

Kinder ELA BT Alignment

QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
1	Unit 1	K		RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 1	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
1	Unit 1	K		RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
1	Unit 1	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
1	Unit 1	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 1	K		RI.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-5	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
1	Unit 1	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
1	Unit 1	K		RI.K.05	Identify the front cover, back cover, and title page of a book.	N/A	No Correlation
1	Unit 1	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
1	Unit 1	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
1	Unit 1	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
1	Unit 1	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
1	Unit 1	K		RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.

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1	Unit 1	K		RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
1	Unit 1	K		RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
1	Unit 2	K		RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 2	K		RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
1	Unit 2	K		RF.K.02b	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words	I-R2:HI-1,3,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes. (Phonemic Awareness) HI-3: blending two or three spoken syllables to produce words. (Decoding) HI-10: decoding common CVC words.
1	Unit 2	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
1	Unit 2	K		RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
1	Unit 2	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
1	Unit 2	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 2	K		RI.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-5	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
1	Unit 2	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
1	Unit 2	K		RI.K.03	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No Correlation
1	Unit 2	K		RI.K.05	Identify the front cover, back cover, and title page of a book.	N/A	No Correlation
1	Unit 2	K		RI.K.06	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	No Correlation
1	Unit 2	K		RI.K.07	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N/A	No Correlation

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1	Unit 2	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
1	Unit 2	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
1	Unit 2	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
1	Unit 2	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
1	Unit 2	K		RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
1	Unit 2	K		RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
1	Unit 2	K		RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
1	Unit 2	K		RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation
1	Unit 2	K		RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
1	Unit 3	K		RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
1	Unit 3	K		RF.K.01b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
1	Unit 3	K		RF.K.01c	Understand that words are separated by spaces in print.	N/A	No Correlation

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1	Unit 3	K		RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 3	K		RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
1	Unit 3	K		RF.K.02b	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words	I-R2:HI-1,3,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes. (Phonemic Awareness) HI-3: blending two or three spoken syllables to produce words. (Decoding) HI-10: decoding common CVC words.
1	Unit 3	K		RF.K.02c	Blend and segment onsets and rimes of single-syllable spoken words.	I-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes.
1	Unit 3	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
1	Unit 3	K		RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
1	Unit 3	K		RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
1	Unit 3	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
1	Unit 3	K		RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation
1	Unit 3	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
1	Unit 3	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
1	Unit 3	K		RI.K.03	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No Correlation
1	Unit 3	K		RI.K.04	With prompting and support, ask and answer questions about unknown words in a text.	N/A	No Correlation
1	Unit 3	K		RI.K.05	Identify the front cover, back cover, and title page of a book.	N/A	No Correlation
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1	Unit 3	K		RI.K.07	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N/A	No Correlation
1	Unit 3	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
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1	Unit 3	K	RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
1	Unit 3	K	RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
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2	Unit 4	K	RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
2	Unit 4	K	RF.K.01b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
2	Unit 4	K	RF.K.01c	Understand that words are separated by spaces in print.	N/A	No Correlation
2	Unit 4	K	RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
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2	Unit 4	K	RF.K.02c	Blend and segment onsets and rimes of single-syllable spoken words.	I-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes.

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2	Unit 4	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
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2	Unit 4	K		RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
2	Unit 4	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
2	Unit 4	K		RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation
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2	Unit 4	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
2	Unit 4	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
2	Unit 4	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
2	Unit 4	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)

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2	Unit 4	K	RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
2	Unit 4	K	RL.K.04	Ask and answer questions about unknown words in a text.	N/A	No Correlation
2	Unit 4	K	RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
2	Unit 4	K	RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
2	Unit 4	K	RL.K.07	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I-R3:HI-2	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
2	Unit 4	K	RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation
2	Unit 4	K	RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
2	Unit 5	K	RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
2	Unit 5	K	RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
2	Unit 5	K	RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
2	Unit 5	K	RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
2	Unit 5	K	RF.K.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A	No Correlation
2	Unit 5	K	RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
2	Unit 5	K	RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
2	Unit 5	K	RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
2	Unit 5	K	RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation

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2	Unit 5	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
2	Unit 5	K		RI.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-5	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
2	Unit 5	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
2	Unit 5	K		RI.K.03	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No Correlation
2	Unit 5	K		RI.K.06	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	No Correlation
2	Unit 5	K		RI.K.07	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N/A	No Correlation
2	Unit 5	K		RI.K.08	With prompting and support, identify the reasons an author gives to support points in a text.	N/A	No Correlation
2	Unit 5	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
2	Unit 5	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
2	Unit 5	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
2	Unit 5	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
2	Unit 5	K		RL.K.04	Ask and answer questions about unknown words in a text.	N/A	No Correlation
2	Unit 5	K		RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
2	Unit 5	K		RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
2	Unit 5	K		RL.K.07	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I-R3:HI-2	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
2	Unit 5	K		RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation

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2	Unit 5	K		RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
3	Unit 6	K		RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
3	Unit 6	K		RF.K.01b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
3	Unit 6	K		RF.K.01c	Understand that words are separated by spaces in print.	N/A	No Correlation
3	Unit 6	K		RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
3	Unit 6	K		RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
3	Unit 6	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
3	Unit 6	K		RF.K.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A	No Correlation
3	Unit 6	K		RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
3	Unit 6	K		RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
3	Unit 6	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
3	Unit 6	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
3	Unit 6	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
3	Unit 6	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation

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3	Unit 6	K	RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
3	Unit 6	K	RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
3	Unit 6	K	RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
3	Unit 6	K	RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
3	Unit 6	K	RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
3	Unit 6	K	RL.K.07	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I-R3:HI-2	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
3	Unit 6	K	RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation
3	Unit 6	K	RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
3	Unit 7	K	RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
3	Unit 7	K	RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
3	Unit 7	K	RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).

