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		Alabama Course of Study: English Language Arts	Amplify Core Knowledge Language Arts
		Grade 4	
		R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.	Unit 3 Teacher Guide, Lesson 1: Read-Aloud, p. 10-13 Unit 2 Pt. 1 Teacher Guide, Lesson 1: Discuss the Chapter and Lesson Wrap-Up, p. 29-30 Unit 8 Teacher Guide, Lesson 19: Discuss Listening Skills, p. 332-333
		R2. Use context clues to determine meanings of unfamiliar spoken or written words.	Unit 2 Pt. 2 Teacher Guide, Lesson 16: Read Chapter 10, p. 14 Unit 3 Teacher Guide, Lesson 12: Summarizing a Stanza, p. 158 Unit 8 Teacher Guide, Lesson 2: Introduce the Chapter, p. 36-37
		R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	Unit 7 Pt. 1 Teacher Guide, Lesson 5: Read "Introduce Body Paragraph, p. 100 Unit 5 Teacher Guide, Lesson 7: Model Taking Notes for a Wiki Entry, p. 178-179 Unit 8 Teacher Guide, Lesson 18: Create a Final Draft, p. 328

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		<p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>Unit 1 Teacher Guide, Lesson 7: Brainstorm Narrative Topics, p. 125-126</p> <p>Unit 1 Teacher Guide, Lesson 15: Editing Checklist, p. 238-239</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 5: Draft an Informative Paragraph, p. 117-119</p> <p>Unit 5 Teacher Guide, Lesson 10: Revise and Edit a Wiki Entry, p. 251-252</p> <p>Unit 8 Teacher Guide, Lesson 18: Publishing Activity, p. 329</p>
		<p>R5. Identify and explain literary devices in prose and poetry.</p>	<p>Unit 3 Teacher Guide, Lesson 1: Rhyme and Other Poetic Devices, p. 16-19</p> <p>Unit 3 Teacher Guide, Lesson 6: Poetic Device - Tone, p. 81-83</p> <p>Unit 3 Teacher Guide, Lesson 11: Extended Metaphor, p. 144-146</p> <p>Unit 6 Teacher Guide, Lesson 5: Figurative Language in Vignette 1, p. 103-105</p> <p>Unit 5 Teacher Guide, Lesson 13: Draft a Descriptive Paragraph, p. 339</p>

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		R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.	Unit 1 Teacher Guide, Lesson 8: Vocabulary Presentations, p. 96-97 Unit 3 Teacher Guide, Lesson 8: Reading for Anaphora, p. 112 Unit 6 Teacher Guide, Lesson 12: Presentation of Narratives, p. 233
		Literacy Foundations	
		Phonics	
		1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.	Unit 2 Pt. 1 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 147-149 Unit 5 Teacher Guide, Lesson 11: Introduce Spelling Words, p. 148-152 Unit 7 Teacher Guide, Lesson 9: Spelling, p. 189 CKLA Teacher Resource site (online)>Grade 4>Intervention Toolkit>Intervention Toolkit tab>Complex Patterns and Multisyllabic Words
Reception	READING	2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le,	Unit 2 Pt. 1 Teacher Guide, Lesson 11: Spelling, p. 266-269 Unit 7 Teacher Guide, Lesson 11: Spelling, p. 231-233

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		and “leftovers” including odd and <i>schwa</i> syllables. <i>Examples: dam-age, ac-tive, na-tion</i>	Unit 8 Teacher Guide, Lesson 6: Spelling, p. 139-141
		3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.	Unit 2 Pt. 1 Teacher Guide, Lesson 11: Morphology, p. 264 Unit 2 Pt. 2 Teacher Guide, Lesson 17: Morphology, p. 39-41 Unit 8 Teacher Guide, Lesson 6: Morphology, p. 137-139
	LISTENING		
Expression	WRITING	4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.	Unit 5 Teacher Guide, Lesson 10: Spelling, p. 230-231 Unit 7 Teacher Guide, Lesson 15: Spelling, p. 288-289 Unit 8 Teacher Guide, Lesson 9: Morphology, p. 197-198
	SPEAKING		
		Fluency	
		5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.	Unit 1 Teacher Guide, Lesson 15: Optional Fluency Assessment, p. 258-262 Unit 2 Pt. 1 Teacher Guide, Lesson 11: Fluency, p. 245 Unit 7 Teacher Guide, Lesson 1: Fluency, p. 8

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Reception	READING	6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.	Unit 1 Teacher Guide, Lesson 8: Partner Read, p. 141 Unit 2 Pt. 1 Teacher Guide, Lesson 5: Partner Reading, p. 114 Unit 6 Teacher Guide, Lesson 1: Partner Reading, p. 18-20 Grade 4>Daily Instruction>Intervention>Fluency Supplement
		7. Read words with irregular and regular spelling patterns accurately and automatically.	Unit 2 Pt. 2 Teacher Guide, Lesson 19: Spelling, p. 91-93 Unit 5 Teacher Guide, Lesson 6: Spelling, p. 148-152 Unit 7 Teacher Guide, Lesson 6: Spelling, p. 128-131
	LISTENING		
Expression	WRITING	8. Write routinely and independently in response to text.	Unit 1 Teacher Guide, Lesson 5: Comprehension Questions, p. 83 Unit 4 Teacher Guide, Lesson 10: Make Your Own Inventor Card, p. 327-329 Unit 6 Teacher Guide, Lesson 4: Reflection, p. 86-87 Unit 7 Teacher Guide, Lesson 8: Writing, p. 168-169

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	SPEAKING		
		Vocabulary	
		9. Accurately interpret general academic and domain-specific words and phrases	Unit 2 Pt. 1 Teacher Guide, Lesson 2: Word Work, p. 50 Unit 5 Teacher Guide, Lesson 2: Word Work, p. 54-55 Unit 7 Teacher Guide, Lesson 5: Word Work, p. 98-99
Reception	READING	10. Interpret words and phrases, including figurative language, as they are used in a text. <ol style="list-style-type: none"> a. Explain how specific word choices shape meaning or tone. b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. 	Unit 2 Pt. 1 Teacher Guide, Lesson 12: Inferential, p. 276 Unit 2 Pt. 2 Teacher Guide, Lesson 24: Read “The Crane and the Crab”, p. 181-186 Unit 3 Teacher Guide, Lesson 7: Reflection and Inference, p. 98 Unit 3 Teacher Guide, Lesson 2: Repetition and Alliteration, p. 27-28 Unit 3 Teacher Guide, Lesson 12: Reading for Understanding, p. 157-158 Unit 5 Teacher Guide, Lesson 2: Examine Similes, p. 60-61

