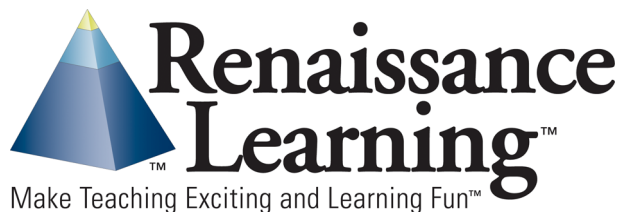




Arizona State Standards Alignments
Kindergarten through Grade Twelve



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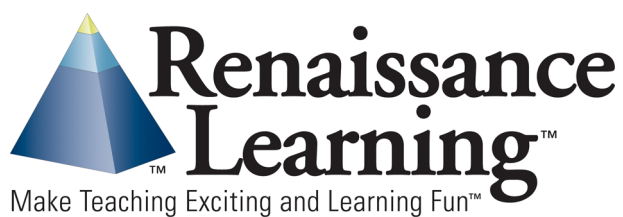


Arizona State Standards Alignments

Standards List with Aligned Product Skills

The Standards list with Product Aligned Skills Report is a standards-oriented document showing the entire list of standards for the subject and grade on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance LearningTM technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standard documentation.

At Renaissance Learning, we recognize the impact that the standards-based reform movement and high-stakes standardized testing have on schools, and we share the concerns of educators and administrators that students perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Kindergarten, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R00-S1C1 - Print Concepts: demonstrate understanding of print concepts.		
AZ R00-S1C1-01 - Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Knowing the concepts of print
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
AZ R00-S1C1-02 - Hold a book right side up and turn pages in the correct direction.		
AZ R00-S1C1-03 - Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	Skill Area 1 - Overall Product (OP)	Skill 14 - OP14 Developing tracking skills
		Skill 17 - OP17 Knowing the concepts of print
	Skill Area 4 - General Readiness (GR)	Skill 10 - GR10 Using the sequence of reading from left to right and top to bottom
AZ R00-S1C1-04 - Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.		
AZ R00-S1C1-05 - Distinguish between printed letters and words.	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Knowing the concepts of print
	Skill Area 4 - General Readiness (GR)	Skill 6 - GR06 Differentiating words from letters
AZ R00-S1C1-06 - Recognize that spoken words are represented in written language by specific sequences of letters.	Skill Area 4 - General Readiness (GR)	Skill 2 - GR02AC Matching spoken words to printed words
		Skill 7 - GR07 Recognizing specific sequences of letters and words
AZ R00-S1C1-07 - Recognize the concept of words by segmenting spoken sentences into individual words.	Skill Area 4 - General Readiness (GR)	Skill 8 - GR08 Recognizing separate words and sentences
AZ R00-S1C1-08 - Demonstrate the one-to-one correlation between a spoken word and a printed word.	Skill Area 4 - General Readiness (GR)	Skill 2 - GR02AC Matching spoken words to printed words
		Skill 7 - GR07 Recognizing specific sequences of letters and words

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Kindergarten, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R00-S1C2 - Phonemic Awareness: identify and manipulate the sounds of speech.		
AZ R00-S1C2-01 - Distinguish spoken rhyming words from non- rhyming words (e.g., run, sun versus run, man).	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes
		Skill 11 - PA11AC Identifying and writing rhyming words
	Skill Area 8 - Listening (L)	Skill 3 - L03 - Listening to rhyming words
AZ R00-S1C2-02 - Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes
		Skill 10 - PA10 Recognizing rhyming words
		Skill 11 - PA11AC Identifying and writing rhyming words
AZ R00-S1C2-03 - Orally produce groups of words that begin with the same initial sound (alliteration).		
AZ R00-S1C2-04 - Blend two or three spoken syllables to say words.		
AZ R00-S1C2-05 - Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 4 - GK04AC Distinguishing beginning and ending sounds of one- syllable words
AZ R00-S1C2-06 - Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 4 - GK04AC Distinguishing beginning and ending sounds of one- syllable words
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
AZ R00-S1C2-07 - Identify the initial and final sounds (not the letter) of a spoken word.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 4 - GK04AC Distinguishing beginning and ending sounds of one- syllable words