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3	Unit 7	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
3	Unit 7	K		RF.K.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A	No Correlation
3	Unit 7	K		RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
3	Unit 7	K		RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
3	Unit 7	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
3	Unit 7	K		RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation
3	Unit 7	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
3	Unit 7	K		RI.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-5	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
3	Unit 7	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
3	Unit 7	K		RI.K.03	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No Correlation
3	Unit 7	K		RI.K.06	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	No Correlation
3	Unit 7	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
3	Unit 7	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
3	Unit 7	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
3	Unit 7	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)

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3	Unit 7	K	RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
3	Unit 7	K	RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
3	Unit 7	K	RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation
3	Unit 7	K	RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
4	Unit 8	K	RF.K.01a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
4	Unit 8	K	RF.K.01b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
4	Unit 8	K	RF.K.01c	Understand that words are separated by spaces in print.	N/A	No Correlation
4	Unit 8	K	RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
4	Unit 8	K	RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
4	Unit 8	K	RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
4	Unit 8	K	RF.K.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A	No Correlation
4	Unit 8	K	RF.K.03a	Follow words from left to right, top to bottom, and page by page.	I-R1:HI-1	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
4	Unit 8	K	RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
4	Unit 8	K	RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
4	Unit 8	K	RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation
4	Unit 8	K	RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.

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4	Unit 8	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
4	Unit 8	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
4	Unit 8	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
4	Unit 8	K		RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
4	Unit 8	K		RL.K.03	With prompting and support, identify characters, settings, and major events in a story.	I-R3:HI-7, 8,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
4	Unit 8	K		RL.K.04	Ask and answer questions about unknown words in a text.	N/A	No Correlation
4	Unit 8	K		RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
4	Unit 8	K		RL.K.06	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	No Correlation
4	Unit 8	K		RL.K.07	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I-R3:HI-2	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
4	Unit 8	K		RL.K.09	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	No Correlation
4	Unit 8	K		RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.
4	Unit 9	K		RF.K.01d	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.

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4	Unit 9	K		RF.K.02a	Recognize and produce rhyming words.	I-R2:HI-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
4	Unit 9	K		RF.K.02b	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words	I-R2:HI-1,3,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes. (Phonemic Awareness) HI-3: blending two or three spoken syllables to produce words. (Decoding) HI-10: decoding common CVC words.
4	Unit 9	K		RF.K.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	I-R2:HI-4,9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
4	Unit 9	K		RF.K.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N/A	No Correlation
4	Unit 9	K		RF.K.03b	Recognize that spoken words are represented in written language by specific sequences of letters.	I-R1:HI-2	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
4	Unit 9	K		RF.K.03c	Understand that words are separated by spaces in print.	N/A	No Correlation
4	Unit 9	K		RF.K.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	No Correlation
4	Unit 9	K		RF.K.04	Recognize and name all upper- and lowercase letters of the alphabet.	I-R2:HI-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding)HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
4	Unit 9	K		RI.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-5	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
4	Unit 9	K		RI.K.02	With prompting and support, identify the main topic and retell key details of a text.	I-R3:HI-3,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.
4	Unit 9	K		RI.K.06	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	No Correlation
4	Unit 9	K		RI.K.07	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N/A	No Correlation
4	Unit 9	K		RI.K.08	With prompting and support, identify the reasons an author gives to support points in a text.	N/A	No Correlation
4	Unit 9	K		RI.K.09	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A	No Correlation
4	Unit 9	K		RI.K.10	Actively engage in group reading activities with purpose and understanding. Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.	I-R3:HI-5, 11,12	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
4	Unit 9	K		RL.K.01	With prompting and support, ask and answer questions about key details in a text.	I-R3:HI-2, 3,7,9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.

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4	Unit 9	K	RL.K.02	With prompting and support, retell familiar stories, including key details.	I-R3:HI-4, 5,6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences. (K.RL.2)
4	Unit 9	K	RL.K.05	Recognize common types of texts (e.g., storybooks, poems).	I-R3:HI-1,10	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organizer. (K.RL.5)
4	Unit 9	K	RL.K.07	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I-R3:HI-2	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
4	Unit 9	K	RL.K.10	Actively engage in group reading activities with purpose and understanding.	I-R3:HI-2, 3,5,7,8	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.

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QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
Q1		1	X	RF.1.02.a			
Q1	Unit 1	1	X	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q1	Unit 1	1	X	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q1	Unit 1	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q1	Unit 1	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
Q1	Unit 1	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q1	Unit 1	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q1	Unit 1	1	x	RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q1	Unit 1	1		RI.1.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A	No correlation
Q1	Unit 1	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q1	Unit 1	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q1	Unit 1	1	x	RL.1.03	Describe characters, settings, and major events in a story, using key details.	II-R4:HI-11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q1	Unit 1	1		RL.1.06	Identify who is telling the story at various points in a text.	N/A	No correlation
Q1	Unit 1	1	x	RL.1.07	Use illustrations and details in a story to describe its characters, setting, or events.	II-R4:HI-11,12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection.

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Q1	Unit 1	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q1	Unit 2	1	X	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q1	Unit 2	1	X	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q1	Unit 2	1	X	RF.1.02.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	II-R2:B-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-4: segmenting one-syllable words with more than three sounds into phonemes.
Q1	Unit 2	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q1	Unit 2	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
Q1	Unit 2	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q1	Unit 2	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q1	Unit 2	1		RF.1.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
Q1	Unit 2	1	x	RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q1	Unit 2	1	x	RI.1.05	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	II-R4:HI-19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q1	Unit 2	1		RI.1.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A	No correlation
Q1	Unit 2	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q1	Unit 2	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.

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Q1	Unit 2	1	x	RL.1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	II-R4:HI-5,7,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q1	Unit 2	1	x	RL.1.03	Describe characters, settings, and major events in a story, using key details.	II-R4:HI-11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q1	Unit 2	1	x	RL.1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	II-R4:HI-9	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
Q1	Unit 2	1	x	RL.1.07	Use illustrations and details in a story to describe its characters, setting, or events.	II-R4:HI-11,12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection.
Q1	Unit 2	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q2		1	X	G1.1R.C1.PO1	I can put words in ABC order using the first letter of each word.	N/A	No correlation
Q2	Unit 3	1	X	RF.1.01a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	II-R1:HI-3	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English Language. HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
Q2	Unit 3	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q2	Unit 3	1	x	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-2	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q2	Unit 3	1	X	RF.1.03.a	Know the spelling-sound correspondences for common consonant digraphs.	II-R2:B-9;HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q2	Unit 3	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.