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			<p>Unit 3 Teacher Guide, Lesson 7: Understanding Metaphor, p. 99-100</p> <p>Unit 7 Teacher Guide, Lesson 14: Discuss Chapter and Compare Prose to Drama, p. 276-278</p> <p>Unit 7 Teacher Guide, Lesson 16: Word Work, p. 324</p> <p>CKLA Teacher Resource site (online) Grade 4>Daily Instruction>Unit 3>Vocabulary Toolkit>Idioms and Figurative Language</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Vocabulary: Reading, p. 120 (4.10.b)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Vocabulary: Reading, p. 121 (4.10.c)</p>
	LISTENING		
Expression	WRITING	<p>11. Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i></p>	<p>Unit 2 Pt. 1 Teacher Guide, Lesson 6: To, Too, and Two, p. 144</p> <p>Unit 8 Teacher Guide, Lesson 4: There, Their, and They're, p. 96-97</p>

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			CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Vocabulary: Writing, p. 123 (4.11)
	SPEAKING	12. Consult reference materials to find the pronunciation of unknown words and phrases.	Unit 2 Pt.1 Teacher Guide, Lesson 6: Spelling, p. 147-149 Unit 2 Pt. 1 Teacher Guide, Lesson 11: Spelling, p. 266-269 Unit 5 Teacher Guide, Lesson 6: Spelling: Introduce Spelling Words, p. 148-152 <ul style="list-style-type: none"> • Unit 5 Activity Book SR.1, p. 229-236 Unit 7 Teacher Guide, Lesson 6: Word Work, p. 122-123 Unit 7 Teacher Guide, Lesson 6: Spelling, p. 128-129
		13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.	Unit 1 Teacher Guide, Lesson 6: Vocabulary Presentations, p. 96-97 Unit 2 Pt. 1 Teacher Guide, Lesson 5: Word Work, p. 116 Unit 5 Teacher Guide, Lesson 1: Word Work, p. 33-34
		Comprehension	

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		<p>14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.</p>	<p>Unit 1 Teacher Guide, Lesson 2: Class Discussion, p. 40-41</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 2: Discuss the Chapter and Lesson Wrap-Up, p. 49</p> <p>Unit 3 Teacher Guide, Lesson 1: Making Inferences, p. 15</p>
Reception	READING	<p>15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <ul style="list-style-type: none"> a. Identify and explain attitudes and influences of multiple characters within a text. b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. 	<p>Unit 1 Teacher Guide, Lesson 13: Close Reading, p. 219</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 12: Reading, p. 273-289</p> <p>Unit 6 Teacher Guide, Lesson 1: Visualizing and Annotating Setting, p. 15-18</p>
		<p>16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p> <ul style="list-style-type: none"> a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning. 	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 124 (4.16.a)</p> <p>Unit 3 Teacher Guide, Lesson 2: Reading, p. 25-26</p>

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		<p>c. Make an inference about the meaning of a text and support it with textual evidence.</p>	<p>Unit 3 Teacher Guide, Lesson 7: Reflection and Inference, p. 98-100</p> <p>Unit 6 Teacher Guide, Lesson 7: Analyzing Esperanza, p. 136-137</p>
		<p>17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.</p> <p>a. Explain the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. State an opinion of the author's use of narration, supporting reasoning with examples from the text.</p>	<p>Unit 1 Teacher Guide, Lesson 1: Defining Personal Narratives, p. 24-25</p> <p>Unit 1 Teacher Guide, Lesson 8: Using Firsthand/Secondhand Accounts, p. 144</p> <ul style="list-style-type: none"> ● Unit 1 Activity Book 8.3, p. 87-88 <p>Unit 8 Teacher Guide, Lesson 1: Read Chapter 1 and Chapter Discussion, p. 18-29</p> <ul style="list-style-type: none"> ● Unit 8 Student Reader Chapter 1, p. 2-9 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 126 (4.17.a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 127 (4.17.b)</p>

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		<p>18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.</p> <ol style="list-style-type: none"> a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided. b. Compare the perspectives of different characters within a text. 	<p>Unit 1 Teacher Guide, Lesson 8: Firsthand, Secondhand Accounts, p. 142-144</p> <p>Unit 6 Teacher Guide, Lesson 8: Analyzing New Characters, p. 146-148</p> <p>Unit 6 Teacher Guide, Lesson 9: The “Real” Gil, p. 166</p> <ul style="list-style-type: none"> ● Unit 6 Activity Book 9.2, p. 129 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 128 (4.18)</p>
		<p>19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <ol style="list-style-type: none"> a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. b. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature. 	<p>Unit 6 Teacher Guide, Lesson 2: Looking for Theme in Vignette 1, p. 40-43</p> <ul style="list-style-type: none"> ● Unit 6 Activity Book 2.3 p. 62-63 <p>Unit 5 Teacher Guide, Lesson 7: Lesson Wrap-Up, p. 173</p> <p>Unit 8 Teacher Guide, Lesson 2: Introduce An Adventure Story, p. 58-59</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 Comprehension: Reading, p. 129 (4.19.a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 130 (4.19.b)</p>
		<p>20. Use details and examples from a text to indicate what the text explicitly states.</p> <ol style="list-style-type: none"> a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation. b. List the main questions answered by an informational article. c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. d. Explain the differences between primary and secondary sources, giving examples from texts. 	<p>Unit 5 Teacher Guide, Lesson 2: Reading, p. 39-53</p> <p>Unit 5 Teacher Guide, Lesson 6: Lesson Wrap-Up, p. 141-142</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 132 (4.20.b)</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 10: Model Stating an Opinion and Practice Stating an Opinion, p. 238- 241</p> <ul style="list-style-type: none"> • Unit 2 Pt. 1 Activity Book, p. 123 <p>Unit 4 Teacher Guide, Lesson 2: Complete Inventor Card, p. 65-67</p>

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			<p>Unit 4 Teacher Guide, Lesson 3: Researching the Light Bulb and Research “Letter to Mr. Edison, p. 93-99</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 3.2, p. 20-23 <p>Unit 1 Teacher Guide, Lesson 8: Using Firsthand/Secondhand Accounts, p. 145</p> <p>Unit 7 Teacher Guide, Lesson 6: Read “Shots and Speeches”, p. 108-120</p>
		<p>21. Explain how relevant details support the implied or explicit main idea of a text.</p> <ol style="list-style-type: none"> a. Determine the central idea or theme of a text. b. Explain the difference between implied and explicit details. c. Summarize the key supporting details by citing evidence from a text. 	<p>Unit 1 Teacher Guide, Lesson 2: “A Good Lie” Questions, p. 39</p> <p>Unit 6 Teacher Guide, Lesson 2: Looking for Theme in Vignette 1, p. 40-43</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 133 (4.21.b)</p> <p>Unit 2 pt. 1 Teacher Guide, Lesson 8: Discuss the Chapter, p. 196</p>
		<p>22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</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>a. Cite evidence to explain the author's perspective toward a topic in an informational text.</p>	<p>Foundations Comprehension: Reading, p. 134 (4.22)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 135 (4.22.a)</p>
		<p>23. Evaluate how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p> <p>b. Interpret information from text features in both print and digital formats.</p>	<p>Unit 6 Teacher Guide, Lesson 1: Lesson Wrap-Up, p. 31-33</p> <ul style="list-style-type: none"> ● Unit 6 Activity Book 1.3, 1.4, p. 5-9 <p>Unit 6 Teacher Guide, Lesson 12: Introduce a Descriptive Paragraph, p. 310-313</p> <p>Unit 7 Teacher Guide, Lesson 2: Introduce Cause and Effect, p. 52-53</p> <p>Unit 7 Teacher Guide, Lesson 3: Review Cause and Effect, p. 60</p> <ul style="list-style-type: none"> ● Unit 7 Activity Book 3.3, p. 37-39 <p>Unit 7 Teacher Guide, Lesson 7: Read “Shots and Speeches”, p. 137-147</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 1: Create a Timeline, p. 14-15</p>

