Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

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Alabama Courses of Study

Language Arts

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Grade 1 - Adopted: 2021/Effective 2022				
STRAND / DOMAIN		RECURRING ST ANDARDS FOR K-3		
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Oral Language		
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness		
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.		
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Phonics		
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-		

appropriate texts.

RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.

STRAND	
DOMAIN	

ID / LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
	33	Writing Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
CATEGORY	33	Actively participate in shared writing experiences to compose and develop a well-organized
STANDARD		Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and
STANDARD STANDARD	38	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors,
STANDARD STANDARD STANDARD	38	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to

WEEK 32 P. 299 -

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 01: Introduction to Pre-Writing, p. 29-39

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE /	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.a.	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.d.	Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
RELATED CONTENT / EXPECTATION	6.e.	Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	Sort and categorize groups of words or pictures based on meaning, and label each category.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
	29	Compare and contrast texts.
CATEGORY	29 29.a.	
CATEGORY STANDARD RELATED CONTENT /		Compare and contrast texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an
CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECTIVE /	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	29.a. 29.b.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS Writing

RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.j.	Encode words with final /v/ sound, using knowledge that no English word ends with a v.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.b.	Transcribe spoken words to demonstrate that print represents oral language.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 02: Pre-Writing, p. 41-47

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	5	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
RELATED CONTENT / EXPECTATION	5.a.	Explain the roles of author(s) and illustrator(s).

EXPECTATION

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.a.	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT /	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.

RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	Sort and categorize groups of words or pictures based on meaning, and label each category.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.

RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.		
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.		
RELATED CONTENT / EXPECTATION	31.j.	Encode words with final /v/ sound, using knowledge that no English word ends with a v.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Writing		
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.		
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.		
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Writing		
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.		
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.		
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.		
		Week 03: Pre-Writng, p. 49-55		
		Alabama Courses of Study		
	Language Arts			

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/ sound for these words.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.

RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.a.	Identify possessives and plurals and use them as clues to the meaning of text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.

OBJECTIVE /		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.j.	Encode words with final /v/ sound, using knowledge that no English word ends with a v.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

STRAND / DOMAIN	LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY	Writing

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 04: Pre-Writing, p. 57-63

Alabama Courses of Study

		99
		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness

STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.a.	Identify possessives and plurals and use them as clues to the meaning of text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND /		LITERACY FOUNDATIONS

STRAND / LITERACY FOUNDATIONS DOMAIN

23.a.

OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.

RELATED
CONTENT /
EXPECTATION

Describe the characters and settings, using illustrations and textual evidence from a story.

EXPECTATION

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

teeth, and tongue during articulation.

RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 05: Pre-Writing, p. 65-71

Alabama Courses of Study

Language Arts			
Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	Sort and categorize groups of words or pictures based on meaning, and label each category.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	30	Write legibly, using proper pencil grip.
017111071110		The logicity, doing proper pointing the
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.

RELATED CONTENT / EXPECTATION	32.g.	Capitalize the pronoun I and names of individuals.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
		Week 06: Pre-Writing, p. 73-79
		Alabama Courses of Study
		Language Arts
		Grade 1 - Adopted: 2021/Effective 2022
CTDAND /		
STRAND / DOMAIN		RECURRING ST ANDARDS FOR K-3
	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE /	R3.	
OBJECTIVE / CATEGORY STRAND /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY		Expand background knowledge and build vocabulary through discussion, reading, and writing. LITERACY FOUNDATIONS Oral Language Engage in collaborative discussions about topics and texts with peers and adults in small and
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD		Expand background knowledge and build vocabulary through discussion, reading, and writing. LITERACY FOUNDATIONS Oral Language Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / OMAIN		Expand background knowledge and build vocabulary through discussion, reading, and writing. LITERACY FOUNDATIONS Oral Language Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules. LITERACY FOUNDATIONS

Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups

CONTENT / EXPECTATION

RELATED

CONTENT / EXPECTATION

6.b.

of spoken words.

OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.

RELATED CONTENT / EXPECTATION	12.a.	Identify possessives and plurals and use them as clues to the meaning of text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.