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Q2	Unit 3	1		RF.1.03b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q2	Unit 3	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q2	Unit 3	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q2	Unit 3	1		RF.1.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
Q2	Unit 3	1	X	RI.1.01	Ask and answer questions about key details in a text.	II-R4:HI-3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
Q2	Unit 3	1	x	RI.1.02	Identify the main topic and retell key details of a text.	II-R4:B-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames.
Q2	Unit 3	1	X	RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q2	Unit 3	1	x	RI.1.04	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	II-R4:B-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
Q2	Unit 3	1	x	RI.1.05	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	II-R4:HI-19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q2	Unit 3	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q2	Unit 3	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.

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Q2	Unit 3	1	x	RL.1.01	Ask and answer questions about key details in a text.	II-R4:HI- 2,3,4, 7,11,12,14,15	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-2: comparing a prediction about an action or event to what actually occurred within a text. HI-3: locating facts and answering questions about text. HI-4: asking questions to clarify text. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection. Non-Fiction HI-15: locating information from a completed graphic organizer.
Q2	Unit 3	1	x	RL.1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	II-R4:HI-5,7,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q2	Unit 3	1	X	RL.1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	II-R4:HI-9	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
Q2	Unit 3	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q2	Unit 4	1	X	RF.1.01.a	Distinguish long from short vowel sounds in spoken single-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.
Q2	Unit 4	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q2	Unit 4	1	x	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q2	Unit 4	1	X	RF.1.03.a	Know the spelling-sound correspondences for common consonant digraphs.	II-R2:B-9;HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q2	Unit 4	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.

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Q2	Unit 4	1	X	RF.1.03.c	Know final -e and common vowel team conventions for representing long vowel sounds.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q2	Unit 4	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
Q2	Unit 4	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q2	Unit 4	1		RF.1.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
Q2	Unit 4	1	x	RI.1.02	Identify the main topic and retell key details of a text.	II-R4:B-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames.
Q2	Unit 4	1	X	RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q2	Unit 4	1	x	RI.1.05	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	II-R4:HI-19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q2	Unit 4	1		RI.1.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A	No correlation
Q2	Unit 4	1	x	RI.1.07	Use the illustrations and details in a text to describe its key ideas.	II-R4:HI-1;B-2	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-1: identifying the differences between fiction and nonfiction. B-2: making predictions based on cover, title, illustrations and text.
Q2	Unit 4	1	x	RI.1.08	Identify the reasons an author gives to support points in a text.	II-R4:HI-9;HI-10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book. HI-10: identifying cause and effect of specific events in a literary selection.
Q2	Unit 4	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q2	Unit 4	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.

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Q2	Unit 4	1	x	RL.1.01	Ask and answer questions about key details in a text.	II-R4:HI- 2,3,4, 7,11,12,14,15	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-2: comparing a prediction about an action or event to what actually occurred within a text. HI-3: locating facts and answering questions about text. HI-4: asking questions to clarify text. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection. Non-Fiction HI-15: locating information from a completed graphic organizer.
Q2	Unit 4	1	x	RL.1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	II-R4:HI-5,7,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q2	Unit 4	1	x	RL.1.03	Describe characters, settings, and major events in a story, using key details.	II-R4:HI-11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q2	Unit 4	1	X	RL.1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	II-R4:HI-9	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
Q2	Unit 4	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q3	Unit 5	1	X	RF.1.01.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	II-R1:HI-3	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English Language. HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
Q3	Unit 5	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q3	Unit 5	1	x	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-2	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q3	Unit 5	1	x	RF.1.03.a	Know the spelling-sound correspondences for common consonant digraphs.	II-R2:B-9;HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.

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Q3	Unit 5	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q3	Unit 5	1	x	RF.1.03.c	Know final -e and common vowel team conventions for representing long vowel sounds.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q3	Unit 5	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q3	Unit 5	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q3	Unit 5	1	X	RI.1.02	Identify the main topic and retell key details of a text.	II-R4:B-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames.
Q3	Unit 5	1		RI.1.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A	No correlation
Q3	Unit 5	1	x	RI.1.08	Identify the reasons an author gives to support points in a text.	II-R4:HI-9;HI-10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book. HI-10: identifying cause and effect of specific events in a literary selection.
Q3	Unit 5	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q3	Unit 5	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q3	Unit 5	1	x	RL.1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	II-R4:HI-9	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
Q3	Unit 5	1	X	RL.1.07	Use illustrations and details in a story to describe its characters, setting, or events.	II-R4:HI-11,12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection.
Q3	Unit 5	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q3	Unit 6	1		RF.1.01.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	II-R1:HI-3	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English Language. HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).

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Q3	Unit 6	1		RF.1.01.a	Distinguish long from short vowel sounds in spoken single-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.
Q3	Unit 6	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q3	Unit 6	1	x	RF.1.02.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Q3	Unit 6	1	x	RF.1.02.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	II-R2:B-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-4: segmenting one-syllable words with more than three sounds into phonemes.
Q3	Unit 6	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q3	Unit 6	1	x	RF.1.03.c	Know final -e and common vowel team conventions for representing long vowel sounds.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q3	Unit 6	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
Q3	Unit 6	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q3	Unit 6	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q3	Unit 6	1		RF.1.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
Q3	Unit 6	1	x	RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q3	Unit 6	1	X	RI.1.04	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	II-R4:B-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
Q3	Unit 6	1		RI.1.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A	No correlation
Q3	Unit 6	1	x	RI.1.07	Use the illustrations and details in a text to describe its key ideas.	II-R4:HI-1;B-2	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-1: identifying the differences between fiction and nonfiction. B-2: making predictions based on cover, title, illustrations and text.

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Q3	Unit 6	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q3	Unit 6	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q3	Unit 6	1	X	RL.1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	II-R4:HI-5,7,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
Q3	Unit 6	1		RL.1.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	II-R4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q3	Unit 6	1	x	RL.1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	II-R4:HI-9	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
Q3	Unit 6	1	X	RL.1.07	Use illustrations and details in a story to describe its characters, setting, or events.	II-R4:HI-11,12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection.
Q3	Unit 6	1	X	RL.1.09	Compare and contrast the adventures and experiences of characters in stories.	II-R4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-14: identifying and describing the plot in a literary selection.
Q3	Unit 6	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q4	Unit 7	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q4	Unit 7	1	x	RF.1.02.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	II-R2:B-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-4: segmenting one-syllable words with more than three sounds into phonemes.
Q4	Unit 7	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q4	Unit 7	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.