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		<p>24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p style="padding-left: 20px;">a. Make text-based inferences to determine possible reasons for an author's stance.</p>	<p>Unit 2 Pt. 1 Teacher Guide, Lesson 9: Whole Group Reading, p. 209</p> <p>Unit 5 Teacher Guide, Lesson 3: Close Reading, p. 67</p> <p>Unit 5 Teacher Guide, Lesson 5: Read “Earth Shakes and Quakes”, p. 119</p>
		<p>25. Explain how the form of a poem contributes to its meaning.</p>	<p>Unit 3 Teacher Guide, Lesson 13: Discussion of Poetry Structures, p. 168</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review> G4 Poetry Lesson 1 “To Catch a Fish”</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review> G4 Poetry Lesson 2 “Halfway Down”</p>
		<p>26. Analyze how rhythm and rhyme in poetry contribute to meaning.</p>	<p>Unit 3 Teacher Guide, Lesson 8: Read-Aloud, p. 109-112</p> <p>Unit 3 Teacher Guide, Lesson 13: Read-Aloud, p. 165-168</p> <ul style="list-style-type: none"> • Unit 3 Activity Book 13.1, p. 130 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review> G4 Poetry Lesson 1 “To Catch a Fish”</p>

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			CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review> G4 Poetry Lesson 2 “Halfway Down”
	LISTENING	27. Identify the reasons and evidence a speaker provides to support particular points.	Unit 1 Teacher Guide, Lesson 2: Identify Character Traits, p. 42-44 Unit 3 Teacher Guide, Lesson 7: Reading, p. 97-100 Unit 4 Teacher Guide, Lesson 4: Pitches, p. 155-157
Expression	WRITING	28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.	Unit 2 Pt. 1 Teacher Guide, Lesson 4: Small Group Reading: Chapter 3, p. 83-98 <ul style="list-style-type: none"> • Unit 2 Pt. 1 Activity Book 4.2, p. 35-38 Unit 6 Teacher Guide, Lesson 2: Inferring Character, p. 37-39 Unit 6 Teacher Guide, Lesson 3: Writing an Opinion Statement, p. 65-67 Unit 7 Teacher Guide, Lesson 12: Discuss the Chapter, p. 247 <ul style="list-style-type: none"> • Unit 7 Activity Book 12.2, p. 115-117
	SPEAKING	29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.	Unit 4 Teacher Guide, Lesson 3: Adding Audio to the Pitch, p. 141 Unit 4 Teacher Guide, Lesson 9: Write Pitch, p. 320

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		<p>30. Synthesize information on a topic in order to write or speak knowledgeably about the subject.</p> <p style="margin-left: 20px;">a. Make complex inferences within and across texts to determine the importance of information.</p> <p style="margin-left: 20px;">b. Use evidence to explain information across texts including different perspectives and/or points of view.</p>	<p>Unit 5 Teacher Guide, Lesson 1: Examine Questions about Areas of Study, p. 11-13</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 3: Close Reading “To the Manor Born”, p. 62-73</p> <p>Unit 2 Pt. 2 Teacher Guide, Lesson 17: Review and Introduce the Chapter, p. 26</p>
		<p>31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.</p>	<p>Unit 1 Teacher Guide, Lesson 4: Speaking and Listening, p. 63-65</p> <p>Unit 3 Teacher Guide, Lesson 5: Historical Context, p. 70-72</p> <p>Unit 3 Teacher Guide, Lesson 7: Sharing Original Poem, p. 95-96</p> <p>Unit 4 Teacher Guide, Lesson 4: Check for Understanding, p. 160</p>
		Writing	
		<p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.</p>	<p>Unit 1 Teacher Guide, Lesson 2: Reading, p. 32-39</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 2.1 p. 11-12 <p>Unit 2 Pt. 1 Teacher Guide, Lesson 2: Taking Notes with Graphic Organizer, p. 55-57</p>

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			Unit 3 Teacher Guide, Lesson 3: Read-Aloud, p. 43-46 Unit 5 Teacher Guide, Lesson 4: Introduce an Informational Pamphlet, p. 104-105 Unit 7 Teacher Guide, Lesson 5: Respond to Prompt, p. 101 Unit 7 Teacher Guide, Lesson 7: Respond to Prompt, p. 150 Unit 7 Teacher Guide, Lesson 8: Respond to Prompt, p. 169
Reception	READING	33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <ol style="list-style-type: none"> a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats. 	Unit 4 Teacher Guide, Lesson 3: Researching the Light Bulb, p. 93-103 Unit 5 Teacher Guide, Lesson 7: Writing, p. 175-182 Unit 5 Teacher Guide, Lesson 8: Writing, p. 203-205 CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing: Reading, p. 136 (4.33.c)
	LISTENING		
Expression	WRITING	34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.	Unit 1 Teacher Guide, Cursive Lesson 1: Introduction to Cursive, p. 6-8

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			<p>Unit 1 Teacher Guide, Cursive Lesson 3: The Kite String Letters, p. 9</p> <p>Unit 1 Teacher Guide, Cursive Lesson 11: The Deep Valley Letters, p. 15</p>
		35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.	<p>Unit 1 Teacher Guide, Lesson 4: Describe Food, p. 70-72</p> <p>Unit 1 Teacher Guide, Lesson 6: Write Dialogue, p. 103-104</p> <p>Unit 1 Teacher Guide, Lesson 7: Writing, p. 123-127</p> <p>Unit 1 Teacher Guide, Lesson 13: Writing, p. 224-226</p> <p>Unit 8 Teacher Guide, Lesson 13: Complete Draft of An Adventure Story, p. 277</p> <ul style="list-style-type: none"> • Unit 8 Activity Book 7.2, p. 59
		36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.	<p>Unit 2 Pt. 1 Teacher Guide, Lesson 3: Writing, p. 74-77</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 5: Writing, p. 117-119</p> <p>Unit 4 Teacher Guide, Lesson 6: Document Your Materials, p. 230-237</p> <p>Unit 7 Teacher Guide, Lesson 3: Draft, p.60-61</p> <ul style="list-style-type: none"> • Unit 7 Activity Book 3.4, p. 41