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Kindergarten, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 2 - PH02 - Recognizing consonant sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R00-S1C2-08 - Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).		
AZ R00-S1C3 - Phonics: decode words, using knowledge of phonics, syllabication, and word parts.		
AZ R00-S1C3-01 - Identify letters of the alphabet (upper and lower case).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
	Skill Area 4 - General Readiness (GR)	Skill 4 - GR04 Knowing the names of letters
		Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 2 - PH02 - Recognizing consonant sounds
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R00-S1C3-02 - Recognize that a new word is created when a specific letter is changed, added, or removed.		
AZ R00-S1C3-03 - Say letter sounds represented by the single-lettered consonants and vowels.	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
	Skill Area 6 - Phonics (PH)	Skill 2 - PH02 - Recognizing consonant sounds
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R00-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Kindergarten, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R00-S1C4-01 - Determine what words mean from how they are used in a sentence, heard or read.	Skill Area 1 - Overall Product (OP)	Skill 3 - OP03 Acquiring English through visual input (graphics with sound and graphics with text and sound)
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R00-S1C4-02 - Sort familiar words into basic categories (e.g., colors, shapes, foods).		
AZ R00-S1C4-03 - Describe familiar objects and events in both general and specific language.	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Practicing 4050 explicitly taught English words across three libraries
		Skill 9 - OP09 Making connections from input to memory, to understanding, then to language production
	Skill Area 12 - Communicative Tasks (CT)	Skill 22 - CT22 Practicing identifying, describing, and comparing
		Skill 23 - CT23AC Using descriptive words
AZ R00-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R00-S1C6-01 - Make predictions based on title, cover, illustrations, and text.		
AZ R00-S1C6-02 - Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.		
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R00-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R00-S2C1-01 - Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.		
AZ R00-S2C1-02 - Identify elements of a story, including characters, setting, and key events.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Kindergarten, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R00-S2C1-03 - Retell or re-enact a story, placing the events in the correct sequence.	Skill Area 8 - Listening (L)	Skill 16 - L16AC Retelling stories
AZ R00-S2C1-04 - Determine whether a literary selection, that is heard, is realistic or fantasy.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R00-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R00-S3C1-01 - Identify the purpose for reading expository text.		
AZ R00-S3C1-02 - Restate facts from listening to expository text.		
AZ R00-S3C1-03 - Respond appropriately to questions based on facts in expository text, heard or read.		
AZ R00-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R00-S3C2-01 - Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	Skill Area 8 - Listening (L)	Skill 11 - L11AC Understanding and following one- and two-step directions
	Skill Area 11 - Oral Communication (OC)	Skill 11 - OC11AC Understand simple two-step directions
AZ R00-S3C2-02 - Identify signs, symbols, labels, and captions in the environment.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R01-S1C1 - Print Concepts: demonstrate understanding of print concepts.		
AZ R01-S1C1-01 - Alphabetize a series of words to the first letter.		
AZ R01-S1C1-02 - Distinguish between uppercase and lowercase letters.	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Knowing the concepts of print
	Skill Area 4 - General Readiness (GR)	Skill 4 - GR04 Knowing the names of letters
AZ R01-S1C1-03 - Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Knowing the concepts of print
	Skill Area 4 - General Readiness (GR)	Skill 8 - GR08 Recognizing separate words and sentences
	Skill Area 10 - Grammatical Structure Acquisition (GS)	Skill 10 - GS10 Recognizing basic sentence structure
AZ R01-S1C1-04 - Identify the title, author, and table of contents of a book.		
AZ R01-S1C2 - Phonemic Awareness: identify and manipulate the sounds of speech.		
AZ R01-S1C2-01 - Generate a series of rhyming words, including consonant blends.	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes
		Skill 10 - PA10 Recognizing rhyming words
		Skill 11 - PA11AC Identifying and writing rhyming words
AZ R01-S1C2-02 - Orally segment a multi-syllable word into its syllables.		
AZ R01-S1C2-03 - Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change cow to how, pan to an).		
AZ R01-S1C2-04 - Distinguish between initial, medial, and final sounds in single-syllable words.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 4 - GK04AC Distinguishing beginning and ending sounds of one-syllable words
	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 2 - PH02 - Recognizing consonant sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 4 - PH04 - Recognizing vowel sounds
		Skill 5 - PH05AC - Choosing the correct short vowel to complete a word
AZ R01-S1C2-05 - Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).	Skill Area 5 - Phonemic Awareness (PA)	Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 4 - PH04 - Recognizing vowel sounds
AZ R01-S1C2-06 - Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 6 - Phonics (PH)	Skill 2 - PH02 - Recognizing consonant sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R01-S1C2-07 - Blend spoken phonemes with more than three sounds into one syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 3 - GK03 - Recognizing the sounds of letter combinations
		Skill 4 - GK04AC Distinguishing beginning and ending sounds of one-syllable words
AZ R01-S1C2-08 - Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).		
AZ R01-S1C3 - Phonics: decode words, using knowledge of phonics, syllabication, and word parts.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R01-S1C3-01 - Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences.		
AZ R01-S1C3-01a - Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences: single letters (consonants and vowels),	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
		Skill 7 - OP07 Acquiring phonological awareness and knowledge of English grammatical structures
	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 2 - GK02 - Recognizing the sounds of names of letters
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
		Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
		Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 2 - PH02 - Recognizing consonant sounds
		Skill 4 - PH04 - Recognizing vowel sounds
		Skill 6 - PH06 Differentiating minimal pairs
		Skill 7 - PH07 Recognizing silent letters
AZ R01-S1C3-01b - Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences: consonant blends (e.g., bl, st, tr),	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
		Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
		Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 6 - PH06 Differentiating minimal pairs
AZ R01-S1C3-01c - Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences: consonant digraphs (e.g., th, sh, ck).	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
		Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
		Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 6 - PH06 Differentiating minimal pairs

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R01-S1C3-01d - Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences: vowel digraphs and diphthongs (e.g., ea, ie, ee).	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Recognizing sounds of English
	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 1 - GR01 - Making connections among print/spoken language/meaning
		Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
		Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 6 - PH06 Differentiating minimal pairs
AZ R01-S1C3-02 - Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
AZ R01-S1C3-03 - Use knowledge of base words to identify compound words.	Skill Area 7 - Structural Analysis (SA)	Skill 6 - SA06 Recognizing compound nouns
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 3 - VA03AC Predicting meaning of compound words
AZ R01-S1C3-04 - Read words with common spelling patterns (e.g., -ite, -ill, -ate).		
AZ R01-S1C3-05 - Recognize high frequency words and irregular sight words.	Skill Area 1 - Overall Product (OP)	Skill 3 - OP03 Acquiring English through visual input (graphics with sound and graphics with text and sound)
		Skill 4 - OP04 Retaining English through graphics and sound with no translation needed
		Skill 8 - OP08 Practicing 4050 explicitly taught English words across three libraries

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
		Skill 15 - OP15 Developing basic, high frequency, and sight vocabulary in English
	Skill Area 4 - General Readiness (GR)	Skill 2 - GR02AC Matching spoken words to printed words
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 1 - VA01 - Acquiring a core vocabulary
		Skill 18 - VA18 Recognizing high frequency words
		Skill 19 - VA19AC Recognizing one-syllable and high-frequency words
		Skill 20 - VA20AC Reading sight words
AZ R01-S1C3-06 - Read common contractions fluently (e.g., I'm, I'll, can't).	Skill Area 5 - Phonemic Awareness (PA)	Skill 14 - PA14 Understanding reduced forms, i.e., such as contractions and elision often used in colloquial speech
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 18 - VA18 Recognizing high frequency words
AZ R01-S1C3-07 - Use knowledge of word order (syntax) and context to confirm decoding.		
AZ R01-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R01-S1C4-01 - Recognize base words and their inflections (e.g., look, looks, looked, looking).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
AZ R01-S1C4-02 - Classify common words into conceptual categories (e.g., animals, foods, toys).		
AZ R01-S1C4-03 - Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).		
AZ R01-S1C4-04 - Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	Skill Area 7 - Structural Analysis (SA)	Skill 6 - SA06 Recognizing compound nouns
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 3 - VA03AC Predicting meaning of compound words
AZ R01-S1C5 - Fluency: read fluently.		
AZ R01-S1C5-01 - Consistently read grade level text with at least 90 percent accuracy.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R01-S1C5-02 - Read aloud with fluency in a manner that sounds like natural speech.		
AZ R01-S1C6 - Comprehension Strategies:employ strategies to comprehend text.		
AZ R01-S1C6-01 - Predict what might happen next in a reading selection.		
AZ R01-S1C6-02 - Relate information and events in a reading selection to life experiences and life experiences to the text.		
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R01-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R01-S2C1-01 - Identify the plot of a literary selection, heard or read.	Skill Area 5 - Phonemic Awareness (PA)	Skill 3 - PA03AC Responding to WH questions
AZ R01-S2C1-02 - Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.		
AZ R01-S2C1-03 - Sequence a series of events in a literary selection, heard or read.		
AZ R01-S2C1-04 - Determine whether a literary selection, heard or read, is realistic or fantasy.		
AZ R01-S2C1-05 - Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.		
AZ R01-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R01-S2C2-01 - Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 1, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R01-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R01-S3C1-01 - Identify the topic of expository text, heard or read.		
AZ R01-S3C1-02 - Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.		
AZ R01-S3C1-03 - Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.		
AZ R01-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R01-S3C2-01 - Follow a set of written multi-step directions with picture cues to assist.		
AZ R01-S3C2-02 - Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.		
AZ R01-S3C2-03 - State the meaning of specific signs (e.g., traffic, safety, warning signs).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R02-S1C1 - Print Concepts: demonstrate understanding of print concepts.		
AZ R02-S1C1-01 - Alphabetize a series of words to the second letter.		
AZ R02-S1C1-02 - Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Knowing the concepts of print
	Skill Area 10 - Grammatical Structure Acquisition (GS)	Skill 10 - GS10 Recognizing basic sentence structure
		Skill 11 - GS11AC Identifying types of sentence structure and appropriate punctuation
AZ R02-S1C2 - Phonemic Awareness: identify and manipulate the sounds of speech.		
AZ R02-S1C2-01 - Orally segment a multi-syllable word into its syllables.		
AZ R02-S1C2-02 - Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
AZ R02-S1C2-03 - Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).		
AZ R02-S1C3 - Phonics: decode words, using knowledge of phonics, syllabication, and word parts		
AZ R02-S1C3-01 - Read multi- syllabic words fluently, using letter- sound knowledge.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
		Skill 4 - PA04AC Developing decoding skills
		Skill 7 - PA07 Developing an awareness of American English phonemes
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 2 - PH02 - Recognizing consonant sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R02-S1C3-02 - Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
AZ R02-S1C3-03 - Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
	Skill Area 12 - Communicative Tasks (CT)	Skill 58 - CT58AC Using regular and irregular plurals correctly
AZ R02-S1C3-04 - Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
AZ R02-S1C3-05 - Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.		
AZ R02-S1C3-06 - Recognize high frequency words and irregular sight words	Skill Area 1 - Overall Product (OP)	Skill 3 - OP03 Acquiring English through visual input (graphics with sound and graphics with text and sound)