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Q4	Unit 7	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q4	Unit 7	1		RF.1.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
Q4	Unit 7	1	x	RI.1.02	Identify the main topic and retell key details of a text.	II-R4:B-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames.
Q4	Unit 7	1	X	RI.1.05	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	II-R4:HI-19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q4	Unit 7	1	X	RI.1.07	Use the illustrations and details in a text to describe its key ideas.	II-R4:HI-1;B-2	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-1: identifying the differences between fiction and nonfiction. B-2: making predictions based on cover, title, illustrations and text.
Q4	Unit 7	1	X	RI.1.08	Identify the reasons an author gives to support points in a text.	II-R4:HI-9;HI-10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book. HI-10: identifying cause and effect of specific events in a literary selection.
Q4	Unit 7	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q4	Unit 7	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q4	Unit 7	1	X	RL.1.01	Ask and answer questions about key details in a text.	II-R4:HI- 2,3,4, 7,11,12,14, 15	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-2: comparing a prediction about an action or event to what actually occurred within a text. HI-3: locating facts and answering questions about text. HI-4: asking questions to clarify text. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection. Non-Fiction HI-15: locating information from a completed graphic organizer.
Q4	Unit 7	1	X	RL.1.03	Describe characters, settings, and major events in a story, using key details.	II-R4:HI-11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.

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Q4	Unit 7	1		RL.1.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	II-R4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q4	Unit 7	1		RL.1.06	Identify who is telling the story at various points in a text.	N/A	No correlation
Q4	Unit 7	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
Q4	Unit 8	1		RF.1.01.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	II-R1:HI-3	Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English Language. HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
Q4	Unit 8	1	x	RF.1.02.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	II-R2:B-5	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
Q4	Unit 8	1	x	RF.1.02.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	II-R2:B-4	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-4: segmenting one-syllable words with more than three sounds into phonemes.
Q4	Unit 8	1		RF.1.03.a	Know the spelling-sound correspondences for common consonant digraphs.	II-R2:B-9;HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q4	Unit 8	1		RF.1.03.b	Decode regularly spelled one-syllable words.	II-R2:B-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
Q4	Unit 8	1		RF.1.03.c	Know final -e and common vowel team conventions for representing long vowel sounds.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q4	Unit 8	1		RF.1.03.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q4	Unit 8	1		RF.1.03.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
Q4	Unit 8	1		RF.1.03.f	Read words with inflectional endings.	II-R2:LI-12	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) LI-12: identifying base words that have been modified by inflectional endings.

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Q4	Unit 8	1		RF.1.03.g	Recognize and read grade-appropriate irregularly spelled words.	II-R2:HI-13	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
Q4	Unit 8	1		RF.1.04.a	Read on-level text with purpose and understanding.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q4	Unit 8	1		RF.1.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R3:HI-1;HI-2	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
Q4	Unit 8	1		RI.1.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A	No correlation
Q4	Unit 8	1		RI.1.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
Q4	Unit 8	1		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
Q4	Unit 8	1		RL.1.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	II-R4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q4	Unit 8	1	x	RL.1.09	Compare and contrast the adventures and experiences of characters in stories.	II-R4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-14: identifying and describing the plot in a literary selection.
Q4	Unit 8	1		RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
		1		G1.1R.C1.P01	I can put words in ABC order using the first letter of each word.	N/A	No correlation
		1		RI.1.10a	With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.	II-R4:HI-16,17,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.

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QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
1	Unit 1	2	x	RF.2.03.d	Decode regularly spelled two-syllable words with long vowels.	N/A	No Correlation
1	Unit 1	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
1	Unit 1	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
1	Unit 1	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
1	Unit 1	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
1	Unit 1	2	x	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
1	Unit 1	2	x	RI.2.02	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	II-R3:HI-7	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and details from text, using complete sentences.
1	Unit 1	2		RI.2.04	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	II-R3:HI-20	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
1	Unit 1	2	X	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
1	Unit 1	2	X	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
1	Unit 1	2	x	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
1	Unit 1	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
1	Unit 1	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
1	Unit 1	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
1	Unit 1	2	x	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
1	Unit 1	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
1	Unit 1	2	X	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.

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1	Unit 1	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
1	Unit 2	2	x	RF.2.03.c	Decode regularly spelled two-syllable words with long vowels.	II-R2:HI-9,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c) (Decoding) HI-11: reading multi-syllabic words, using syllabication rules. (2.RF.3.c)
1	Unit 2	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
1	Unit 2	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
1	Unit 2	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
1	Unit 2	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
1	Unit 2	2	x	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
1	Unit 2	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
1	Unit 2	2		RI.2.04	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	II-R3:HI-20	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
1	Unit 2	2	X	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
1	Unit 2	2	x	RI.2.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	II-R3:HI-9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book.
1	Unit 2	2	X	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
1	Unit 2	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
1	Unit 2	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
1	Unit 2	2	X	RL.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R4:HI-3,4, 7,10,11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1) (Fiction) HI-11: describing characters from a literary selection. (2.RL.1) (Fiction) HI-12: describing the setting from a literary selection. (2.RL.1) (Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1) (Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)

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1	Unit 2	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
1	Unit 2	2	x	RL.2.05	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	II-R4:HI-12, 14,17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
1	Unit 2	2	X	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
1	Unit 2	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
2	Unit 3	2	x	RF.2.03.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. (2.RF.3.a)
2	Unit 3	2	x	RF.2.03.b	Know spelling-sound correspondences for additional common vowel teams.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)
2	Unit 3	2	x	RF.2.03.c	Decode regularly spelled two-syllable words with long vowels.	II-R2:HI-9,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c) (Decoding) HI-11: reading multi-syllabic words, using syllabication rules. (2.RF.3.c)
2	Unit 3	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
2	Unit 3	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
2	Unit 3	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
2	Unit 3	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
2	Unit 3	2	x	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
2	Unit 3	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
2	Unit 3	2		RI.2.04	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	II-R3:HI-20	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