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		<p>37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p>Unit 2 Pt. 1 Teacher Guide, Lesson 10: Writing, p. 238-241</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 12: Writing, p. 290-293</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 13: Writing, p. 313-314</p> <p>Unit 4 Teacher Guide, Lesson 1: Collaboration Wedge Challenge, p. 46</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 1.4, p. 14-17
		<p>38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.</p> <ol style="list-style-type: none"> a. Order adjectives within sentences according to conventional patterns. <i>Example:</i> a small red bag <i>rather than</i> a red small bag b. Form and use prepositional phrases and conjunctions. c. Recognize and correct sentence fragments and run-on sentences. d. Use commas, apostrophes, and quotation marks correctly. e. Use correct capitalization, including familial relations and proper adjectives. 	<p>Unit 7 Teacher Guide, Lesson 6: Grammar, p. 123-124</p> <p>Unit 5 Teacher Guide, Lesson 11: Grammar - Sequencing Adjectives, p. 276-279</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 11: Prepositions and Prepositional Phrases, p. 101-102</p> <p>Unit 8 Teacher Guide, Lesson 11: Grammar: Coordinating Conjunctions, p. 240-242</p> <p>Unit 2 Pt. 2 Teacher Guide, Lesson 17: Grammar, p. 36-39</p>

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		<p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Unit 5 Teacher Guide, Lesson 6: Grammar - Introduce Commas and Quotation Marks, p. 143-146</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing, p. 137 (4.38.e)</p> <p>Unit 2 Pt. 2 Teacher Guide, Lesson 22: Spelling, p. 154-155</p>
		<p>39. Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Use relative pronouns <i>who, whose, which, and that</i>, relative adverbs <i>where, when, and how</i>, and irregular possessive nouns.</p> <p>b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i></p> <p>c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i></p>	<p>Unit 2 Pt. 1 Teacher Guide, Lesson 14: Grammar, p. 336</p> <p>Unit 8 Teacher Guide, Lesson 4: Grammar: Relative Pronouns, p. 93-96</p> <p>Unit 2 Pt. 2 Teacher Guide, Lesson 22: The Progressive Tense, p. 151-152</p> <p>Unit 8 Teacher Guide, Lesson 2: Grammar - Modal Auxiliary Verbs, p. 55-56</p>
		<p>40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope.</p>	<p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing, p. 139 (4.40)</p>

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			CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing, p. 139 (4.40.a)
	SPEAKING	<p>41. Present an opinion orally, sequencing ideas logically and using relevant facts.</p> <p style="padding-left: 20px;">a. Express appropriate and meaningful responses to questions posed by others.</p>	<p>Unit 1 Teacher Guide, Lesson 2: Identify Character Traits, p. 42-43</p> <p>Unit 2 Pt. 1 Teacher Guide, Lesson 2: Discuss the Chapter and Lesson Wrap-Up, p. 49</p> <p>Unit 4 Teacher Guide, Lesson 7: Rebuilding Challenge, p. 264-268</p> <p>Unit 7 Teacher Guide, Lesson 7: Discuss the Lesson and Wrap-Up, p. 148</p> <p>Unit 8 Teacher Guide, Lesson 1: Chapter Discussion, p. 194</p>
		<p>42. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p style="padding-left: 20px;">a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from</p>	<p>Unit 8 Teacher Guide, Lesson 19: Writing, p. 332-333</p> <p>Unit 1 Teacher Guide, Lesson 5: Share Food Narrative Events, p. 85-86</p> <p>Unit 2 Pt. 2 Teacher Guide, Lesson 23: Writing, p. 176-177</p>

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		multiple sources and modalities to enhance listeners' understanding.	
		Grade 5	
		R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.	Unit 1 Teacher Guide, Lesson 1: Speaking and Listening, p. 23 Unit 2 Teacher Guide, Lesson 4: Lesson Wrap-Up, p. 102-103 Unit 3 Teacher Guide, Lesson 6: Close Reading Discussion, p. 87-88 Unit 6 Teacher Guide, Lesson 6: Wrap-Up, p. 114
		R2. Use context clues to determine meanings of unfamiliar spoken or written words.	Unit 1 Teacher Guide, Lesson 12: Read-Aloud and Context Clues, p. 212-218 Unit 2 Teacher Guide, Lesson 1: Read "The Rise of Early American Civilizations", p. 23 Unit 2 Teacher Guide, Lesson 2: Read "Golden Age of the Maya", p. 45-46 Unit 9 Teacher Guide, Lesson 8: Close Read, p. 126
		R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	Unit 2 Teacher Guide, Lesson 8: Advance Preparation, p. 169

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			<p>Unit 5 Teacher Guide, Lesson 18: Advance Preparation, p. 410</p> <p>Unit 6 Teacher Guide, Lesson 7: Advance Preparation, p. 162</p>
		R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	<p>Unit 1 Teacher Guide, Lesson 10: Planning Surprise Narrative, p. 179-181</p> <p>Unit 2 Teacher Guide, Lesson 3: Plan and Draft a Paragraph, p. 78-85</p> <p>Unit 3 Teacher Guide, Lesson 7: Revising Lesson 6 Metaphors, p. 103-105</p> <p>Unit 5 Teacher Guide, Lesson 17: Model Revising to Expand Texts, p. 404-406</p> <p>Unit 8 Teacher Guide, Lesson 13: Writing, p. 300-301</p>
		R5. Identify and explain literary devices in prose and poetry.	<p>Unit 1 Teacher Guide, Lesson 3: Introduction to Personification, p. 49-53</p> <p>Unit 1 Teacher Guide, Lesson 10: Introduction to Similes and Metaphors, p. 182-184</p> <p>Unit 3 Teacher Guide, Lesson 4: Figurative Language, p. 58-61</p> <p>Unit 4 Teacher Guide, Lesson 7: Reading, p. 165-171</p>

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		R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.	Unit 1 Teacher Guide, Lesson 14: Surprise Narrative Presentations, p. 262 Unit 6 Teacher Guide, Lesson 8: Writing, p. 206-209 Unit 9 Teacher Guide, Lesson 9: Speaking and Listening, p. 138-139
		Literacy Foundations	
		Phonics	
		1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.	Unit 2 Teacher Guide, Lesson 9: Spelling, p. 201-202 Unit 2 Teacher Guide, Lesson 14: Spelling, p. 311-312 Unit 5 Teacher Guide, Lesson 2: Morphology, p. 63-66 Unit 8 Teacher Guide, Lesson 6: Spelling, p. 161-163 CKLA Teacher Resource site (online)>Grade 5>Intervention Toolkit>Intervention Toolkit tab>Complex Patterns and Multisyllabic Words
Reception	READING	2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.	CKLA Teacher Resource site (online)>Grade 5>Intervention Toolkit>Intervention Toolkit tab>Complex Patterns and Multisyllabic Words CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama