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
		Skill 4 - OP04 Retaining English through graphics and sound with no translation needed
		Skill 8 - OP08 Practicing 4050 explicitly taught English words across three libraries
		Skill 15 - OP15 Developing basic, high frequency, and sight vocabulary in English
	Skill Area 4 - General Readiness (GR)	Skill 2 - GR02AC Matching spoken words to printed words
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 1 - VA01 - Acquiring a core vocabulary
		Skill 18 - VA18 Recognizing high frequency words
		Skill 19 - VA19AC Recognizing one-syllable and high-frequency words
		Skill 20 - VA20AC Reading sight words
AZ R02-S1C3-07 - Read common contractions fluently (e.g., haven't, it's, aren't).	Skill Area 5 - Phonemic Awareness (PA)	Skill 14 - PA14 Understanding reduced forms, i.e., such as contractions and elision often used in colloquial speech
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 18 - VA18 Recognizing high frequency words
AZ R02-S1C3-08 - Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
AZ R02-S1C3-09 - Use knowledge of word order (syntax) and context to confirm decoding.	Skill Area 11 - Oral Communication (OC)	Skill 5 - OC05 Recognizing language chunks (syntactic phrasal structures)
		Skill 6 - OC06 Recognizing basic structures (grammatical structures, word order conventions)
AZ R02-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R02-S1C4-01 - Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.	Skill Area 7 - Structural Analysis (SA)	Skill 4 - SA04 Recognizing prefixes
AZ R02-S1C4-02 - Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	Skill Area 7 - Structural Analysis (SA)	Skill 4 - SA04 Recognizing prefixes
AZ R02-S1C4-03 - Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R02-S1C4-04 - Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
AZ R02-S1C4-05 - Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).		
AZ R02-S1C4-06 - Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).		
AZ R02-S1C4-07 - Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	Skill Area 7 - Structural Analysis (SA)	Skill 6 - SA06 Recognizing compound nouns
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 3 - VA03AC Predicting meaning of compound words
AZ R02-S1C5 - Fluency: read fluently.		
AZ R02-S1C5-01 - Consistently read grade level text with at least 90 percent accuracy.		
AZ R02-S1C5-02 - Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.		
AZ R02-S1C5-03 - Use punctuation, including commas, periods, and question marks to guide reading for fluency.		
AZ R02-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R02-S1C6-01 - Predict what might happen next in a reading selection.		
AZ R02-S1C6-02 - Compare a prediction about an action or event to what actually occurred within a text.		
AZ R02-S1C6-03 - Ask relevant questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 7 - CT07 Practicing WH-questions
AZ R02-S1C6-04 - Relate information and events in a reading selection to life experiences and life experiences to the text.		

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Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R02-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R02-S2C1-01 - Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	Skill Area 5 - Phonemic Awareness (PA)	Skill 3 - PA03AC Responding to WH questions
		Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
AZ R02-S2C1-02 - Describe characters (e.g., traits, roles, similarities) within a literary selection.		
AZ R02-S2C1-03 - Sequence a series of events in a literary selection.		
AZ R02-S2C1-04 - Identify cause and effect of specific events in a literary selection.		
AZ R02-S2C1-05 - Identify words that the author selects in a literary selection to create a graphic visual experience.		
AZ R02-S2C1-06 - Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.		
AZ R02-S2C1-07 - Identify differences between fiction and nonfiction.		
AZ R02-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R02-S2C2-01 - Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 2, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R02-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R02-S3C1-01 - Identify the main idea in expository text.		
AZ R02-S3C1-02 - Locate facts in response to questions about expository text.		
AZ R02-S3C1-03 - Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)		
AZ R02-S3C1-04 - Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)		
AZ R02-S3C1-05 - Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)		
AZ R02-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R02-S3C2-01 - Follow a set of written multi-step directions.		
AZ R02-S3C2-02 - Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.		
AZ R02-S3C2-03 - State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R03-S1C1 - Print Concepts: demonstrate understanding of print concepts.		
AZ R03-S1C1-01 - Alphabetize a series of words to the third letter.		
AZ R03-S1C1-02 - Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).		
AZ R03-S1C3 - Phonics: decode words, using knowledge of phonics, syllabication, and word parts.		
AZ R03-S1C3-01 - Read multi-syllabic words fluently, using letter-sound knowledge.	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 1 - GK01 - Acquiring knowledge of the English sound system
		Skill 2 - GK02 - Recognizing the sounds of names of letters
		Skill 3 - GK03 - Recognizing the sounds of letter combinations
	Skill Area 4 - General Readiness (GR)	Skill 5 - GR05 Knowing the sounds of letters
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
		Skill 2 - PH02 - Recognizing consonant sounds
		Skill 3 - PH03 - Recognizing consonant blends
		Skill 4 - PH04 - Recognizing vowel sounds
AZ R03-S1C3-02 - Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	Skill Area 4 - General Readiness (GR)	Skill 11 - GR11 Identifying syllables
	Skill Area 5 - Phonemic Awareness (PA)	Skill 1 - PA01 - Using phonemic awareness to read
	Skill Area 6 - Phonics (PH)	Skill 1 - PH01 - Developing phonetic knowledge of sounds
AZ R03-S1C3-03 - Apply knowledge of the following common spelling patterns to read words		