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2	Unit 3	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
2	Unit 3	2	X	RI.2.08	Describe how reasons support specific points the author makes in a text.	N/A	No Correlation
2	Unit 3	2	x	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
2	Unit 3	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
2	Unit 3	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
2	Unit 3	2	x	RL.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R4:HI-3,4, 7,10,11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1) (Fiction) HI-11: describing characters from a literary selection. (2.RL.1) (Fiction) HI-12: describing the setting from a literary selection. (2.RL.1) (Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1) (Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)
2	Unit 3	2	x	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
2	Unit 3	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
2	Unit 3	2	x	RL.2.05	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	II-R4:HI-12, 14,17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
2	Unit 3	2		RL.2.06	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A	No Correlation
2	Unit 3	2	x	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
2	Unit 3	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
2	Unit 4	2	x	RF.2.03.b	Know spelling-sound correspondences for additional common vowel teams.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)

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2	Unit 4	2	x	RF.2.03.c	Decode regularly spelled two-syllable words with long vowels.	II-R2:HI-9,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c) (Decoding) HI-11: reading multi-syllabic words, using syllabication rules. (2.RF.3.c)
2	Unit 4	2	X	RF.2.03.d	Decode regularly spelled two-syllable words with long vowels.	N/A	No Correlation
2	Unit 4	2	x	RF.2.03.e	Identify words with inconsistent but common spelling-sound correspondences.	N/A	No Correlation
2	Unit 4	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
2	Unit 4	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
2	Unit 4	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
2	Unit 4	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
2	Unit 4	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
2	Unit 4	2		RI.2.04	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	II-R3:HI-20	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
2	Unit 4	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
2	Unit 4	2	X	RI.2.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	II-R3:HI-9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book.
2	Unit 4	2	x	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
2	Unit 4	2	X	RI.2.08	Describe how reasons support specific points the author makes in a text.	N/A	No Correlation
2	Unit 4	2	x	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
2	Unit 4	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
2	Unit 4	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
2	Unit 4	2	x	RL.2.02	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	N/A	No Correlation
2	Unit 4	2	x	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.

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2	Unit 4	2	x	RL.2.05	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	II-R4:HI-12, 14,17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
2	Unit 4	2	x	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
2	Unit 4	2	X	RL.2.09	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text while reading (text-to-text and text-to-self).
2	Unit 4	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
3	Unit 5	2	X	RF.2.03.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	II-R2:B-3	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. (2.RF.3.a)
3	Unit 5	2	X	RF.2.03.b	Know spelling-sound correspondences for additional common vowel teams.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)
3	Unit 5	2	X	RF.2.03.c	Decode regularly spelled two-syllable words with long vowels.	II-R2:HI-9,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c) (Decoding) HI-11: reading multi-syllabic words, using syllabication rules. (2.RF.3.c)
3	Unit 5	2	x	RF.2.03.e	Identify words with inconsistent but common spelling-sound correspondences.	N/A	No Correlation
3	Unit 5	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
3	Unit 5	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
3	Unit 5	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
3	Unit 5	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
3	Unit 5	2	x	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
3	Unit 5	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
3	Unit 5	2		RI.2.04	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	II-R3:HI-20	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

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3	Unit 5	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
3	Unit 5	2	x	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
3	Unit 5	2	x	RI.2.08	Describe how reasons support specific points the author makes in a text.	N/A	No Correlation
3	Unit 5	2	x	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
3	Unit 5	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
3	Unit 5	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
3	Unit 5	2	x	RL.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R4:HI-3,4, 7,10,11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1) (Fiction) HI-11: describing characters from a literary selection. (2.RL.1) (Fiction) HI-12: describing the setting from a literary selection. (2.RL.1) (Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1) (Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)
3	Unit 5	2	X	RL.2.02	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	N/A	No Correlation
3	Unit 5	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
3	Unit 5	2	X	RL.2.05	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	II-R4:HI-12, 14,17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
3	Unit 5	2	x	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
3	Unit 5	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
3	Unit 6	2	X	RF.2.03.b	Know spelling-sound correspondences for additional common vowel teams.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)

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3	Unit 6	2	x	RF.2.03.e	Identify words with inconsistent but common spelling-sound correspondences.	N/A	No Correlation
3	Unit 6	2	x	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
3	Unit 6	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
3	Unit 6	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
3	Unit 6	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
3	Unit 6	2	x	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
3	Unit 6	2	X	RI.2.02	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	II-R3:HI-7	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and details from text, using complete sentences.
3	Unit 6	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
3	Unit 6	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
3	Unit 6	2	x	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
3	Unit 6	2	x	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
3	Unit 6	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
3	Unit 6	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
3	Unit 6	2	x	RL.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R4:HI-3,4, 7,10,11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1) (Fiction) HI-11: describing characters from a literary selection. (2.RL.1) (Fiction) HI-12: describing the setting from a literary selection. (2.RL.1) (Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1) (Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)
3	Unit 6	2	X	RL.2.02	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	N/A	No Correlation
3	Unit 6	2	x	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
3	Unit 6	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.

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3	Unit 6	2	X	RL.2.05	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	II-R4:HI-12, 14,17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
3	Unit 6	2		RL.2.06	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A	No Correlation
3	Unit 6	2	x	RL.2.09	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	II-R4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text while reading (text-to-text and text-to-self).
3	Unit 6	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
4	Unit 7	2	x	RF.2.03.b	Know spelling-sound correspondences for additional common vowel teams.	II-R2:HI-9	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)
4	Unit 7	2	x	RF.2.03.d	Decode regularly spelled two-syllable words with long vowels.	N/A	No Correlation
4	Unit 7	2	X	RF.2.03.e	Identify words with inconsistent but common spelling-sound correspondences.	N/A	No Correlation
4	Unit 7	2	X	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
4	Unit 7	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
4	Unit 7	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
4	Unit 7	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
4	Unit 7	2	X	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
4	Unit 7	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
4	Unit 7	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
4	Unit 7	2	x	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
4	Unit 7	2	x	RI.2.08	Describe how reasons support specific points the author makes in a text.	N/A	No Correlation
4	Unit 7	2	X	RI.2.09	Compare and contrast the most important points presented by two texts on the same topic.	II-R3:HI-6	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
4	Unit 7	2		RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation
4	Unit 7	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation