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		3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Instructional Strategies and Routines>Literacy Foundations Phonics: Reading, p. 142 (5.2) Unit 2 Teacher Guide, Lesson 8: Word Work, p. 183 Unit 5 Teacher Guide, Lesson 8: Support sidebar, p. 226 Unit 8 Teacher Guide, Lesson 1: Word Work, p. 31-32
		LISTENING	
Expression	WRITING	4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.	Unit 2 Teacher Guide, Lesson 13: Practice Editing the Paragraph, p. 297 <ul style="list-style-type: none"> ● Unit 2 Activity Book SR.7, p. 195-196 Unit 4 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 158-161 <ul style="list-style-type: none"> ● Unit 4 Activity Book 6.5, p. 93-94 Unit 5 Teacher Guide, Lesson 18: Editing a Biography, p. 412 <ul style="list-style-type: none"> ● Unit 5 Activity Book SR.6, p. 213 Unit 6 Teacher Guide, Lesson 6: Morphology: Suffix -ist, p. 153-155 <ul style="list-style-type: none"> ● Unit 6 Activity Book 6.3, p. 71-72 CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Phonics: Writing, p. 143 (5.4)

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	SPEAKING		
		Fluency	
		<p>5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</p>	<p>Unit 4 Teacher Guide, Lesson 3: Close Reading: “The Adventures of Don Quixote”, p. 69-82</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 3.1, p. 31-38 <p>Unit 5 Teacher Guide, Lesson 2: Read Chapter 2 for Gist and Reread Chapter 2 For Details, p. 46-58</p> <ul style="list-style-type: none"> • Unit 5 Student Reader Chapter 2, p. 12-19 <p>Unit 8 Teacher Guide, Lesson 2: Introduce the Chapter and Discuss Chapter and T-Chart, p. 39-41</p> <ul style="list-style-type: none"> • Unit 8 Student Reader Chapter 2, p. 12-21 • Unit 8 Activity Book 2.2, p. 17-18 <p>Unit 9 Teacher Guide, Lesson 4: Partner Read: Chapter 3, p. 63-64</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 4.1, p. 40-41 <p>CKLA Teacher Resource site (online)> Grade 5>Daily Instruction>Intervention>Fluency Supplement</p>
Reception	READING	<p>6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression,</p>	<p>Unit 2 Teacher Guide, Lesson 6, p. 133-134</p> <ul style="list-style-type: none"> • Unit 2 Student Reader Chapter 4, p. 24-31

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		purpose, and understanding, self-correcting and rereading as necessary.	<p>Unit 2 Teacher Guide, Lesson 9: Partner Reading: Chapter 6, p. 195</p> <ul style="list-style-type: none"> • Unit 2 Student Reader Chapter 6, p. 40-45 <p>Unit 4 Teacher Guide, Lesson 12: Partner Reading: Chapters 14-16, p. 287</p> <p>Unit 5 Teacher Guide, Lesson 15: Optional Fluency Assessment, p. 379-381</p> <p>Unit 5 Teacher Guide, Lesson 15: Recording Copy: Optional Fluency Assessment and Fluency Scoring Sheet, p. 388-392</p> <p>Unit 6 Teacher Guide, Lesson 1: Take-Home Material, p. 41</p> <p>CKLA Teacher Resource site (online)> Grade 5>Daily Instruction>Intervention>Fluency Supplement</p>
	LISTENING		
Expression	WRITING	7. Write routinely and independently for varied amounts of time.	<p>Unit 1 Teacher Guide, Lesson 10: Describing Music, p. 184-185</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 10.4, p. 121 <p>Unit 3 Teacher Guide, Lesson 5: Writing Poems with Rhyme, p. 79-80</p> <ul style="list-style-type: none"> • Unit 3 Activity Book 5.3, p. 62-63

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			<p>Unit 5 Teacher Guide, Lesson 16: Practice Taking Notes and Drafting, p. 399-400</p> <p>Unit 9 Teacher Guide, Lesson 1: Describe Physical Properties, p. 21-22</p>
	SPEAKING	8. Orally present information and original ideas clearly.	<p>Unit 1 Teacher Guide, Lesson 4: Sharing and Commenting, p. 86</p> <p>Unit 4 Teacher Guide, Lesson 13: Model Sharing Persuasive Essays and Share Persuasive Essays, p. 310-311</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 13.3, p. 179-180 <p>Unit 9 Teacher Guide, Lesson 5: Hold Debate, p. 83</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 5.4, p. 61 <p>Unit 9 Teacher Guide, Lesson 9: 138-139</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Fluency: Speaking, p. 144</p>
		9. Express ideas clearly and effectively to diverse partners or groups.	Unit 3 Teacher Guide, Lesson 10: Sharing Poems Aloud p. 144

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		<ol style="list-style-type: none"> a. Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others. b. Verbally summarize information read aloud or presented in diverse media and formats. c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details. d. Speak clearly at an understandable rate. 	<p>Unit 4 Teacher Guide, Lesson 13: Model Sharing Persuasive Essays and Share Persuasive Essays, p. 310-311</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 13.3, p. 179-180 <p>Unit 5 Teacher Guide, Lesson 7: Practice Presenting, p. 210</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 7.3, p. 65 <p>Unit 5 Teacher Guide, Lesson 19: Present a Biography, p. 417</p> <p>Unit 6 Teacher Guide, Lesson 1: Wrap-Up, p. 22</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Fluency: Speaking, p. 145 (5.9a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Fluency: Speaking, p. 144 (5.9d)</p>
		<ol style="list-style-type: none"> 10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed. <ol style="list-style-type: none"> a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion. 	<p>Unit 2 Teacher Guide, Lesson 4: Lesson Wrap-Up, p. 102-103</p> <p>Unit 5 Teacher Guide, Lesson 3: Discussion and Lesson Wrap-Up, p. 90</p> <ul style="list-style-type: none"> ● Unit 5 Activity Book 3.2, p. 37-39

