

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

WEEK 31 P. 291 - 297

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.

**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.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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**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.
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RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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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.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.
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RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
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RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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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.

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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.
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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.
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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

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
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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.
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**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.
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RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
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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.
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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.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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**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.
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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.
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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 /ă/ and a before l 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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.
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RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
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RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
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RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
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**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.
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RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
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RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
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RELATED CONTENT / EXPECTATION	31.j.	Encode words with final /v/ sound, using knowledge that no English word ends with a v.
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**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.
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RELATED CONTENT / EXPECTATION	32.b.	Transcribe spoken words to demonstrate that print represents oral language.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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**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**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		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).

**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.
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RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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**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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ă/ and a before l read /â/.
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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 /ĭ/ sound for these words.
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RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
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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.
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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.
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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-Writing, p. 49-55

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.
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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 /ĭ/ 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.

**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.j.

Encode words with final /v/ sound, using knowledge that no English word ends with a v.

RELATED
CONTENT /
EXPECTATION

31.o.

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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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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STANDARD	40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
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STANDARD	41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
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Week 04: Pre-Writing, p. 57-63

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.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		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.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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 /ă/ and a before l 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
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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
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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
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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.
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STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	30	Write legibly, using proper pencil grip.
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RELATED CONTENT / EXPECTATION	30.a.	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
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RELATED CONTENT / EXPECTATION	30.b.	Print first and last names using proper letter formation, capitalization, and punctuation.
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RELATED CONTENT / EXPECTATION	30.c.	Use lower case letters in the majority of written work, using capitals only when appropriate.
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RELATED CONTENT / EXPECTATION	30.d.	Write letters of the English alphabet in alphabetical order from memory.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
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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.
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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.o.	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.
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**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
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STANDARD	14	Sort and categorize groups of words or pictures based on meaning, and label each category.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	23	Identify and describe the main story elements in a literary text.
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RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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.

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

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.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, 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.
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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.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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**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.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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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.
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STANDARD	26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.
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**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.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

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 /
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	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

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.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
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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
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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
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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.
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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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
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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	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
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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
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.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

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

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.
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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 /ĭ/ 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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
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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.
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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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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, 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 /i/ 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	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.
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**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.
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.o.	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.

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

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.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.
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.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.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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 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

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.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
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.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 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
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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.
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**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.
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**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 /i/ 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.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	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	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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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.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

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

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 /ă/ and a before l 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.

**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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**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.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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**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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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RELATED CONTENT / EXPECTATION	31.m.	Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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**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 16: Unit 3 Retelling Narrative Stories, p. 161-168

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.
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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 /ĭ/ 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 / 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.
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RELATED CONTENT / EXPECTATION	31.d.	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
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RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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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STANDARD	38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
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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

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
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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.
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**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.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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**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 / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	23	Identify and describe the main story elements in a literary text.
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RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.o.	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
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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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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.

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.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	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 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.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.

**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.
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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 /ă/ and a before l 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		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
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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.

**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.

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.

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.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.

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.

STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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STANDARD	21	Identify the main topic and key details of literary and informational texts.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	23	Identify and describe the main story elements in a literary text.
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RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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**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.o.	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.

**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**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
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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.
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 **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	23	Identify and describe the main story elements in a literary text.
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RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
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RELATED CONTENT / EXPECTATION	23.b.	Retell the plot or sequence of major events in chronological order.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
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RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
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**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 22: Unit 5 Writing from Pictures, p. 215-221

Alabama Courses of Study**Language Arts**

Grade 1 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR K-3
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OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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STRAND / DOMAIN	LITERACY FOUNDATIONS
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OBJECTIVE / CATEGORY		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.
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STRAND / DOMAIN	LITERACY FOUNDATIONS
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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.
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STRAND / DOMAIN	LITERACY FOUNDATIONS
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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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
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STRAND / DOMAIN	LITERACY FOUNDATIONS
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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.
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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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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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
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.
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RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
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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.
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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.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
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STANDARD	9	Read grade-appropriate texts with accuracy and fluency.
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RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
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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.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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**STRAND /
DOMAIN**

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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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.
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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.
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STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.
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RELATED CONTENT / EXPECTATION	31.f.	With prompting and support, encode words with the common vowel teams and diphthongs.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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**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 24: Unit 5 Writing from Pictures, p. 231-237

Alabama Courses of Study**Language Arts**

Grade 1 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR K-3	
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OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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STRAND / DOMAIN	LITERACY FOUNDATIONS	
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OBJECTIVE / CATEGORY		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.
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STRAND / DOMAIN	LITERACY FOUNDATIONS	
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OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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STANDARD	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
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RELATED CONTENT / EXPECTATION	6.b.	Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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STRAND / DOMAIN	LITERACY FOUNDATIONS	
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OBJECTIVE / CATEGORY		Phonics
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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.
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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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ă/ and a before l 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 /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.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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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
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STANDARD

19

Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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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: Introduction 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
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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.
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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.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.d.	Decode words with a after w read /ă/ and a before l read /â/.
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RELATED CONTENT / EXPECTATION	7.g.	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.
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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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	9.c.	Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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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.
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STRAND / DOMAIN **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
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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.
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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.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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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 26: Unit 7 Inventive Writing, p. 249-255

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
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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.
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**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.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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**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.
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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.
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RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
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**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	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

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.
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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 /i/ 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.
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.
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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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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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 / 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.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

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 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****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		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.
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**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.
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**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.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
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**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.
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**STRAND /
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	23	Identify and describe the main story elements in a literary text.
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RELATED CONTENT / EXPECTATION	23.a.	Describe the characters and settings, using illustrations and textual evidence from a story.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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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.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	29	Compare and contrast texts.
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RELATED CONTENT / EXPECTATION	29.a.	Compare and contrast characters, settings, and major events in literary texts.
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RELATED CONTENT / EXPECTATION	29.b.	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
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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.
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RELATED CONTENT / EXPECTATION	31.g.	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.
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RELATED CONTENT / EXPECTATION	31.o.	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
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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.
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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.
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RELATED CONTENT / EXPECTATION	32.e.	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
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RELATED CONTENT / EXPECTATION	32.f.	Begin each sentence with a capital letter.
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RELATED CONTENT / EXPECTATION	32.i.	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
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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.
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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
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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.
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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.
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RELATED CONTENT / EXPECTATION	6.f.	Distinguish long from short vowel sounds in spoken, single-syllable words.
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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.
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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.
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RELATED CONTENT / EXPECTATION	7.k.	With prompting and support, decode words with silent letter combinations.
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RELATED CONTENT / EXPECTATION	7.n.	Decode contractions with am, is, has, and not.
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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.
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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.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
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STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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STANDARD	19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
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**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
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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.