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4	Unit 7	2	X	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
4	Unit 7	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
4	Unit 7	2		RL.2.06	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A	No Correlation
4	Unit 7	2	x	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
4	Unit 7	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
4	Unit 8	2	x	RF.2.03.d	Decode regularly spelled two-syllable words with long vowels.	N/A	No Correlation
4	Unit 8	2	X	RF.2.03.f	Read words with inflectional endings.	N/A	No Correlation
4	Unit 8	2		RF.2.04.a	Read on-level text with purpose and understanding.	N/A	No Correlation
4	Unit 8	2		RF.2.04.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	II-R2:HI-1	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
4	Unit 8	2		RF.2.04.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	II-R2:HI-15	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
4	Unit 8	2	X	RI.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R3:HI-3	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
4	Unit 8	2		RI.2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N/A	No Correlation
4	Unit 8	2	x	RI.2.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	II-R3:HI-19	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
4	Unit 8	2	x	RI.2.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	II-R3:HI-9	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book.
4	Unit 8	2	x	RI.2.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	II-R3:HI-15	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
4	Unit 8	2		RI.2.10a	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No Correlation

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4	Unit 8	2	x	RL.2.01	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	II-R4:HI-3,4, 7,10,11,12, 13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1) (Fiction) HI-11: describing characters from a literary selection. (2.RL.1) (Fiction) HI-12: describing the setting from a literary selection. (2.RL.1) (Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1) (Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)
4	Unit 8	2	X	RL.2.03	Describe how characters in a story respond to major events and challenges.	II-R4:HI-11	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
4	Unit 8	2		RL.2.04	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	II-R4:HI-21	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
4	Unit 8	2		RL.2.06	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A	No Correlation
4	Unit 8	2	x	RL.2.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	II-R4:HI-8, 11,12,13,14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: extracting and interpreting specific information from external text features of text. (2.RL.7) (Fiction) HI-11: describing characters from a literary selection. (Fiction) HI-12: describing the setting from a literary selection. (Fiction) HI-13: summarizing the key events from a literary selection. (Fiction) HI-14: identifying and describing the plot in a literary selection.
4	Unit 8	2		RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band.	N/A	No Correlation
1		2	X	G2.1R.C3.P02	I can apply knowledge of basic syllabication rules.	N/A	No Correlation
4		2		G2.1R.C3.P02	I can apply knowledge of basic syllabication rules.	N/A	No Correlation

Grade 3 ELA BT Alignment

QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
Q1	Unit 1	3		3.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 1	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 1	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q1	Unit 1	3	X	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 1	3	X	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q1	Unit 1	3	x	3.RI.06	Distinguish their own point of view from that of the author of a text.		No correlation
Q1	Unit 1	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q1	Unit 1	3	x	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation
Q1	Unit 1	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q1	Unit 1	3	x	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q1	Unit 1	3	X	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
Q1	Unit 1	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q1	Unit 1	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q1	Unit 2	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)

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Q1	Unit 2	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q1	Unit 2	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q1	Unit 2	3		3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	III-R-4:HI-3,4	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. HI-4: generating who, what, where, when, why, which and how questions to clarify text.
Q1	Unit 2	3	X	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 2	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q1	Unit 2	3	X	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q1	Unit 2	3	x	3.RI.06	Distinguish their own point of view from that of the author of a text.		No correlation
Q1	Unit 2	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q1	Unit 2	3	x	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation
Q1	Unit 2	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q1	Unit 2	3		3.RL.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q1	Unit 2	3	x	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q1	Unit 2	3	X	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.

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Q1	Unit 2	3	X	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q1	Unit 2	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q1	Unit 2	3	x	3.RL.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	III-R-4:HI-17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: relating illustrations to fictional text.
Q1	Unit 2	3	x	3.RL.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	III-R-4:HI-16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q1	Unit 2	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q2	Unit 3	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 3	3	X	3.RF.03.a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q2	Unit 3	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q2	Unit 3	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q2	Unit 3	3	x	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 3	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q2	Unit 3	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.

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Q2	Unit 3	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q2	Unit 3	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q2	Unit 3	3	X	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation
Q2	Unit 3	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q2	Unit 3	3	x	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
Q2	Unit 3	3	x	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q2	Unit 3	3	X	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q2	Unit 3	3	X	3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.	N/A	No correlation
Q2	Unit 3	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q2	Unit 4	3		3.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 4	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 4	3	X	3.RF.03.a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q2	Unit 4	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)

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Q2	Unit 4	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q2	Unit 4	3	x	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 4	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q2	Unit 4	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q2	Unit 4	3	X	3.RI.06	Distinguish their own point of view from that of the author of a text.		No correlation
Q2	Unit 4	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q2	Unit 4	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q2	Unit 4	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q2	Unit 4	3		3.RL.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q2	Unit 4	3	X	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q2	Unit 4	3	x	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
Q2	Unit 4	3	x	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

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Q2	Unit 4	3	X	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q2	Unit 4	3	X	3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.	N/A	No correlation
Q2	Unit 4	3	x	3.RL.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	III-R-4:HI-16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q2	Unit 4	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q3	Unit 5	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 5	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q3	Unit 5	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q3	Unit 5	3	x	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 5	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q3	Unit 5	3	X	3.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q3	Unit 5	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q3	Unit 5	3	x	3.RI.06	Distinguish their own point of view from that of the author of a text.		No correlation
Q3	Unit 5	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q3	Unit 5	3	X	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q3	Unit 5	3	x	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation

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Q3	Unit 5	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q3	Unit 5	3	x	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
Q3	Unit 5	3	x	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q3	Unit 5	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q3	Unit 5	3	X	3.RL.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	III-R-4:HI-16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q3	Unit 5	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q3	Unit 6	3		3.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 6	3		3.RF.04.b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 6	3		3.RF.04.c	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 6	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q3	Unit 6	3		3.RF.03.d	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q3	Unit 6	3		3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	III-R-4:HI-3,4	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. HI-4: generating who, what, where, when, why, which and how questions to clarify text.