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Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R03-S1C3-03a - Apply knowledge of the following common spelling patterns to read words that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
	Skill Area 12 - Communicative Tasks (CT)	Skill 52 - CT52AC Determining correct spelling
AZ R03-S1C3-03b - Apply knowledge of the following common spelling patterns to read words with final consonants that need to be doubled when adding an ending (e.g., hop/hopping).		
AZ R03-S1C3-03c - Apply knowledge of the following common spelling patterns to read words that require changing the final y to i (e.g., baby/babies).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
	Skill Area 12 - Communicative Tasks (CT)	Skill 52 - CT52AC Determining correct spelling
AZ R03-S1C3-03d - Apply knowledge of the following common spelling patterns to read words that end in -tion, -sion, (e.g., election, vision).		
AZ R03-S1C3-03e - Apply knowledge of the following common spelling patterns to read words with complex word families (e.g., -ight, -ought).		
AZ R03-S1C3-03f - Apply knowledge of the following common spelling patterns to read words that include common prefixes, suffixes and root words.		
AZ R03-S1C3-04 - Read common abbreviations (e.g., Wed., Sept.) fluently.		
AZ R03-S1C3-05 - Recognize high frequency words and irregular sight words.	Skill Area 1 - Overall Product (OP)	Skill 3 - OP03 Acquiring English through visual input (graphics with sound and graphics with text and sound)
		Skill 4 - OP04 Retaining English through graphics and sound with no translation needed
		Skill 8 - OP08 Practicing 4050 explicitly taught English words across three libraries

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
		Skill 15 - OP15 Developing basic, high frequency, and sight vocabulary in English
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 1 - VA01 - Acquiring a core vocabulary
		Skill 18 - VA18 Recognizing high frequency words
AZ R03-S1C3-06 - Use knowledge of word order (syntax) and context to confirm decoding.	Skill Area 11 - Oral Communication (OC)	Skill 6 - OC06 Recognizing basic structures (grammatical structures, word order conventions)
AZ R03-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R03-S1C4-01 - Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.	Skill Area 7 - Structural Analysis (SA)	Skill 4 - SA04 Recognizing prefixes
AZ R03-S1C4-02 - Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.		
AZ R03-S1C4-03 - Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Practicing 4050 explicitly taught English words across three libraries
AZ R03-S1C4-04 - Identify the words that comprise a contraction (e.g., can't = can not, it's = it is, aren't = are not).	Skill Area 7 - Structural Analysis (SA)	Skill 5 - SA05AC Spelling affixes, contractions, and syllable constructions correctly
AZ R03-S1C4-05 - Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	Skill Area 7 - Structural Analysis (SA)	Skill 6 - SA06 Recognizing compound nouns
AZ R03-S1C4-06 - Determine the meaning of common synonyms, antonyms, and homographs.		
AZ R03-S1C4-07 - Use the dictionary and thesaurus to determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech).		
AZ R03-S1C5 - Fluency: read fluently.		
AZ R03-S1C5-01 - Consistently read grade level text with at least 90 percent accuracy.		

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Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R03-S1C5-02 - Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.		
AZ R03-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R03-S1C6-01 - Predict events and actions, based upon prior knowledge and text features.		
AZ R03-S1C6-02 - Compare a prediction about an action or event to what actually occurred within a text.		
AZ R03-S1C6-03 - Ask relevant questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 7 - CT07 Practicing WH-questions
AZ R03-S1C6-04 - Answer clarifying questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 5 - CT05AC Responding to questions
AZ R03-S1C6-05 - Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.		
AZ R03-S1C6-06 - Connect information and events in text to experience and to related text and sources.		
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R03-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R03-S2C1-01 - Compare (and contrast) literary elements across stories, including plots, settings, and characters.		
AZ R03-S2C1-02 - Describe characters (e.g., traits, roles, similarities) within a literary selection.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R03-S2C1-03 - Sequence a series of events in a literary selection.		
AZ R03-S2C1-04 - Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.		
AZ R03-S2C1-05 - Identify the speaker or narrator in a literary selection.		
AZ R03-S2C1-06 - Identify rhyme, rhythm, repetition, and sensory images in poetry.		
AZ R03-S2C1-07 - Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.		
AZ R03-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R03-S2C2-01 - Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R03-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R03-S3C1-01 - Identify the main idea and supporting details in expository text.		
AZ R03-S3C1-02 - Locate facts in response to questions about expository text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R03-S3C1-03 - Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)		
AZ R03-S3C1-04 - Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing)		
AZ R03-S3C1-05 - Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)		
AZ R03-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R03-S3C2-01 - Follow a set of written multi-step directions.		
AZ R03-S3C2-02 - Provide multi-step directions.	Skill Area 11 - Oral Communication (OC)	Skill 13 - OC13AC Giving precise directions and instructions
AZ R03-S3C2-03 - Evaluate written directions for sequence and completeness.		
AZ R03-S3C2-04 - Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.		
AZ R03-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R03-S3C3-01 - Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).		

Standards List with Aligned Product Skills		
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Arizona, Reading, 2003, Grade 3, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R03-S3C3-02 - Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 4, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R04-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R04-S1C4-01 - Use knowledge of root words and affixes to determine the meaning of unknown words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R04-S1C4-02 - Use context to determine the relevant meaning of a word.	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R04-S1C4-03 - Determine the difference between figurative language and literal language.		
AZ R04-S1C4-04 - Identify figurative language, including similes, personification, and idioms.	Skill Area 11 - Oral Communication (OC)	Skill 15 - OC15 Recognizing idiomatic expressions
AZ R04-S1C4-05 - Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).		
AZ R04-S1C4-06 - Identify antonyms, synonyms, and homographs for given words within text.		
AZ R04-S1C5 - Fluency: read fluently.		
AZ R04-S1C5-01 - Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
	Skill Area 11 - Oral Communication (OC)	Skill 2 - OC02 - Building fluency through practice
AZ R04-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 4, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R04-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R04-S1C6-02 - Confirm predictions about text for accuracy.		
AZ R04-S1C6-03 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R04-S1C6-04 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R04-S1C6-05 - Connect information and events in a text to experience and to related text and sources.		
AZ R04-S1C6-06 - Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 5 - PA05AC Focusing on key words and connecting with prior knowledge
		Skill 6 - PA06AC Answering WH questions from text
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R04-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R04-S2C1-01 - Identify the main problem or conflict of a plot.		
AZ R04-S2C1-02 - Identify the resolution of a problem or conflict in a plot.		
AZ R04-S2C1-03 - Identify the moral of literary selection (e.g. fables, folktales, fairytales, legends).		
AZ R04-S2C1-04 - Distinguish between major characters and minor characters.		
AZ R04-S2C1-05 - Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).		