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			<p>Unit 6 Teacher Guide, Lesson 7: Wrap-Up, p. 183-184</p> <ul style="list-style-type: none"> • Unit 6 Activity Book 7.2, p. 79-81 <p>Unit 8 Teacher Guide, Lesson 13: Lesson Wrap-Up, p. 298</p>
		Vocabulary	
		<p>11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.</p>	<p>Unit 2 Teacher Guide, Lesson 2: Word Work, p. 55-56</p> <p>Unit 4 Teacher Guide, Lesson 2: Word Work, p. 50-51</p> <p>Unit 5 Teacher Guide, Lesson 6: Word Work, p. 174-175</p> <p>Unit 6 Teacher Guide, Lesson 1: Introduce the Chapter, p. 23-24</p>
Reception	READING	<p>12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p> <ol style="list-style-type: none"> a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context. b. Explain the meanings of common idioms, adages, and proverbs. 	<p>Unit 2 Teacher Guide, Lesson 11: Close Reading, p. 237-246</p> <p>Unit 2 Teacher Guide, Lesson 3: Read “Golden Age of the Maya”, p. 70-72</p> <p>Unit 8 Teacher Guide, Lesson 5: Close Read Chapter 4, p. 122</p>

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		<ul style="list-style-type: none"> c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. d. Explain how an author’s vocabulary and style influence the tone and mood of a text and support his/her purpose for writing. e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words. 	<p>CKLA Teacher Resource site (online) Grade 5>Daily Instruction>Unit 4>Vocabulary Toolkit>Idioms and Figurative Language</p> <p>Unit 3 Teacher Guide, Lesson 6: Constructing Metaphors and Similes, p. 92-93</p> <p>Unit 3 Teacher Guide, Lesson 12: Reading and Interpreting, p. 163-167</p> <p>Unit 7 Teacher Guide, Lesson 4: Acting Warm-Up, p. 77-78</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Phonics: Writing, p. 147 (5.12a)</p> <p>Unit 5 Teacher Guide, Lesson 14: Reading, p. 354-371</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Phonics: Writing, p. 149 (5.12b)</p> <p>Unit 4 Teacher Guide, Lesson 4: Word Work, p. 177-178</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama</p>
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			Instructional Strategies and Routines>Literacy Foundations Phonics: Writing, p. 150 (5.12c) Unit 3 Teacher Guide, Lesson 2: Introducing Tone, p. 26-31 Unit 4 Teacher Guide, Lesson 6: Morphology, p. 156-157 Unit 9 Teacher Guide, Lesson 13: Work Work, p. 209
	LISTENING	13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Unit 5 Teacher Guide, Lesson 4: Morphology, p. 118-119 Unit 6 Teacher Guide, Lesson 2: Morphology, p. 67-69 Unit 9 Teacher Guide, Lesson 2: Morphology - Suffixes, p. 34-35
Expression	WRITING	14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.	Unit 4 Teacher Guide, Lesson 5: Lesson 4 Review, p. 125-126 <ul style="list-style-type: none"> • Unit 4 Activity Book 4.3, p. 59-63 Unit 4 Teacher Guide, Lesson 10: Lesson 9 Review, p. 236 <ul style="list-style-type: none"> • Unit 4 Activity Book 9.3, p. 135-137 Unit 4 Teacher Guide, Lesson 11: Grammar, p. 278

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			<ul style="list-style-type: none"> • Unit 4 Activity Book 11.3, p. 159-160 Unit 4 Teacher Guide, Lesson 14: Lesson 13 Review, p. 318 <ul style="list-style-type: none"> • Unit 4 Activity Book 13.2, p. 175-178
	SPEAKING	15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.	Unit 2 Teacher Guide, Lesson 3: Word Work, p. 77-78 Unit 4 Teacher Guide, Lesson 2: Word Work, p. 50-51 Unit 5 Teacher Guide, Lesson 2: Word Work, p. 58 Unit 5 Teacher Guide, Lesson 19: Present a Biography, p. 417
		Comprehension	
		16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.	Unit 2 Teacher Guide, Lesson 1: Lesson Wrap-Up, p. 32 Unit 4 Teacher Guide, Lesson 2: Chapter Discussion and Lesson Wrap-Up, p. 49-50 Unit 5 Teacher Guide, Lesson 7: Discussion and Wrap-Up, p. 206-207 <ul style="list-style-type: none"> • Unit 5 Activity Book 7.2, p. 63 Unit 7 Teacher Guide, Lesson 9: Reading Excerpt: Act 2 Scene 2, p. 175-178

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		<p>17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. <i>Examples: theme, plot, point of view</i></p>	<p>Unit 1 Teacher Guide, Lesson 7: Jennifer’s Changing Point of View, p. 130-132</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 7.1, p. 81-84 <p>Unit 1 Teacher Guide, Lesson 5: Introduction to Theme and Think-Pair-Share, p. 91-93</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 5.1, p. 53-54 <p>Unit 4 Teacher Guide, Lesson 1: Lesson Wrap-Up, p. 26-28</p> <p>Unit 4 Teacher Guide, Lesson 5: Read-Aloud: Chapters 6-8, p. 128-140</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension, p. 152 (5.17)</p>
Reception	READING	<p>18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.</p>	<p>Unit 2 Teacher Guide, Lesson 4: Lesson Wrap-Up, p. 102-103</p> <ul style="list-style-type: none"> • Unit 2 Activity Book 4.2, p. 31-33 <p>Unit 5 Teacher Guide, Lesson 12: Reading, p. 303-317</p> <p>Unit 6 Teacher Guide, Lesson 9: Reading, p. 214-227</p> <p>Unit 8 Teacher Guide, Lesson 14: Reading, p. 305-316</p>

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		<p>19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.</p>	<p>Unit 1 Teacher Guide, Lesson 8: Partner Reading, p. 144-147</p> <ul style="list-style-type: none"> • Unit 1 Activity Book, p. 8.2, p. 93-96 <p>Unit 4 Teacher Guide, Lesson 3 : Close Reading: “The Adventures of Don Quixote”, p. 69-82</p> <p>Unit 4 Teacher Guide, Lesson 6: Student Read-Aloud and Lesson Wrap-Up, p. 151-152</p> <p>Unit 4 Teacher Guide, Lesson 8: Close Reading “The Adventures of Don Quixote”, p. 202</p> <p>Unit 1 Teacher Guide, Lesson 1: Think As You Read, p. 24-25</p> <p>Unit 1 Teacher Guide, Lesson 4: Introduction and Review, p. 72-74</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 4.3, p. 43-45
		<p>20. Explain how the author's use of character types throughout a narrative helps drive its plot. <i>Examples: static, dynamic, and stock characters</i></p>	<p>Unit 4 Teacher Guide, Lesson 5: Lesson 4 Review, p. 125-126</p> <p>Unit 7 Teacher Guide, Lesson 4: Summary: Act 1 Scene 2, p. 78-82</p> <ul style="list-style-type: none"> • Unit 7 Activity Book, 4.1, p. 26-27