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Q3	Unit 6	3	x	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 6	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q3	Unit 6	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q3	Unit 6	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q3	Unit 6	3	X	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q3	Unit 6	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q3	Unit 6	3	x	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q3	Unit 6	3	x	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q3	Unit 6	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q3	Unit 6	3	X	3.RL.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	III-R-4:HI-17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: relating illustrations to fictional text.
Q3	Unit 6	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q4	Unit 7	3		3.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)

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Q4	Unit 7	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q4	Unit 7	3	x	3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.	III-R-4:HI-5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 7	3		3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	III-R-4:HI-12	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: identifying the cause and effect relationship of two related events in a literary selection.
Q4	Unit 7	3	x	3.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q4	Unit 7	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q4	Unit 7	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q4	Unit 7	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation
Q4	Unit 7	3	x	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation
Q4	Unit 7	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q4	Unit 7	3	x	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q4	Unit 7	3	x	3.RL.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q4	Unit 7	3	x	3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	III-R-4:HI-8,9,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

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Q4	Unit 7	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q4	Unit 7	3	x	3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.	N/A	No correlation
Q4	Unit 7	3	x	3.RL.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	III-R-4:HI-17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: relating illustrations to fictional text.
Q4	Unit 7	3	x	3.RL.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	III-R-4:HI-16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q4	Unit 7	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q4	Unit 8	3		3.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q4	Unit 8	3		3.RF.04.c	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q4	Unit 8	3	x	3.RF.03.a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q4	Unit 8	3	x	3.RF.03.b	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q4	Unit 8	3		3.RF.03.c	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)
Q4	Unit 8	3		3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	III-R-4:HI-3,4	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. HI-4: generating who, what, where, when, why, which and how questions to clarify text.
Q4	Unit 8	3	x	3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	III-R-4:HI-25,26	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
Q4	Unit 8	3	x	3.RI.06	Distinguish their own point of view from that of the author of a text.		No correlation
Q4	Unit 8	3		3.RI.07	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	III-R-4:HI-17,24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-17: relating illustrations to fictional text. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q4	Unit 8	3	x	3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	N/A	No correlation

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Q4	Unit 8	3	x	3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A	No correlation
Q4	Unit 8	3		3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	III-R-4:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation).
Q4	Unit 8	3	x	3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	III-R-4:HI-14	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
Q4	Unit 8	3	x	3.RL.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q4	Unit 8	3	x	3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.	N/A	No correlation
Q4	Unit 8	3	x	3.RL.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	III-R-4:HI-17	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: relating illustrations to fictional text.
Q4	Unit 8	3	x	3.RL.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	III-R-4:HI-16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q4	Unit 8	3		3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	N/A	No correlation
Q2		3	X	3.RF.03.b	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes.	III-R-3:HI-8,10,11	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (3.c) (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a) (Decoding) HI-11: reading high frequency words. (3.d)

Grade 4 ELA BT Alignment

QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
Q1	Unit 1	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q1	Unit 1	4	X	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 1	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q1	Unit 1	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q1	Unit 1	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q1	Unit 1	4	X	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q1	Unit 1	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q1	Unit 1	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q1	Unit 1	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 1	4		4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

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Q1	Unit 1	4	X	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 1	4	X	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q1	Unit 1	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q1	Unit 1	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q1	Unit 2	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q1	Unit 2	4	X	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 2	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q1	Unit 2	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q1	Unit 2	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q1	Unit 2	4	X	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q1	Unit 2	4	x	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q1	Unit 2	4		4..RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation

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Q1	Unit 2	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q1	Unit 2	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q1	Unit 2	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 2	4	x	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q1	Unit 2	4	X	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 2	4	X	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q1	Unit 2	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q1	Unit 2	4	x	4.RL.09	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to-text and text-to-self).
Q1	Unit 2	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q2	Unit 3	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

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Q2	Unit 3	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 3	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q2	Unit 3	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q2	Unit 3	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q2	Unit 3	4	x	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q2	Unit 3	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q2	Unit 3	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q2	Unit 3	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 3	4	x	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q2	Unit 3	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 3	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.

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Q2	Unit 3	4	X	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q2	Unit 3	4	X	4.RL.05	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A	No correlation
Q2	Unit 3	4		4.RL.07	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A	No correlation
Q2	Unit 3	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q2	Unit 4	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q2	Unit 4	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 4	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q2	Unit 4	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q2	Unit 4	4	X	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q2	Unit 4	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q2	Unit 4	4	x	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q2	Unit 4	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)

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Q2	Unit 4	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q2	Unit 4	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 4	4	x	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q2	Unit 4	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 4	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q2	Unit 4	4	X	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q2	Unit 4	4	X	4.RL.05	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A	No correlation
Q2	Unit 4	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q3	Unit 5	4	X	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q3	Unit 5	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 5	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation

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Q3	Unit 5	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q3	Unit 5	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q3	Unit 5	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q3	Unit 5	4	X	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q3	Unit 5	4		4..RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q3	Unit 5	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q3	Unit 5	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q3	Unit 5	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 5	4	X	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q3	Unit 5	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 5	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.

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Q3	Unit 5	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q3	Unit 5	4	X	4.RL.06	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	N/A	No correlation
Q3	Unit 5	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q3	Unit 6	4	X	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q3	Unit 6	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 6	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q3	Unit 6	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q3	Unit 6	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q3	Unit 6	4	X	4..RI.06	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	III-R-4:HI-18,30	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-18: comparing and contrasting two characters within a fictional text. HI-30: comparing and contrasting two items within an expository text.
Q3	Unit 6	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q3	Unit 6	4		4..RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q3	Unit 6	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)

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Q3	Unit 6	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q3	Unit 6	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 6	4	X	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q3	Unit 6	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 6	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q3	Unit 6	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q3	Unit 6	4	x	4.RL.05	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A	No correlation
Q3	Unit 6	4		4.RL.07	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A	No correlation
Q3	Unit 6	4	X	4.RL.09	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to-text and text-to-self).
Q3	Unit 6	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q4	Unit 7	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

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Q4	Unit 7	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 7	4		4..RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	N/A	No correlation
Q4	Unit 7	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q4	Unit 7	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q4	Unit 7	4	x	4..RI.06	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	III-R-4:HI-18,30	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-18: comparing and contrasting two characters within a fictional text. HI-30: comparing and contrasting two items within an expository text.
Q4	Unit 7	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation
Q4	Unit 7	4	x	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q4	Unit 7	4		4..RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q4	Unit 7	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q4	Unit 7	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q4	Unit 7	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q4	Unit 7	4	x	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

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Q4	Unit 7	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 7	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q4	Unit 7	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q4	Unit 7	4	x	4.RL.06	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	N/A	No correlation
Q4	Unit 7	4		4.RL.07	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A	No correlation
Q4	Unit 7	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
Q4	Unit 8	4	x	4..RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q4	Unit 8	4	x	4..RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)	III-R-4:HI-4,5,7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 8	4		4..RI.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q4	Unit 8	4	x	4..RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q4	Unit 8	4	x	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	N/A	No correlation