EXPECTATION

OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT /	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.

RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 07: Pre-Writing, p. 81-87

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.

LITERACY FOUNDATIONS

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /	32	
OBJECTIVE / CATEGORY	32 32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	32.a. 32.d.	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.

STRAND	ı
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

Alabama Courses of Study

Language Arts				
Grade 1 - Adopted: 2021/Effective 2022				
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3		
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Oral Language		
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness		
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.		
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Phonics		

STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.

RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
		Identify and describe the main story elements in a literary text.
STANDARD	23	identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT /		
RELATED CONTENT / EXPECTATION STRAND /		Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	23.a. 25	Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD	23.a. 25	Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a literary text.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE /	23.a. 25	Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a literary text. LITERACY FOUNDATIONS

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /	33	
OBJECTIVE / CATEGORY	33	Writing Actively participate in shared writing experiences to compose and develop a well-organized
OBJECTIVE / CATEGORY STANDARD		Writing Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and
OBJECTIVE / CATEGORY STANDARD STANDARD	38	Writing Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors,

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

second letters of the words.

Organize a list of words into alphabetical order according to the first and (when necessary)

STANDARD

41

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.a.	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.d.	Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/ sound for these words.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.

RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.

STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 10: Unit 2 Writing from Notes, p. 109-115

Alabama Courses of Study

		Language Arts
		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.a.	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, gradeappropriate texts.

RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/ sound for these words.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
CONTENT /	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /	9.c.	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	9.c.	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	12	LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	12 12.a.	LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Describe word relationships and nuances in word meanings, including relating them to their
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	12 12.a.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.

RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.

RELATED CONTENT / EXPECTATION	32.g.	Capitalize the pronoun I and names of individuals.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 11: Unit 2 Writing from Notes, p. 117-123

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

STRAND	I
DOMAIN	

D / LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.a.	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
RELATED CONTENT / EXPECTATION	6.d.	Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
RELATED CONTENT / EXPECTATION	6.e.	Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.

RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
CONTENT /	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /	23.a.	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	23.a. 25	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a literary text.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE /	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. With prompting and support, use textual evidence to explain the central message or moral of a literary text. LITERACY FOUNDATIONS

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 12: Unit 2 Writing from Notes, p. 125-132

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR K-3

R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
	LITERACY FOUNDATIONS
	Oral Language
1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
	LITERACY FOUNDATIONS
	Phonological Awareness/Phonemic Awareness
6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
	LITERACY FOUNDATIONS
	Phonics
7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph,
	1 6 6.b. 6.f. 7 7.a.

RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
	30	Write legibly, using proper pencil grip.
CATEGORY	30 30.a.	
CATEGORY STANDARD RELATED CONTENT /		Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	30.a.	Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	30.a. 30.b.	Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. Print first and last names using proper letter formation, capitalization, and punctuation.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	30.a. 30.b.	Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. Print first and last names using proper letter formation, capitalization, and punctuation. Use lower case letters in the majority of written work, using capitals only when appropriate.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	30.a. 30.b.	Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. Print first and last names using proper letter formation, capitalization, and punctuation. Use lower case letters in the majority of written work, using capitals only when appropriate. Write letters of the English alphabet in alphabetical order from memory.

RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.g.	Capitalize the pronoun I and names of individuals.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 13: Unit 2 Writing from Notes, p. 133-139

Alabama Courses of Study

		Language Arts
		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, gradeappropriate texts.

RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long Ii sound in one-syllable words and the long Ii sound in two-syllable words, and words with vowel y in medial position, producing the short Ii sound for these words.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.m.	With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
CONTENT / EXPECTATION		
CONTENT /		LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /		LITERACY FOUNDATIONS Vocabulary
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	12	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	12 12.c.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Describe word relationships and nuances in word meanings, including relating them to their
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	12.c.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	12.c.	Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
	29	Compare and contrast texts.
CATEGORY	29 29.a.	
CATEGORY STANDARD RELATED CONTENT /		Compare and contrast texts.
CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /		Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. LITERACY FOUNDATIONS Writing
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	29.a. 30	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. LITERACY FOUNDATIONS Writing Write legibly, using proper pencil grip. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line

RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.m.	Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING ST ANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness	
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.	

RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.m.	With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.

RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.

RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.m.	Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /	32	
OBJECTIVE / CATEGORY	32 32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	32.a. 32.d.	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.

STRAND	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Alabama Courses of Study

		Grade 1 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.m.	With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	14	Sort and categorize groups of words or pictures based on meaning, and label each category.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.

LITERACY FOUNDATIONS

STANDARD 25 Describe connections between two individuals, events, ideas, or pieces of information, included cause and effect, sequence, and problem and solution, in a literary text. STRAND / DOMAIN LITERACY FOUNDATIONS	ling
OBJECTIVE / Comprehension CATEGORY	
STANDARD 29 Compare and contrast texts.	
RELATED 29.a. Compare and contrast characters, settings, and major events in literary texts. CONTENT / EXPECTATION	
RELATED 29.b. Describe the connections between individuals, events, ideas, or pieces of information in an CONTENT / informational text. EXPECTATION	
STRAND / LITERACY FOUNDATIONS DOMAIN	
OBJECTIVE / Writing CATEGORY	
STANDARD Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	
RELATED 31.f. With prompting and support, encode words with the common vowel teams and diphthongs. CONTENT / EXPECTATION	
RELATED 31.g. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur. CONTENT / EXPECTATION	
RELATED 31.m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est. CONTENT / EXPECTATION	
RELATED 31.0. With prompting and support, encode frequently confused homophones, using knowledge of CONTENT / and meaning to facilitate learning. EXPECTATION	English
STRAND / LITERACY FOUNDATIONS DOMAIN	
OBJECTIVE / Writing CATEGORY	
STANDARD 32 Follow the rules of standard English grammar, punctuation, capitalization, and spaperopriate to grade level.	elling

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.

Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to

Organize a list of words into alphabetical order according to the first and (when necessary)

STANDARD

STANDARD

40

41

clarify.

second letters of the words.

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.

RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE /		Writing
CATEGORY		
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022		
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.m.	With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.c.	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

STRAND /	LITERACY FOUNDATIONS
DOMAIN	

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
		cause and effect, sequence, and problem and solution, in a merary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /	29	LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY	29 29.a.	LITERACY FOUNDATIONS Comprehension
OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT /		LITERACY FOUNDATIONS Comprehension Compare and contrast texts.

OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
CONTENT /	32.a. 32.d.	
CONTENT / EXPECTATION RELATED CONTENT /		punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	32.d.	with prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / CONTENT /	32.d. 32.e.	with prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	32.d. 32.e. 32.f.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. Write the correct number of words, with proper spacing, for a spoken phrase or sentence. Begin each sentence with a capital letter. With prompting and support, recognize, name, and correctly use end punctuation, utilizing
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	32.d. 32.e. 32.f.	with prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. Write the correct number of words, with proper spacing, for a spoken phrase or sentence. Begin each sentence with a capital letter. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Alabama Courses of Study

Language Arts			
Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness	
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonics	
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.	