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Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 4, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R04-S2C1-06 - Identify the speaker or narrator in a literary selection.		
AZ R04-S2C1-07 - Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).		
AZ R04-S2C1-08 - Compare (and contrast) the characters, events, and setting in a literary selection.		
AZ R04-S2C1-09 - Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.		
AZ R04-S2C1-10 - Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.		
AZ R04-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R04-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R04-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R04-S3C1-01 - Identify the main idea and supporting details in expository text.		
AZ R04-S3C1-02 - Distinguish fact from opinion in expository text.		
AZ R04-S3C1-03 - Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	Skill Area 12 - Communicative Tasks (CT)	Skill 12 - CT12 Recognizing a speaker's purpose

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 4, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R04-S3C1-04 - Locate specific information by using organizational features (table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)		
AZ R04-S3C1-05 - Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)		
AZ R04-S3C1-06 - Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)		
AZ R04-S3C1-07 - Distinguish cause from effect.		
AZ R04-S3C1-08 - Draw valid conclusions based on information gathered from expository text.		
AZ R04-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R04-S3C2-01 - Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).		
AZ R04-S3C2-02 - Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	Skill Area 2 - Technology - Software (TS)	Skill 8 - TS08 Following instructions within the program

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 4, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R04-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R04-S3C3-01 - Determine the author's position regarding a particular idea, subject, concept, or object.		
AZ R04-S3C3-02 - Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 5, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R05-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R05-S1C4-01 - Use knowledge of root words and affixes to determine the meaning of unknown words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R05-S1C4-02 - Use context to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R05-S1C4-03 - Determine the difference between figurative language and literal language.		
AZ R05-S1C4-04 - Determine the meaning of figurative language, including similes, personification, and idioms.	Skill Area 11 - Oral Communication (OC)	Skill 15 - OC15 Recognizing idiomatic expressions
AZ R05-S1C4-05 - Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).		
AZ R05-S1C4-06 - Identify antonyms, synonyms, and homographs for given words within text.		
AZ R05-S1C5 - Fluency: read fluently.		
AZ R05-S1C5-01 - Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
	Skill Area 11 - Oral Communication (OC)	Skill 2 - OC02 - Building fluency through practice

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 5, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R05-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R05-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R05-S1C6-02 - Confirm predictions about text for accuracy.		
AZ R05-S1C6-03 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R05-S1C6-04 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R05-S1C6-05 - Connect information and events in a text to experience and to related text and sources.		
AZ R05-S1C6-06 - Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 5 - PA05AC Focusing on key words and connecting with prior knowledge
		Skill 6 - PA06AC Answering WH questions from text
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R05-S2C1 - Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R05-S2C1-01 - Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).		
AZ R05-S2C1-02 - Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.		
AZ R05-S2C1-03 - Distinguish between major characters and minor characters.		
AZ R05-S2C1-04 - Analyze how a character's traits influence that character's actions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 5, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R05-S2C1-05 - Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.		
AZ R05-S2C1-06 - Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.		
AZ R05-S2C1-07 - Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.		
AZ R05-S2C1-08 - Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).		
AZ R05-S2C1-09 - Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.		
AZ R05-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R05-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R05-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R05-S3C1-01 - Identify the main idea and supporting details in expository text.		
AZ R05-S3C1-02 - Distinguish fact from opinion in expository text, using supporting evidence from text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 5, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R05-S3C1-03 - Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	Skill Area 12 - Communicative Tasks (CT)	Skill 12 - CT12 Recognizing a speaker's purpose
AZ R05-S3C1-04 - Locate specific information by using organizational features (table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)		
AZ R05-S3C1-05 - Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)		
AZ R05-S3C1-06 - Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)		
AZ R05-S3C1-07 - Identify cause and effect relationships (stated and implied).		
AZ R05-S3C1-08 - Draw valid conclusions based on information gathered from expository text.		
AZ R05-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R05-S3C2-01 - Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 5, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R05-S3C2-02 - Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	Skill Area 2 - Technology - Software (TS)	Skill 8 - TS08 Following instructions within the program
AZ R05-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R05-S3C3-01 - Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.		
AZ R05-S3C3-02 - Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.		
AZ R05-S3C3-03 - Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R06-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R06-S1C4-01 - Determine the effect of affixes on root words.	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R06-S1C4-02 - Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 2 - VA02AC Identifying words from definitions, synonyms, examples, and comparisons Skill 10 - VA10 Building vocabulary
		Skill 13 - VA13AC Understanding and explaining "shades of meaning"
		Skill 14 - VA14AC Clarifying word meanings Skill 17 - VA17AC Using vocabulary words appropriately in context
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R06-S1C4-03 - Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
		Skill 16 - VA16AC Understanding multiple meaning words
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R06-S1C4-04 - Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	Skill Area 11 - Oral Communication (OC)	Skill 15 - OC15 Recognizing idiomatic expressions
AZ R06-S1C4-05 - Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R06-S1C5 - Fluency: read fluently.		
AZ R06-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
AZ R06-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R06-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R06-S1C6-02 - Confirm predictions about text for accuracy.		
AZ R06-S1C6-03 - Generate clarifying questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R06-S1C6-04 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R06-S1C6-05 - Connect information and events in text to experience and to related text and sources.		
AZ R06-S1C6-06 - Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
AZ R06-S1C6-07 - Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R06-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R06-S2C1-01 - Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).		
AZ R06-S2C1-02 - Identify the theme in works of prose, poetry, and drama.		
AZ R06-S2C1-03 - Describe the motivations of major and minor characters.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
AZ R06-S2C1-04 - Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.		
AZ R06-S2C1-05 - Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.		
AZ R06-S2C1-06 - Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.		
AZ R06-S2C1-07 - Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).		
AZ R06-S2C1-08 - Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R06-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R06-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R06-S2C2-02 - Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R06-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R06-S3C1-01 - Restate the main idea (explicit or implicit) and supporting details in expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R06-S3C1-02 - Summarize the main idea and critical details of expository text, maintaining chronological or logical order.		
AZ R06-S3C1-03 - Distinguish fact from opinion in expository text, providing supporting evidence from text.		
AZ R06-S3C1-04 - Identify the author's stated or implied purpose(s) for writing expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
	Skill Area 12 - Communicative Tasks (CT)	Skill 12 - CT12 Recognizing a speaker's purpose
AZ R06-S3C1-05 - Locate specific information by using organizational features (table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R06-S3C1-06 - Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)		
AZ R06-S3C1-07 - Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)		
AZ R06-S3C1-08 - Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.		
AZ R06-S3C1-09 - Draw valid conclusions about expository text, supported by text evidence.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R06-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R06-S3C2-01 - Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		
AZ R06-S3C2-02 - Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.		
AZ R06-S3C2-03 - Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).	Skill Area 2 - Technology - Software (TS)	Skill 8 - TS08 Following instructions within the program
AZ R06-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 6, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R06-S3C3-01 - Determine the author's specific purpose for writing the persuasive text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R06-S3C3-02 - Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.		
AZ R06-S3C3-03 - Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R07-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R07-S1C4-01 - Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R07-S1C4-02 - Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 1 - VA01 - Acquiring a core vocabulary
		Skill 10 - VA10 Building vocabulary
		Skill 13 - VA13AC Understanding and explaining "shades of meaning"
		Skill 14 - VA14AC Clarifying word meanings
		Skill 17 - VA17AC Using vocabulary words appropriately in context
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R07-S1C4-03 - Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
		Skill 16 - VA16AC Understanding multiple meaning words
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R07-S1C4-04 - Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	Skill Area 11 - Oral Communication (OC)	Skill 15 - OC15 Recognizing idiomatic expressions