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			<p>Unit 7 Teacher Guide, Lesson 6: Character Warm-Up, p. 113-114</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension, p. 153 (5.20)</p>
		21. Compare and contrast characters, points of view, or events in two or more literary texts.	<p>Unit 3 Teacher Guide, Lesson 2: Read-Aloud: “This is Just to Say” and Evaluating Tone, p. 27-31</p> <ul style="list-style-type: none"> ● Unit 3 Activity Book 2.1, p. 16-17 <p>Unit 3 Teacher Guide, Lesson 4: Comparing and Contrasting, p .65</p> <ul style="list-style-type: none"> ● Unit 3 Activity Book 4.4, p. 50-51 <p>Unit 4 Teacher Guide, Lesson 3: Close Reading “The Adventures of Don Quixote” and Chapter Discussion and Lesson Wrap-Up, p. 69-82</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 3.1, p. 31-38 <p>Unit 4 Teacher Guide, Lesson 8: Reading, p. 185-203</p> <ul style="list-style-type: none"> ● Unit 4 Activity Book 8.1, p. 106-117
		22. Determine the implied and/or explicit main idea in literary and informational texts.	<p>Unit 2 Teacher Guide, Lesson 7: Reading, p. 147-162</p> <p>Unit 2 Teacher Guide, Lesson 14: Lesson Wrap-Up, p. 305-307</p>

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			<p>Unit 5 Teacher Guide, Lesson 7: Reread for Main Ideas and Details, p. 205-207</p> <p>Unit 5 Teacher Guide, Lesson 8: Discuss the Chapter and Wrap-Up, p. 231-232</p>
		<p>23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.</p> <ol style="list-style-type: none"> a. Analyze common themes of diverse texts with support from textual evidence. b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence. 	<p>Unit 3 Teacher Guide, Lesson 8: Reading, p. 111-116</p> <p>Unit 4 Lesson 11: Chapter Discussion and Lesson Wrap-Up, p. 276</p> <p>Unit 4 Lesson 12: Chapter Discussion, p. 287-288</p>
		<p>24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p> <ol style="list-style-type: none"> a. Identify various text features used in diverse forms of text. b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts. 	<p>Unit 1 Teacher Guide, Lesson 9: Reading, p. 158-172</p> <p>Unit 9 Teacher Guide, Lesson 2: Reading, p. 30-31</p> <ul style="list-style-type: none"> ● Unit 9 Activity Book 2.1, p. 11-13 <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 155 (5.24a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama</p>

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			Instructional Strategies and Routines>Literacy Foundations Comprehension: Reading, p. 157 (5.24b)
		25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author’s opinion in informational text.	Unit 5 Teacher Guide, Lesson 15: Writing, p. 396-400 Unit 8 Teacher Guide, Lesson 2: Writing, p. 67-68 Unit 8 Teacher Guide, Lesson 3: Writing, p. 77-79 <ul style="list-style-type: none"> • Unit 8 Activity Book 3.4, 3.5, 37-39
		26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. <ol style="list-style-type: none"> a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text. b. Compare and contrast the approaches to theme in several stories within a genre. c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics. d. Explain how an author uses reasons and evidence to support particular points in a text. e. Compare the approaches of several authors of articles about the same or similar topics. 	Unit 1 Teacher Guide, Lesson 9: Compare and Contrast Tones, p. 170-172 <ul style="list-style-type: none"> • Unit 1 Activity Book 9.4, p. 107-109 Unit 3 Teacher Guide, Lesson 3: Reading, p. 41-48 Unit 3 Teacher Guide, Lesson 4: Comparing and Contrasting, p. 65-67 Unit 7 Teacher Guide, Lesson 8: Character Warm-Up, p. 153 Unit 2 Teacher Guide, Lesson 14: Review the Chapter, p. 303-304 <ul style="list-style-type: none"> • Unit 2 Activity Book 13.2, p. 130-131 Unit 9 Teacher Guide, Lesson 3: Integrate Information, p. 54

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			<p>Unit 8 Teacher Guide, Lesson 5: Reading, p. 115-132</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension, p. 159 (5.26a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Comprehension, p. 161 (5.26e)</p>
		27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.	<p>Unit 2 Teacher Guide, Lesson 9: Lesson Wrap-Up, p. 195-197</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 9.2, p. 79-80 <p>Unit 2 Teacher Guide, Lesson 10: Lesson Wrap-Up, p. 226</p> <ul style="list-style-type: none"> ● Unit 2 Activity Book 10.3, p. 97-98 <p>Unit 6 Teacher Guide, Lesson 5: Wrap-Up, p. 138</p> <ul style="list-style-type: none"> ● Unit 6 Activity Book 5.2, p. 57-59
	LISTENING	28. Use audio and/or visual sources of information to obtain the answer to a question.	<p>Unit 5 Teacher Guide, Lesson 3: Read for Gist, p. 75-87</p> <p>Unit 7 Teacher Guide, Lesson 2: Nonverbal Clues: Silent Video, p. 40</p>

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			<p>Unit 7 Teacher Guide, Lesson 8: Character Warm-Up, p. 153</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Listening, p. 162 (5.28)</p>
Expression	WRITING	<p>29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <ol style="list-style-type: none"> a. Use textual evidence to support summarization. b. Cite appropriately when summarizing. 	<p>Unit 2 Teacher Guide, Lesson 2: Paraphrase from a Text, p. 61-64</p> <p>Unit 2 Teacher Guide, Lesson 5: Taking Notes, p. 127-128</p> <p>Unit 5 Teacher Guide, Lesson 2: Paraphrasing Information, p. 59-60</p> <p>Unit 5 Teacher Guide, Lesson 5: Reread to Make Inferences, p. 144</p> <p>Unit 8 Teacher Guide, Lesson 5: Writing, p. 133-136</p>
		<p>30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.</p>	<p>Unit 1 Teacher Guide, Lesson 2: Close Reading, p. 35-39</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 2.2, p. 13-17 <p>Unit 1 Teacher Guide, Lesson 6: Close Reading, p. 112-113</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 6.2, p. 69

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			<p>Unit 2 Teacher Guide, Lesson 12: Small Group - Chapter 8, p. 261-273</p> <ul style="list-style-type: none"> Unit 2 Activity Book 12.2, p. 121-122 <p>Unit 5 Teacher Guide, Lesson 10: Reread to Make Inferences, p. 266-279</p> <ul style="list-style-type: none"> Unit 5 Activity Book, 10.3, p. 95-97
	SPEAKING	31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. <i>Examples: graphics, sounds</i>	<p>Unit 1 Teacher Guide, Lesson 8: Sharing Name Narratives, p. 148-149</p> <p>Unit 1 Teacher Guide, Lesson 9: Sharing Name Narratives, p. 172-173</p> <p>Unit 9 Teacher Guide, Lesson 7: Preparing Presentation, p. 119</p>
		Writing	
		32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.	<p>Unit 3 Teacher Guide, Lesson 3: Writing Poems with Anaphora, p. 49-50</p> <p>Unit 5 Teacher Guide, Lesson 4: Write an Informational Paragraph, p. 114-115</p> <p>Unit 6 Teacher Guide, Lesson 3: Plan a Friendly Letter, p. 93-94</p> <ul style="list-style-type: none"> Unit 6 Activity Book 2.6, p. 33

