer, p. 46-47</p>

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		<ul style="list-style-type: none"> • Unit 10 Activity Book 2.3, 2.4, p. 17-19 <p>Unit 10 Teacher Guide, Lesson 7: Narrative Writing, p. 181</p> <ul style="list-style-type: none"> • Unit 10 Activity Book 7.4, p. 87
	34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.	<p>Unit 2 Teacher Guide, Lesson 13: An Informational Paragraph, p. 279-281</p> <ul style="list-style-type: none"> • Unit 2 Activity Book 13.3, p. 129 <p>Unit 5 Teacher Guide, Lesson 16: Editing Checklist, Editing, and Publishing, p. 321-324</p> <p>Unit 7 Teacher Guide, Lesson 18: Informative Writing: Plan and Draft, p. 308-310</p> <ul style="list-style-type: none"> • Unit 7 Activity Book 17.1, p. 143
	35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.	<p>Unit 1 Teacher Guide, Lesson 11: Writing an Opinion Paragraph: Draft, p. 293-294</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 11.8, p. 111 <p>Unit 4 Teacher Guide, Lesson 8: Opinion Essay Rough Draft, p. 206</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 8.3, p. 89-90 <p>Unit 9 Teacher Guide, Lesson 12: Writing Review and Opinion Writing, p. 291-294</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 12.4, p. 131

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36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.
- a. Use articles a, an, and the correctly.
 - b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
 - c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
 - d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.

[CKLA Alabama Reviewer site \(online\)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, 113 \(a\)](#)

[Unit 2 Teacher Guide, Lesson 2: Nouns, Verbs, and Adjectives, p. 47-49](#)

- [Unit 2 Activity Book 2.3, p. 23](#)

[Unit 3 Teacher Guide, Lesson 13: Introducing Subject Pronouns, p. 291-293](#)

- [Unit 3 Activity Book 13.2, p. 99-100](#)

[Unit 5 Teacher Guide, Lesson 3: Grammar and Blank Busters, p. 54-56](#)

- [Unit 5 Activity Book 3.4, 3.5, p. 31-34](#)

[Unit 5 Teacher Guide, Lesson 12: Introduce Conjunction And: 279-282](#)

- [Unit 5 Activity Book 12.4, p. 137](#)

[Unit 3 Teacher Guide, Lesson 1: Spelling: Regular and Irregular Plural Nouns, p. 27-33](#)

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		<p>Unit 7 Teacher Guide, Lesson 18: Grammar, p. 305-308</p> <ul style="list-style-type: none"> • Unit 7 Activity Book 18.2, p. 161-162 <p>Unit 4 Teacher Guide, Lesson 12: Introduce Irregular Verbs, p. 286-288</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 12.4, p. 141-142 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 115</p>
	<p>37. Compose simple, compound, and complex sentences with correct subject-verb agreement.</p> <ol style="list-style-type: none"> a. Identify and correct sentence fragments and run-on sentences. b. Identify the subject and predicate of a sentence. 	<p>Unit 2 Teacher Guide, Lesson 6: Grammar, p. 141-144</p> <ul style="list-style-type: none"> • Unit 2 Activity Book 6.4, p. 67 <p>Unit 5 Teacher Guide, Lesson 12: Introduce Conjunction <i>And</i>: 279-282</p> <ul style="list-style-type: none"> • Unit 5 Activity Book 12.4, p. 137 <p>Unit 5 Teacher Guide, Lesson 16: Editing Checklist and Editing, p. 321-322</p> <ul style="list-style-type: none"> • Unit 5 Activity Book 16.2, p. 177

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		<p>Unit 7 Teacher Guide, Lesson 17: Introducing Informative Writing, p. 289-290</p> <p>Unit 7 Teacher Guide, Lesson 20: Informative Writing: Edit/Publish, p. 328</p>
	<p>38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Unit 1 Teacher Guide, Lesson 11: Writing an Opinion Paragraph, p. 293-294</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 11.8, p. 111 <p>Unit 2 Teacher Guide, Lesson 13: An Informational Paragraph, p. 279-281</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 13.3, p. 129 <p>Unit 4 Teacher Guide, Lesson 15: Case 4: Writing, p. 328-329</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 15.4, p. 185-188
	<p>39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.</p> <p style="padding-left: 20px;">a. Avoid plagiarism by using their own words and utilizing digital sources ethically.</p>	<p>Unit 5 Teacher Guide, Lesson 13: Research and Planning and Research Project Guidelines, p. 294-297</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 13.1, 13.2, p. 141-143 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional</p>

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		Strategies and Routines>Literacy Foundations: Writing, p. 117
	<p>40. Use grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Use specific vocabulary to develop a story.</p> <p>b. Use specific vocabulary to explain or inform on a topic.</p>	<p>Unit 1 Teacher Guide, Lesson 4: Alternate Ending, p. 106-107</p> <p>Unit 10 Teacher Guide, Lesson 7: Narrative Writing, p. 181</p> <ul style="list-style-type: none"> ● Unit 10 Activity Book 7.4, p. 87 <p>Unit 2 Teacher Guide, Lesson 13: An Informational Paragraph, p. 279-281</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 13.3, p. 129 <p>Unit 10 Teacher Guide, Lesson 13: Writing A New Chapter: Research, p. 326-327</p>
	<p>41. Use words and phrases in writing for effect and elaboration.</p> <p>a. Use transition words and phrases for sentence variety.</p>	<p>Unit 1 Teacher Guide, Lesson 11: Writing an Opinion Paragraph, p. 293-294</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 11.8, p. 111 <p>Unit 2 Teacher Guide, Lesson 13: An Informational Paragraph, p. 279-281</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 13.3, p. 129 <p>Unit 5 Teacher Guide, Lesson 11: Descriptive Writing, p. 260</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 11. 1, p. 125

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		Unit 10 Teacher Guide, Lesson 7: Narrative Writing, p. 181 <ul style="list-style-type: none"> • Unit 10 Activity Book 7.4, p. 87
	42. Write poetry or prose in response to visual images to interpret their meanings.	Unit 7 Teacher Guide, Lesson 8: Poem: Escape from Bedtime” p. 158-160 <ul style="list-style-type: none"> • Unit 7 Activity Book 8.2, p. 75 Unit 10 Teacher Guide, Lesson 5: Colonial America Acrostic, p. 121-122 CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations: Writing, p. 118
SPEAKING		