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S1C4-05 - Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).		
AZ R07-S1C5 - Fluency: read fluently.		
AZ R07-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
	Skill Area 10 - Grammatical Structure Acquisition (GS)	Skill 3 - GS03AC Identifying and correctly using verb forms with there is/there are constructions
AZ R07-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R07-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R07-S1C6-02 - Confirm predictions about text for accuracy.		
AZ R07-S1C6-03 - Generate clarifying questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R07-S1C6-04 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R07-S1C6-05 - Connect information and events in text to experience and to related text and sources.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S1C6-06 - Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
AZ R07-S1C6-07 - Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R07-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R07-S2C1-01 - Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.		
AZ R07-S2C1-02 - Recognize multiple themes in works of prose, poetry, and drama.		
AZ R07-S2C1-03 - Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 12 - Communicative Tasks (CT)	Skill 22 - CT22 Practicing identifying, describing, and comparing
AZ R07-S2C1-04 - Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S2C1-05 - Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.		
AZ R07-S2C1-06 - Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.		
AZ R07-S2C1-07 - Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.		
AZ R07-S2C1-08 - Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.		
AZ R07-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R07-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R07-S2C2-02 - Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R07-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R07-S3C1-01 - Restate the main idea (explicit or implicit) and supporting details in expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S3C1-02 - Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.		
AZ R07-S3C1-03 - Distinguish fact from opinion in expository text, providing supporting evidence from text.		
AZ R07-S3C1-04 - Identify the author's stated or implied purpose(s) for writing expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
	Skill Area 12 - Communicative Tasks (CT)	Skill 12 - CT12 Recognizing a speaker's purpose
AZ R07-S3C1-05 - Locate specific information by using organizational features (table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic/concluding sentences, endnotes, footnotes, bibliographic references) in expository text.		
AZ R07-S3C1-06 - Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)		
AZ R07-S3C1-07 - Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)		
AZ R07-S3C1-08 - Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)		
AZ R07-S3C1-09 - Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S3C1-10 - Make relevant inferences about expository text, supported by text evidence.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R07-S3C1-11 - Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.		
AZ R07-S3C1-12 - Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.		
AZ R07-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R07-S3C2-01 - Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		
AZ R07-S3C2-02 - Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.		
AZ R07-S3C2-03 - Interpret details from a variety of functional text (warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (to follow directions, to solve problems, to perform procedures, to answer questions).	Skill Area 2 - Technology - Software (TS)	Skill 8 - TS08 Following instructions within the program
AZ R07-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R07-S3C3-01 - Determine the author's specific purpose for writing the persuasive text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 7, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R07-S3C3-02 - Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.		
AZ R07-S3C3-03 - Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R08-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R08-S1C4-01 - Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R08-S1C4-02 - Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 2 - VA02AC Identifying words from definitions, synonyms, examples, and comparisons
		Skill 10 - VA10 Building vocabulary
		Skill 13 - VA13AC Understanding and explaining "shades of meaning"
		Skill 14 - VA14AC Clarifying word meanings
		Skill 17 - VA17AC Using vocabulary words appropriately in context
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R08-S1C4-03 - Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
		Skill 16 - VA16AC Understanding multiple meaning words
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
AZ R08-S1C4-04 - Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.	Skill Area 11 - Oral Communication (OC)	Skill 15 - OC15 Recognizing idiomatic expressions