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			Unit 6 Teacher Guide, Lesson 5: Draft a Friendly Letter, p. 139-141 <ul style="list-style-type: none"> • Unit 6 Activity Book 5.3, p. 61-62
Reception	READING		
	LISTENING		
Expression	WRITING	33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page. <i>Examples: headings, titles, paragraph indentions</i>	CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Grade 5 Cursive Teacher Guide CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Grade 5 Cursive Activity Book
		34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.	Unit 1 Teacher Guide, Lesson 1: Writing a Personal Narrative, p. 13-17 Unit 1 Teacher Guide, Lesson 3: Writing, p. 61-64 Unit 1 Teacher Guide, Lesson 4: Writing, p. 84-86 Unit 5 Teacher Guide, Lesson 16: Writing, p. 396-400
		35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a	Unit 2 Teacher Guide, Lesson 12: Writing, p. 274-277 Unit 6 Teacher Guide, Lesson 7: Writing, p. 185-189 <ul style="list-style-type: none"> • Unit 6 Activity Book 7.4, p. 93-97

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		<p>strong organizational structure, relevant details, and elaboration.</p>	<p>Unit 9 Teacher Guide, Lesson 1: Writing, p. 21-22</p> <p>Unit 9 Teacher Guide, Lesson 10: Letter to Sheriff, p. 165</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 10.2, p. 93-96
		<p>36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion. <i>Examples: first, as a result, therefore, in addition</i></p>	<p>Unit 4 Teacher Guide, Lesson 3: Writing, p. 85-90</p> <p>Unit 8 Teacher Guide, Lesson 12: Draft Persuasive Essay, p. 281</p> <p>Unit 9 Teacher Guide, Lesson 8: Identifying Opinions, p. 133</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 8.2, p. 81 <p>Unit 9 Teacher Guide, Lesson 13: Write Opinion Piece, p. 215</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 13.5, p. 126-127
		<p>37. Write about research findings independently over short and/or extended periods of time.</p>	<p>Unit 2 Teacher Guide, Lesson 7: Plan and Draft Paragraph, p. 163-164</p> <p>Unit 5 Teacher Guide, Lesson 5: Plan an Informational Paragraph and Write an Informational Paragraph, p. 146-148</p> <p>Unit 8 Teacher Guide, Lesson 12: Draft Persuasive Essay, p. 281</p>

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		<p>38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.</p> <ol style="list-style-type: none"> a. Locate information in print and digital sources. b. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. c. Integrate information from several texts on the same topic into presentations of research. 	<p>Unit 1 Teacher Guide, Lesson 5: Name Research, p. 99-100</p> <ul style="list-style-type: none"> • Unit 1 Activity Book 5.5, p. 65 <p>Unit 2 Teacher Guide, Lesson 4: Writing, p. 107-109</p> <p>Unit 5 Teacher Guide, Lesson 8: Writing, p. 233-238</p> <p>Unit 5 Teacher Guide, Lesson 10: Writing, p. 280-283</p>
		<p>39. Demonstrate command of the conventions of standard English grammar and usage in writing.</p> <ol style="list-style-type: none"> a. Evaluate the usage of pronouns for the proper case. Examples: subjective, objective, possessive b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing. 	<p>Unit 1 Teacher Guide, Lesson 10: Writing, p. 184-185</p> <p>Unit 2 Teacher Guide, Lesson 2: Journal Writing, p. 77</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing, p. 163 (5.39a)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama Instructional Strategies and Routines>Literacy Foundations Writing, p. 164 (5.39b)</p> <p>CKLA Alabama Reviewer site (online)>Additional Materials to Support Your Review>Alabama</p>

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		<p>h. Use correlative conjunctions correctly when composing and revising writing.</p>	<p>Instructional Strategies and Routines>Literacy Foundations Writing, p. 165 (5.39c)</p> <p>Unit 4 Teacher Guide, Lesson 2: Grammar, p. 51-54</p> <p>Unit 5 Teacher Guide, Lesson 2: Grammar, p. 60-63</p> <p>Unit 4 Teacher Guide, Lesson 4: Grammar, p. 115-117</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 4.4, p. 65-66 <p>Unit 9 Teacher Guide, Lesson 12: Grammar, p. 194-195</p> <ul style="list-style-type: none"> • Unit 9 Activity Book 12.4, p. 112 <p>Unit 5 Teacher Guide, Lesson 11: Grammar, p. 293-294</p> <ul style="list-style-type: none"> • Unit 5 Activity Book 11.2, p. 108-109
		<p>40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p> <p>b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.</p>	<p>Unit 1 Teacher Guide, Lesson 4: Guidelines for Writing Dialogue, p. 69-71</p> <p>Unit 5 Teacher Guide, Lesson 18: Edit a Biography, p. 412</p> <p>Unit 4 Teacher Guide, Lesson 14: Grammar, p. 326-327</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 14.4, p. 187-188

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		<p>c. Spell grade-level words correctly, consulting references as needed.</p>	<p>Unit 8 Teacher Guide, Lesson 14: Grammar, p. 318</p> <ul style="list-style-type: none"> • Unit 8 Activity Book 14.3, p. 155-156 <p>Unit 5 Teacher Guide, Lesson 6: Spelling, p. 180-182</p> <p>Unit 5 Teacher Guide, Lesson 9: Spelling, p. 257</p> <ul style="list-style-type: none"> • Unit 5 Activity Book 9.4, p. 89-90
		<p>41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<p style="text-align: right;">Unit 4 Teacher Guide, Lesson 5: Lesson 4 Review, p. 125</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 4.3, p. 59-63 <p>Unit 4 Teacher Guide, Lesson 10: Lesson 9 Review, p. 236</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 9.3, p. 135-137 <p>Unit 4 Teacher Guide, Lesson 11: Grammar, p. 278</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 11.3, p. 159-160
		<p>42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. <i>Examples: dictionaries, glossaries</i></p>	<p>Unit 2 Teacher Guide, Lesson 1: Introduce the Chapter, p. 19-20</p> <p>Unit 4 Teacher Guide, Lesson 1: Preview Core Vocabulary, p. 19-20</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 1.2, p. 7 <p>Unit 4 Teacher Guide, Lesson 4: Introduce Chapters, Core Vocabulary, p. 100-101</p> <ul style="list-style-type: none"> • Unit 4 Activity Book 4.1, p. 53

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			Unit 5 Teacher Guide, Lesson 1: Introduce the Reader, p. 24-25
	SPEAKING		