DOMAIN OBJECTIVE / CATEGORY Fluency Read grade-appropriate texts with accuracy and fluency. RELATED 9.a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. RELATED CONTENT / EXPECTATION Participate in poetry reading, noticing phrasing, rhythm, and rhyme. CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS DOMAIN LITERACY FOUNDATIONS TRAND / DOMAIN LITERACY FOUNDATIONS Comprehension STRAND / DOMAIN LITERACY FOUNDATIONS TOMPORE A COMPREHENSION STRAND / DOMAIN LITERACY FOUNDATIONS STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / CATEGORY Comprehension			
content/ EXPECTATION and consonant-le syllables, vowel-consonant-e syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types. RELATED COMTENT/ EXPECTATION 7.h. Decode contractions with am, is, has, and not. BELATED CONTENT/ EXPECTATION LITERACY FOUNDATIONS OBJECTIVE / CATEGORY Fluency STANDARD 9 Read grade-appropriate texts with accuracy and fluency. RELATED CONTENT/ EXPECTATION RELATED CONTENT/ EXPECTATION 9.a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. EXPECTATION Participate in pnetry reading, noticing phrasing, rhythm, and rhyme. CONTENT/ EXPECTATION LITERACY FOUNDATIONS STRAND / CONTENT/ EXPECTATION 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN LITERACY FOUNDATIONS STRAND / DOMAIN LITERACY FOUNDATIONS STRAND / DOMAIN 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetly. STRAND / DOMAIN LITERACY FOUNDATIONS OBJECTIVE / Comprehension CATEGORY LITERACY FOUNDATIONS OBJECTIVE / COMPREHENSION COMPREHENSION LITERACY FOUNDATIONS OBJECTIVE / COMPREHENSION COMPREHENSION LITERACY FOUNDATIONS	CONTENT /	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED 7.n. Decode contractions with am, is, has, and not. STRAND I LITERACY FOUNDATIONS BABBECTIVE I CATEGORY STANDARD 9 Read grade-appropriate texts with accuracy and fluency. RELATED ONIENT Special Properties of the	CONTENT /	7.j.	open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables,
CONTENT/ EXPECTATION LITERACY FOUNDATIONS DOMAIN LITERACY FOUNDATIONS Fluency STANDARD 9 Read grade-appropriate texts with accuracy and fluency. RELATED CONTENT/ EXPECTATION RELATED CONTENT/ EXPECTATION 9.c. Participate in poetry reading, noticing phrasing, thythm, and thyme. CONTENT/ EXPECTATION LITERACY FOUNDATIONS DOMAIN LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS Comprehension CATEGORY LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS Comprehension CATEGORY LITERACY FOUNDATIONS DIAMAN LITERACY FOUNDATIONS Comprehension CATEGORY LITERACY FOUNDATIONS LITERACY FOUNDATIONS Comprehension LITERACY FOUNDATIONS LITERACY FOUNDATIONS Comprehension LITERACY FOUNDATIONS Comprehension LITERACY FOUNDATIONS Comprehension LITERACY FOUNDATIONS Comprehension CATEGORY LITERACY FOUNDATIONS COMPREHENSION	CONTENT /	7.k.	With prompting and support, decode words with silent letter combinations.
DOMAIN OBJECTIVE / CATEGORY Fluency Read grade-appropriate texts with accuracy and fluency. RELATED 9.a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. RELATED CONTENT / EXPECTATION Participate in poetry reading, noticing phrasing, rhythm, and rhyme. CONTENT / EXPECTATION STRAND / Uscabulary STANDARD 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN LITERACY FOUNDATIONS OBJECTIVE / Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / Comprehension	CONTENT /	7.n.	Decode contractions with am, is, has, and not.
STANDARD 9. Read grade-appropriate texts with accuracy and fluency. RELATED ONTENT / EXPECTATION Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS STANDARD 15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. LITERACY FOUNDATIONS STRAND / DOMAIN LITERACY FOUNDATIONS LITERACY FOUNDATIONS Comprehension LITERACY FOUNDATIONS LITERACY FOUNDATIONS STANDARD 15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN Comprehension STANDARD 19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21. Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN COMPREHENSION	STRAND / DOMAIN		LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION 9.a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. RELATED CONTENT / EXPECTATION 9.c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. CONTENT / EXPECTATION LITERACY FOUNDATIONS DOMAIN 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN LITERACY FOUNDATIONS Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. LITERACY FOUNDATIONS OBJECTIVE / CATEGORY Comprehension Comprehension Comprehension Comprehension	OBJECTIVE / CATEGORY		Fluency
Appropriate rate to support comprehension. RELATED CONTENT / EXPECTATION STRAND / DOMAIN STRAND / Vocabulary Vocabulary Vocabulary LITERACY FOUNDATIONS Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. LITERACY FOUNDATIONS LITERACY FOUNDATIONS Mentify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. LITERACY FOUNDATIONS OBJECTIVE / Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / Comprehension Comprehension Comprehension	STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
STRAND / DOMAIN STRAND / LITERACY FOUNDATIONS OBJECTIVE / CATEGORY STANDARD 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / Comprehension Comprehension Comprehension Comprehension	CONTENT /	9.a.	
DOMAIN OBJECTIVE / CATEGORY STANDARD 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN OBJECTIVE / Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / Comprehension Comprehension Comprehension Comprehension	CONTENT /	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STANDARD 15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. STRAND / DOMAIN OBJECTIVE / COmprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / COmprehension Comprehension Comprehension			LITERACY FOUNDATIONS
STRAND / DOMAIN Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN Comprehension Comprehension Comprehension			Vocabulary
DOMAIN OBJECTIVE / Comprehension STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / CATEGORY Comprehension	STANDARD	15	
STANDARD 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / CATEGORY Comprehension	STRAND / DOMAIN		LITERACY FOUNDATIONS
STANDARD 21 Identify the main topic and key details of literary and informational texts. STRAND / DOMAIN OBJECTIVE / Comprehension CATEGORY			Comprehension
STRAND / DOMAIN OBJECTIVE / Comprehension CATEGORY	STANDARD	19	
OBJECTIVE / Comprehension CATEGORY Comprehension	STANDARD	21	Identify the main topic and key details of literary and informational texts.
CATEGORY	STRAND / DOMAIN		LITERACY FOUNDATIONS
STANDARD 23 Identify and describe the main story elements in a literary text	OBJECTIVE / CATEGORY		Comprehension
total, and assume the main story distinction in a metally text.	STANDARD	23	Identify and describe the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Uriting Uriting
OBJECTIVE /	31	
OBJECTIVE / CATEGORY	31 31.g.	Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	31.g.	Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur. LITERACY FOUNDATIONS Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling

RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	42	Participate in shared research and writing projects to answer a question or describe a topic.
RELATED CONTENT / EXPECTATION	42.b.	Gather information from provided sources.

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR K-3

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x,q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.

RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	12.a.	Identify possessives and plurals and use them as clues to the meaning of text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and
		poetry.

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OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.j.	Encode words with final /v/ sound, using knowledge that no English word ends with a v.

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	42	Participate in shared research and writing projects to answer a question or describe a topic.
DELATED	42 h	Cather information from provided courses

RELATED

CONTENT / EXPECTATION

42.b. Gather information from provided sources.

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness	
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	
RELATED CONTENT / EXPECTATION	6.c.	Produce alliterative words.	
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.	
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonics	
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.	

RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
2.1. 20		
STRAND / DOMAIN		LITERACY FOUNDATIONS
STRAND /		LITERACY FOUNDATIONS Fluency
STRAND / DOMAIN OBJECTIVE /	9	
STRAND / DOMAIN OBJECTIVE / CATEGORY	9 9.a.	Fluency
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Fluency Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	9.a.	Fluency Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	9.a.	Fluency Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	9.a.	Fluency Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS

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OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	21	Identify the main topic and key details of literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
CONTENT / EXPECTATION		
		LITERACY FOUNDATIONS
EXPECTATION STRAND /		LITERACY FOUNDATIONS Comprehension
STRAND / DOMAIN OBJECTIVE /	25	
STRAND / DOMAIN OBJECTIVE / CATEGORY	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE /	25	Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. LITERACY FOUNDATIONS
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Comprehension Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. LITERACY FOUNDATIONS Comprehension

EXPECTATION

OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND /		LITERACY FOUNDATIONS
DOMAIN		EN ERACT I CONDATIONS
OBJECTIVE / CATEGORY		Writing
OBJECTIVE /	32	
OBJECTIVE / CATEGORY	32 32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	32.a.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	32.a. 32.d.	Writing Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Identify the required features of a sentence, including capitalization of the first word and end punctuation. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.

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LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	42	Participate in shared research and writing projects to answer a question or describe a topic.
RELATED CONTENT / EXPECTATION	42.b.	Gather information from provided sources.

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	

STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.m.	With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

STRAND	
DOMAIN	

CONTENT / EXPECTATION

OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.

STRAND	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
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OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 22: Unit 5 Writing from Pictures, p. 215-221

Alabama Courses of Study

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT /	7.k.	With prompting and support, decode words with silent letter combinations.
EXPECTATION		

OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.

RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
		Week 23: Unit 5 Writing from Pictures, p. 223-229
		Alabama Courses of Study
		Language Arts
		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language

Engage in collaborative discussions about topics and texts with peers and adults in small and

large groups, utilizing agreed-upon rules.

Phonological Awareness/Phonemic Awareness

LITERACY FOUNDATIONS

STANDARD

STRAND /

OBJECTIVE /

CATEGORY

DOMAIN

STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Vocabulary
DOMAIN OBJECTIVE /	12	
OBJECTIVE / CATEGORY	12 12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS Vocabulary Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS Vocabulary Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD STANDARD	12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS Vocabulary Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
	29	Compare and contrast texts.
CATEGORY	29 29.a.	
CATEGORY STANDARD RELATED CONTENT /		Compare and contrast texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	29.a.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	29.a. 29.b.	Compare and contrast texts. Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 24: Unit 5 Writing from Pictures, p. 231-237

Alabama Courses of Study

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.b.	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
RELATED CONTENT / EXPECTATION	7.c.	Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.

RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	30	Write legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.c.	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.

RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.g.	Capitalize the pronoun I and names of individuals.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

Alabama Courses of Study

Language Arts			
Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness	
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.	
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /		Fluency
CATEGORY		. idoloy
	9	Read grade-appropriate texts with accuracy and fluency.
CATEGORY	9	·
CATEGORY STANDARD RELATED CONTENT /		Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	9.a.	Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	9.a.	Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	9.a.	Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	9.a. 9.c.	Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	9.a. 9.c.	Read grade-appropriate texts with accuracy and fluency. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
	20	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
CONTENT /		
CONTENT / EXPECTATION RELATED CONTENT /	29.a.	Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	29.a.	Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	29.a.	Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	29.a. 29.b.	Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences and

STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary)

Week 26: Unit 7 Inventive Writing, p. 249-255

second letters of the words.

Alabama Courses of Study

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Phonics
DOMAIN OBJECTIVE /	7	
OBJECTIVE / CATEGORY	7 7.a.	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Phonics Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	7.a.	Phonics Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables,
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	7.a. 7.j.	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	7.a. 7.j.	Phonics Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types. With prompting and support, decode words with silent letter combinations.

RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
		Week 27: Unit 7 Inventive Writing, p. 257-263

Week 27: Unit 7 Inventive Writing, p. 257-263

Alabama Courses of Study

Language Arts

		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING ST ANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.f.	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/ sound for these words.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.

RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.

RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
		Week 28: Revisiting Units 1 and 2, p. 267-273
		Alabama Courses of Study
		Language Arts
		Grade 1 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /		Oral Language
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STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
	1	

 $\label{lem:constrate} \textbf{Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.}$

6

STANDARD

RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.a.	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /	38	
OBJECTIVE / CATEGORY	38	Writing Develop and edit first drafts using appropriate spacing between letters, words, and sentences and
OBJECTIVE / CATEGORY STANDARD		Writing Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors,

Week 29: Revisiting Unit 3, p. 275-282

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	

STRAND / DOMAIN

STRAND /

DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
RELATED CONTENT / EXPECTATION	7.h.	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
RELATED CONTENT / EXPECTATION	7.j.	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
RELATED CONTENT / EXPECTATION	31.0.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Week 30: Revisiting Unit 4, p. 283-290

Alabama Courses of Study

Language Arts		
Grade 1 - Adopted: 2021/Effective 2022		
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
RELATED CONTENT / EXPECTATION	6.g.	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
RELATED CONTENT / EXPECTATION	7.a.	Produce the most frequent sound(s) for each letter of the alphabet, including x , q , and the long and short sounds of the vowels.
RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Vocabulary
DOMAIN OBJECTIVE /	12	
OBJECTIVE / CATEGORY	12 12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown
OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND /	12.b.	Vocabulary Ask and answer questions about unfamiliar words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. LITERACY FOUNDATIONS Vocabulary Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	29	Compare and contrast texts.
RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
RELATED CONTENT / EXPECTATION	32.a.	Identify the required features of a sentence, including capitalization of the first word and end punctuation.
RELATED CONTENT / EXPECTATION	32.d.	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.

RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
STANDARD	39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
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