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Q4	Unit 8	4	x	4..RI.08	Explain how an author uses reasons and evidence to support particular points in a text.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q4	Unit 8	4		4..RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q4	Unit 8	4		4..RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.4.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q4	Unit 8	4		4.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. HI-9: applying knowledge of inflectional forms of words in context. HI-10: applying knowledge of affixes to words in context.
Q4	Unit 8	4		4.RF.04	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q4	Unit 8	4	x	4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-2,3	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
Q4	Unit 8	4	x	4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 8	4	x	4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	III-R-4:HI-15,16	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Q4	Unit 8	4	x	4.RL.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since).
Q4	Unit 8	4	x	4.RL.05	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A	No correlation
Q4	Unit 8	4	x	4.RL.06	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	N/A	No correlation
Q4	Unit 8	4	x	4.RL.09	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).

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Q4	Unit 8	4		4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A	No correlation
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Grade 5 ELA BT Alignment

QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
Q1	Unit 1	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q1	Unit 1	5		5.RF.04.a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 1	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 1	5	X	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q1	Unit 1	5	X	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 1	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q1	Unit 1	5		5.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	III-R-4:HI-20	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
Q1	Unit 1	5	x	5.RI.06	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	III-R-4:HI-30	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-30: comparing and contrasting two items within an expository text.
Q1	Unit 1	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q1	Unit 1	5	X	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q1	Unit 1	5	X	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q1	Unit 1	5	x	5.RL.06	Describe how a narrator's or speaker's point of view influences how events are described.	N/A	No correlation
Q1	Unit 1	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation

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Q1	Unit 2	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q1	Unit 2	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q1	Unit 2	5	X	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q1	Unit 2	5	X	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q1	Unit 2	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q1	Unit 2	5	X	5.RI.07	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q1	Unit 2	5		5.RI.09	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q1	Unit 2	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q1	Unit 2	5	X	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q1	Unit 2	5	X	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
Q1	Unit 2	5	x	5.RL.06	Describe how a narrator’s or speaker’s point of view influences how events are described.	N/A	No correlation
Q1	Unit 2	5		5.RL.07	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	N/A	No correlation
Q1	Unit 2	5	x	5.RL.09	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).
Q1	Unit 2	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q2	Unit 3	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.

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Q2	Unit 3	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 3	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q2	Unit 3	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 3	5	X	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q2	Unit 3	5	X	5.RI.05	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q2	Unit 3	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q2	Unit 3	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q2	Unit 3	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q2	Unit 3	5	x	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
Q2	Unit 3	5	x	5.RL.09	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to-text and text-to-self).
Q2	Unit 3	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q2	Unit 4	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.

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Q2	Unit 4	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q2	Unit 4	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q2	Unit 4	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q2	Unit 4	5	X	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q2	Unit 4	5	X	5.RI.05	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q2	Unit 4	5	X	5.RI.06	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	III-R-4:HI-30	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-30: comparing and contrasting two items within an expository text.
Q2	Unit 4	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q2	Unit 4	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q2	Unit 4	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q2	Unit 4	5	x	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.

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Q2	Unit 4	5	X	5.RL.04	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	III-R-4:HI-8,9,10,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q2	Unit 4	5	X	5.RL.06	Describe how a narrator's or speaker's point of view influences how events are described.	N/A	No correlation
Q2	Unit 4	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q3	Unit 5	5	X	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q3	Unit 5	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 5	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q3	Unit 5	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 5	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q3	Unit 5	5	X	5.RI.08	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	III-R-4:HI-31	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
Q3	Unit 5	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q3	Unit 5	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q3	Unit 5	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation

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Q3	Unit 5	5	x	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
Q3	Unit 5	5	x	5.RL.04	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	III-R-4:HI-8,9,10,32	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Q3	Unit 5	5	x	5.RL.06	Describe how a narrator's or speaker's point of view influences how events are described.	N/A	No correlation
Q3	Unit 5	5	X	5.RL.09	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).
Q3	Unit 5	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q3	Unit 6	5	X	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q3	Unit 6	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q3	Unit 6	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q3	Unit 6	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q3	Unit 6	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q3	Unit 6	5	x	5.RI.05	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q3	Unit 6	5	X	5.RI.08	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	III-R-4:HI-31	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)

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Q3	Unit 6	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q3	Unit 6	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q3	Unit 6	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q3	Unit 6	5	x	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
Q3	Unit 6	5	X	5.RL.05	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q3	Unit 6	5	X	5.RL.09	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	III-R-4:HI-6	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).
Q3	Unit 6	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q4	Unit 7	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q4	Unit 7	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)
Q4	Unit 7	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q4	Unit 7	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 7	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation

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Q4	Unit 7	5	x	5.RI.05	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q4	Unit 7	5	x	5.RI.07	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	III-R-4:HI-24	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
Q4	Unit 7	5	x	5.RI.08	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	III-R-4:HI-31	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
Q4	Unit 7	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q4	Unit 7	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q4	Unit 7	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q4	Unit 7	5	x	5.RL.03	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	III-R-4:HI-18,19	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
Q4	Unit 7	5	x	5.RL.05	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	III-R-4:HI-34	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
Q4	Unit 7	5	x	5.RL.06	Describe how a narrator's or speaker's point of view influences how events are described.	N/A	No correlation
Q4	Unit 7	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation
Q4	Unit 8	5	x	5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	III-R-2:HI-8,9,10	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
Q4	Unit 8	5		5.RF.04.b-c	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation). (4.a.b)

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Q4	Unit 8	5	x	5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-5	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
Q4	Unit 8	5	x	5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	III-R-4:HI-7	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Q4	Unit 8	5	x	5.RI.03	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	N/A	No correlation
Q4	Unit 8	5	x	5.RI.05	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	III-R-4:HI-8,9,10	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
Q4	Unit 8	5		5.RI.09	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	N/A	No correlation
Q4	Unit 8	5		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	III-R-3:HI-1	Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
Q4	Unit 8	5	x	5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	III-R-4:HI-9,10,13	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
Q4	Unit 8	5	x	5.RL.02	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	N/A	No correlation
Q4	Unit 8	5		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	N/A	No correlation