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S1C4-05 - Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).		
AZ R08-S1C5 - Fluency: read fluently.		
AZ R08-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
AZ R08-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R08-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R08-S1C6-02 - Confirm predictions about text for accuracy.		
AZ R08-S1C6-03 - Generate clarifying questions in order to comprehend text.	Skill Area 5 - Phonemic Awareness (PA)	Skill 17 - PA17AC Demonstrating reading comprehension by asking and answering questions of the text
	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R08-S1C6-04 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R08-S1C6-05 - Connect information and events in text to experience and to related text and sources.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S1C6-06 - Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
AZ R08-S1C6-07 - Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
	Skill Area 12 - Communicative Tasks (CT)	Skill 9 - CT09AC Answering questions to show comprehension of cause and effect
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R08-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R08-S2C1-01 - Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.		
AZ R08-S2C1-02 - Compare (and contrast) themes across works of prose, poetry, and drama.		
AZ R08-S2C1-03 - Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	Skill Area 4 - General Readiness (GR)	Skill 3 - GR03AC Developing reading fluency and comprehension
	Skill Area 12 - Communicative Tasks (CT)	Skill 22 - CT22 Practicing identifying, describing, and comparing
AZ R08-S2C1-04 - Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S2C1-05 - Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.		
AZ R08-S2C1-06 - Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.		
AZ R08-S2C1-07 - Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).		
AZ R08-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R08-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R08-S2C2-02 - Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R08-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R08-S3C1-01 - Restate the main idea (explicit or implicit) and supporting details in expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R08-S3C1-02 - Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.		
AZ R08-S3C1-03 - Distinguish fact from opinion in expository text, providing supporting evidence from text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S3C1-04 - Identify the author's stated or implied purpose(s) for writing expository text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
	Skill Area 12 - Communicative Tasks (CT)	Skill 12 - CT12 Recognizing a speaker's purpose
AZ R08-S3C1-05 - Locate specific information by using organizational features (table of contents, headings, captions, bold, italics, glossaries, indices, key/guide words, topic/concluding sentences, endnotes, footnotes, bibliographic references) in expository text.		
AZ R08-S3C1-06 - Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)		
AZ R08-S3C1-07 - Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)		
AZ R08-S3C1-08 - Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)		
AZ R08-S3C1-09 - Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.		
AZ R08-S3C1-10 - Make relevant inferences about expository text, supported by text evidence.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R08-S3C1-11 - Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S3C1-12 - Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.		
AZ R08-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R08-S3C2-01 - Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		
AZ R08-S3C2-02 - Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.		
AZ R08-S3C2-03 - Interpret details from a variety of functional text (warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (to follow directions, to solve problems, to perform procedures, to answer questions).	Skill Area 2 - Technology - Software (TS)	Skill 8 - TS08 Following instructions within the program
AZ R08-S3C2-04 - Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.		
AZ R08-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R08-S3C3-01 - Determine the author's specific purpose for writing the persuasive text.	Skill Area 8 - Listening (L)	Skill 8 - L08AC Listening to understand an author's perspective in a text
AZ R08-S3C3-02 - Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 8, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R08-S3C3-03 - Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.		
AZ R08-S3C3-04 - Identify specific instances of bias in persuasive text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R09-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R09-S1C4-01 - Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 5 - GK05AC Using common English morphemes in oral and silent reading
	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 9 - VA09AC Using English morphemes
		Skill 10 - VA10 Building vocabulary
AZ R09-S1C4-02 - Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
		Skill 8 - OC08AC Using effective and varied English language
AZ R09-S1C4-03 - Distinguish between the denotative and connotative meanings of words.		
AZ R09-S1C4-04 - Identify the meaning of metaphors based on common literary allusions.		
AZ R09-S1C4-05 - Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-ROM and the Internet when available).		
AZ R09-S1C5 - Fluency: read fluently.		
AZ R09-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R09-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R09-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R09-S1C6-02 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions Skill 7 - CT07 Practicing WH-questions
AZ R09-S1C6-03 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R09-S1C6-04 - Connect information and events in text to experience and to related text and sources.		
AZ R09-S1C6-05 - Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
		Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
		Skill 14 - L14AC Answering questions and making assertions about text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R09-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R09-S2C1-01 - Describe the author's use of literary elements.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R09-S2C1-01a - Describe the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life).		
AZ R09-S2C1-01b - Describe the author's use of literary elements: point of view (e.g., first vs. third, limited vs. omniscient).		
AZ R09-S2C1-01c - Describe the author's use of literary elements: characterization (qualities, motives, actions, thoughts, dialogue, development, interactions).	Skill Area 5 - Phonemic Awareness (PA)	Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
		Skill 22 - CT22 Practicing identifying, describing, and comparing
AZ R09-S2C1-01d - Describe the author's use of literary elements: setting (time of day or year, historical period, place, situation).	Skill Area 5 - Phonemic Awareness (PA)	Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
		Skill 22 - CT22 Practicing identifying, describing, and comparing
AZ R09-S2C1-01e - Describe the author's use of literary elements: plot (exposition, conflict, rising action, climax, falling action, and resolution).		
AZ R09-S2C1-02 - Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R09-S2C1-03 - Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).		
AZ R09-S2C1-04 - Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.		
AZ R09-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R09-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R09-S2C2-02 - Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).		
AZ R09-S2C2-03 - Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R09-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R09-S3C1-01 - Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R09-S3C1-02 - Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.		
AZ R09-S3C1-03 - Locate specific information by using organizational features (table of contents, headings, captions, bold, italics, glossaries, indices, key/guide words, topic/concluding sentences, endnotes, footnotes, bibliographic references) in expository text.		
AZ R09-S3C1-04 - Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)		
AZ R09-S3C1-05 - Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)		
AZ R09-S3C1-06 - Use knowledge of modes of expository writing (chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	Skill Area 8 - Listening (L)	Skill 14 - L14AC Answering questions and making assertions about text read aloud
AZ R09-S3C1-07 - Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).		
AZ R09-S3C1-08 - Support conclusions drawn from ideas and concepts in expository text.	Skill Area 8 - Listening (L)	Skill 14 - L14AC Answering questions and making assertions about text read aloud

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 9, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R09-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R09-S3C2-01 - Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.		
AZ R09-S3C2-02 - Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to draw conclusions.		
AZ R09-S3C2-03 - Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).		
AZ R09-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R09-S3C3-01 - Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.		
AZ R09-S3C3-02 - Evaluate the appropriateness of an author's word choice for an intended audience.		
AZ R09-S3C3-03 - Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R10-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R10-S1C4-01 - Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Skill Area 3 - Graphophonemic Knowledge (GK)	Skill 5 - GK05AC Using common English morphemes in oral and silent reading
	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 9 - VA09AC Using English morphemes
		Skill 10 - VA10 Building vocabulary
AZ R10-S1C4-02 - Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
	Skill Area 11 - Oral Communication (OC)	Skill 4 - OC04 Using context clues
		Skill 8 - OC08AC Using effective and varied English language
AZ R10-S1C4-03 - Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).		
AZ R10-S1C4-04 - Identify the meaning of metaphors based on common literary allusions.		
AZ R10-S1C4-05 - Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD ROM and the Internet when available).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R10-S1C5 - Fluency: read fluently.		
AZ R10-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R10-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R10-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R10-S1C6-02 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R10-S1C6-03 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R10-S1C6-04 - Connect information and events in text to experience and to related text and sources.		
AZ R10-S1C6-05 - Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
		Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
		Skill 14 - L14AC Answering questions and making assertions about text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R10-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R10-S2C1-01 - Analyze the author's use of literary elements.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R10-S2C1-01a - Analyze the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life).		
AZ R10-S2C1-01b - Analyze the author's use of literary elements: point of view (e.g., first vs. third, limited vs. omniscient).		
AZ R10-S2C1-01c - Analyze the author's use of literary elements: characterization (qualities, motives, actions, thoughts, dialogue, development, interactions).		
AZ R10-S2C1-01d - Analyze the author's use of literary elements: setting (time of day or year, historical period, place, situation).		
AZ R10-S2C1-01e - Analyze the author's use of literary elements: plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).		
AZ R10-S2C1-02 - Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.		
AZ R10-S2C1-03 - Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).		
AZ R10-S2C1-04 - Identify how an author's choice of words and imagery sets the tone and advances the work's theme.		
AZ R10-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R10-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R10-S2C2-02 - Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).		
AZ R10-S2C2-03 - Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R10-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R10-S3C1-01 - Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.		
AZ R10-S3C1-02 - Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.		
AZ R10-S3C1-03 - Locate specific information by using organizational features (table of contents, headings, captions, bold, italics, glossaries, indices, key/guide words, topic/concluding sentences, endnotes, footnotes, bibliographic references) in expository text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R10-S3C1-04 - Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks.		
AZ R10-S3C1-05 - Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)		
AZ R10-S3C1-06 - Use knowledge of modes of expository writing (chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	Skill Area 8 - Listening (L)	Skill 14 - L14AC Answering questions and making assertions about text read aloud
AZ R10-S3C1-07 - Make relevant inferences by synthesizing concepts and ideas from a single reading selection.		
AZ R10-S3C1-08 - Support conclusions drawn from ideas and concepts in expository text.	Skill Area 8 - Listening (L)	Skill 14 - L14AC Answering questions and making assertions about text read aloud
AZ R10-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R10-S3C2-01 - Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to solve a problem.		
AZ R10-S3C2-02 - Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, and schematic diagrams) to draw conclusions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 10, Arizona Academic Content Standards produced by the Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R10-S3C2-03 - Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).		
AZ R10-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R10-S3C3-01 - Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in persuasive text.		
AZ R10-S3C3-02 - Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.		
AZ R10-S3C3-03 - Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 11, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R11-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R11-S1C4-01 - Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R11-S1C4-02 - Identify the meaning of metaphors based on literary allusions and conceits.		
AZ R11-S1C5 - Fluency: read fluently.		
AZ R11-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
AZ R11-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R11-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R11-S1C6-02 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R11-S1C6-03 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R11-S1C6-04 - Connect information and events in text to experience and to related text and sources.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 11, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R11-S1C6-05 - Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
		Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
		Skill 14 - L14AC Answering questions and making assertions about text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R11-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R11-S2C1-01 - Evaluate the author's use of literary elements.		
AZ R11-S2C1-01a - Evaluate the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life).		
AZ R11-S2C1-01b - Evaluate the author's use of literary elements: point of view (e.g., first vs. third, limited vs. omniscient).		
AZ R11-S2C1-01c - Evaluate the author's use of literary elements: characterization (qualities, motives, actions, thoughts, dialogue, development, interactions).		
AZ R11-S2C1-01d - Evaluate the author's use of literary elements: setting (time of day or year, historical period, place, situation).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 11, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R11-S2C1-01e - Evaluate the author's use of literary elements: plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).		
AZ R11-S2C1-02 - Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.		
AZ R11-S2C1-03 - Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.		
AZ R11-S2C1-04 - Explain the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.		
AZ R11-S2C1-05 - Analyze an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.		
AZ R11-S2C1-06 - Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements(e.g., line length,punctuation, word position).		
AZ R11-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R11-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 11, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R11-S2C2-02 - Relate literary works to the traditions, themes, and issues of their eras.		
AZ R11-S2C2-03 - Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R11-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R11-S3C1-01 - Critique the consistency and clarity of the text's purposes.		
AZ R11-S3C1-02 - Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).		
AZ R11-S3C1-03 - Make relevant inferences by synthesizing concepts and ideas from a single reading selection.		
AZ R11-S3C1-04 - Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.		
AZ R11-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R11-S3C2-01 - Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 11, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R11-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R11-S3C3-01 - Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.		
AZ R11-S3C3-02 - Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.		
AZ R11-S3C3-03 - Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 12, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
- Strand 1 - READING PROCESS		
AZ R12-S1C4 - Vocabulary: acquire and use new vocabulary in relevant contexts.		
AZ R12-S1C4-01 - Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Skill Area 7 - Structural Analysis (SA)	Skill 1 - SA01 - Recognizing word endings
		Skill 4 - SA04 Recognizing prefixes
	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 10 - VA10 Building vocabulary
AZ R12-S1C4-02 - Identify the meaning of metaphors based on literary allusions and conceits.		
AZ R12-S1C5 - Fluency: read fluently.		
AZ R12-S1C5-01 - Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Skill Area 9 - Vocabulary Acquisition (VA)	Skill 21 - VA21 Achieving automaticity in recognizing language components
AZ R12-S1C6 - Comprehension Strategies: employ strategies to comprehend text.		
AZ R12-S1C6-01 - Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).		
AZ R12-S1C6-02 - Generate clarifying questions in order to comprehend text.	Skill Area 12 - Communicative Tasks (CT)	Skill 4 - CT04 - Practicing asking and answering questions
		Skill 7 - CT07 Practicing WH-questions
AZ R12-S1C6-03 - Use graphic organizers in order to clarify the meaning of the text.		
AZ R12-S1C6-04 - Connect information and events in text to experience and to related text and sources.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 12, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R12-S1C6-05 - Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	Skill Area 5 - Phonemic Awareness (PA)	Skill 16 - PA16 Developing reading comprehension
		Skill 18 - PA18AC Answering questions in writing about literary text read aloud
	Skill Area 8 - Listening (L)	Skill 13 - L13AC Answering questions in writing about literary text read aloud
		Skill 14 - L14AC Answering questions and making assertions about text read aloud
	Skill Area 12 - Communicative Tasks (CT)	Skill 10 - CT10AC Answering questions in writing about literary text read aloud
- Strand 2 - COMPREHENDING LITERARY TEXT		
AZ R12-S2C1 - Elements of Literature: identify, analyze, and apply knowledge of the structures and elements of literature.		
AZ R12-S2C1-01 - Evaluate the author's use of literary elements.		
AZ R12-S2C1-01a - Evaluate the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life).		
AZ R12-S2C1-01b - Evaluate the author's use of literary elements: point of view (e.g., first vs. third, limited vs. omniscient).		
AZ R12-S2C1-01c - Evaluate the author's use of literary elements: characterization (qualities, motives, actions, thoughts, dialogue, development, interactions).		
AZ R12-S2C1-01d - Evaluate the author's use of literary elements: setting (time of day or year, historical period, place, situation).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 12, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R12-S2C1-01e - Evaluate the author's use of literary elements: plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).		
AZ R12-S2C1-02 - Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, allusion, figures of speech, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.		
AZ R12-S2C1-03 - Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.		
AZ R12-S2C1-04 - Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.		
AZ R12-S2C1-05 - Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.		
AZ R12-S2C1-06 - Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.		
AZ R12-S2C1-07 - Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 12, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R12-S2C2 - Historical and Cultural Aspects of Literature: recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		
AZ R12-S2C2-01 - Describe the historical and cultural aspects found in cross-cultural works of literature.		
AZ R12-S2C2-02 - Relate literary works and their authors to the seminal ideas of their eras.		
AZ R12-S2C2-03 - Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.		
- Strand 3 - COMPREHENDING INFORMATIONAL TEXT		
AZ R12-S3C1 - Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.		
AZ R12-S3C1-01 - Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.		
AZ R12-S3C1-02 - Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.		
AZ R12-S3C1-03 - Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources. (Connected to Research Strand in Writing)		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
Arizona, Reading, 2003, Grade 12, Arizona Academic Content Standards, Reading Articulated by Grade Level, produced by Arizona Department of Education	English in a Flash	
Standard	Skill Area Description	Skill Description
AZ R12-S3C1-04 - Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.		
AZ R12-S3C1-05 - Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.		
AZ R12-S3C2 - Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.		
AZ R12-S3C2-01 - Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.		
AZ R12-S3C2-02 - Evaluate the logic within functional text.		
AZ R12-S3C3 - Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.		
AZ R12-S3C3-01 - Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.		
AZ R12-S3C3-02 - Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.		
AZ R12-S3C3-03 - Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.		
AZ R12-S3C3-04 - Evaluate persuasive sources for adherence to ethics.		