Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 2	289 - 2	95 1	N	PDF
--------------	---------	------	---	-----

Alabama Courses of Study

Language Arts

Language Arts			
Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD		SPEAKING	
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE /

CATEGORY

Vocabulary

STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	30	Read and comprehend literary and informational texts.

GRADE EXPECTATION	30.b.	Use background knowledge to make connections to new text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	34	Differentiate between fact and opinion in a text.
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

WEEK 32 P. 297 - 303 IN PDF

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.

STRAND
DOMAIN

EXPECTATION

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT /	23.d.	Identify the central message or moral of a story.

OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	30	Read and comprehend literary and informational texts.
GRADE EXPECTATION	30.b.	Use background knowledge to make connections to new text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	34	Differentiate between fact and opinion in a text.
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
CONTENT /	44	
CONTENT / EXPECTATION STRAND /	44	sentence, details to support, and a concluding sentence.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	44	sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	44	sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing WRITING

Alabama Courses of Study

		Grade 2 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY	R2.	Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode 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	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	11	Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Comprehension
OBJECTIVE /	26	
OBJECTIVE / CATEGORY	26 26.b.	Comprehension Compare and contrast important details presented by two texts on the same topic or
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Compare and contrast important details presented by two texts on the same topic or theme.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts. LITERACY FOUNDATIONS Comprehension
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	26.b.	Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts. LITERACY FOUNDATIONS Comprehension READING

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

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

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	4	Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
		Bolletonia 1984 and San Sakal Marakina and Balla haransa
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
CONTENT /	9.b.	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /	9.b.	
CONTENT / EXPECTATION ST RAND / DOMAIN OBJECTIVE /	9.b.	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Phonics Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	10	LITERACY FOUNDATIONS Phonics Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-

RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED		Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown
CONTENT / EXPECTATION	17.b.	words, including base words, compound words, and frequently occurring affixes and inflections.
	17.b.	
EXPECTATION STRAND /	17.b.	words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN OBJECTIVE /	17.b.	words, including base words, compound words, and frequently occurring affixes and inflections. LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.a.	Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND /		LITERACY FOUNDATIONS

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.

RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
CONTENT /	44	
CONTENT / EXPECTATION STRAND /	44	sentence, details to support, and a concluding sentence.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	44	sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	44	sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing WRITING

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Alabama Courses of Study

Language Arts

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STANDARD	3	Demonstrate oral literacy skills by participating in a variety of oral language activities.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
RELATED	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.

RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.1.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	12	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.

RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.

RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

Alabama Courses of Study

		Language Arts
		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Vocabulary
DOMAIN OBJECTIVE /	16	
OBJECTIVE / CATEGORY	16 16.a.	Vocabulary Describe word relationships and nuances in word meanings, including relating them to
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	16.a.	Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Use knowledge of antonyms and synonyms.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	16.a. 16.b.	Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Use knowledge of antonyms and synonyms. Distinguish shades of meaning among verbs and adjectives.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	16.a. 16.b.	Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Use knowledge of antonyms and synonyms. Distinguish shades of meaning among verbs and adjectives. Use knowledge of homophones to determine use of the correct word.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	16.a. 16.b.	Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Use knowledge of antonyms and synonyms. Distinguish shades of meaning among verbs and adjectives. Use knowledge of homophones to determine use of the correct word.

RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
GRADE EXPECTATION	45.c.	Form and use simple present and past verb tenses.

Week 05: Unit 1 Note Making and Outlines, p. 67-73

Alabama Courses of Study

		Language ////
		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Phonics
DOMAIN OBJECTIVE /	10	
OBJECTIVE / CATEGORY	10 10.a.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.a.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	10.a.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. Decode and encode words with three-consonant blends and blends containing digraphs.

RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
OBJECTIVE /	17	Vocabulary Analyze meaningful parts of words and phrases in discussions and/or text.
OBJECTIVE / CATEGORY	17.a.	
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Analyze meaningful parts of words and phrases in discussions and/or text.
OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	17.a.	Analyze meaningful parts of words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	17.a.	Analyze meaningful parts of words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	17.a.	Analyze meaningful parts of words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	17.a.	Analyze meaningful parts of words and phrases in discussions and/or text. Identify possessives and plurals and use them as clues to the meaning of text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. LITERACY FOUNDATIONS Comprehension

RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

RELATED 38.d. Encode one- and two-syllable words with long and short vowel patterns. CONTENT /	
EXPECTATION	
RELATED 38.e. Encode words with two- and three-consonant blends, including those containing digraphs. CONTENT / EXPECTATION	
RELATED 38.f. Encode words with consonant digraphs, trigraphs, and combinations. CONTENT / EXPECTATION	
RELATED 38.g. Encode words with the common vowel teams, including diphthongs. CONTENT / EXPECTATION	
RELATED 38.h. Encode words with vowel-r combinations. CONTENT / EXPECTATION	
RELATED 38.k. Encode words with or after w read /er/. CONTENT / EXPECTATION	
CONTENT /	riately.
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes approp. CONTENT /	riately.
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes approp. CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS	riately.
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropropropropropropropropropropropropro	
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriate EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY Writing	
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriate propriate pro	
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes approp CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 39 Organize a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN DITERACY FOUNDATIONS LITERACY FOUNDATIONS OBJECTIVE / Writing	
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY LITERACY FOUNDATIONS OBJECTIVE / CATEGORY Writing LITERACY FOUNDATIONS ORGANIZE a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN OBJECTIVE / CATEGORY Writing Writing	
CONTENT / EXPECTATION RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately content / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 39 Organize a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD Writing OBJECTIVE / CATEGORY STANDARD Writing STANDARD Writing RELATED CATEGORY 43 Write complete sentences demonstrating knowledge of punctuation conventions conventions.	
RELATED 38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriate the contraction of the contraction o	
RELATED CONTENT / EXPECTATION RELATED STRAND / DOMAIN COBJECTIVE / CATEGORY STAND / Writing CONTENT / EXPECTATION CONTENT / EXPECTATION LITERACY FOUNDATIONS LITERACY FOUNDATIONS	

RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

Alabama Courses of Study

		Language Arts
Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.

RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	36	Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

DOMAIN OBJECTIVE / CATEGORY Writing RELATED CONTENT / EXPECTATION A3. Write complete sentences demonstrating knowledge of punctuation conventions. EXPECTATION A3. Use punctuation to set off interjections. EXPECTATION LITERACY FOUNDATIONS DOMAIN DOMAIN Writing STANDARD WRITING RELATED A4 With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. EXPECTATION LITERACY FOUNDATIONS DOMAIN LITERACY FOUNDATIONS Writing STRAND / DOMAIN LITERACY FOUNDATIONS DASJECTIVE / CATEGORY STRAND / Writing STANDARD WRITING RELATED ON WRITING RELATED ON Writing STRAND / Writin			
OBJECTIVE / CATEGORY Writing RELATED CONTENT / EXPECTATION GRADE 43.c. Use punctuation to set off interjections. EXPECTATION LITERACY FOUNDATIONS OBJECTIVE / CATEGORY Writing STRAND / Writing STANDARD WRITING RELATED 44 With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS DOMAIN LITERACY FOUNDATIONS DESTRAND / Writing STRAND / STANDARD WRITING RELATED 44 With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS DAJECTIVE / STANDARD WRITING RELATED Writing STANDARD WRITING RELATED WRITING RELATED A5. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE A5. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STANDARD RELATED CONTENT / EXPECTATION GRADE 43.	STRAND / DOMAIN		LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION 43. Write complete sentences demonstrating knowledge of punctuation conventions. EXPECTATION 43. Use punctuation to set off interjections. LITERACY FOUNDATIONS Writing STRAND / Writing RELATED CONTENT / EXPECTATION 44 Writing sentence, details to support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. STRAND / DOMAIN LITERACY FOUNDATIONS STRAND / Writing STRAND / Writing STRAND / Writing STANDARD WRITING BELATED CATEGORY STANDARD WRITING RELATED CONTENT / EXPECTATION 45 Demonstrate understanding of standard English language conventions when writing. CONTENT / EXPECTATION GRADE EXPECTATION 45 Lidentify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE 45 b. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	OBJECTIVE / CATEGORY		Writing
GRADE EXPECTATION GRADE 43.c. Use punctuation to set off interjections. EXPECTATION LITERACY FOUNDATIONS DOMAIN BELATED Writing RELATED 44 Writing Writing RELATED 45 Writing	STANDARD		WRITING
EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD WRITING RELATED	RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
OBJECTIVE / CATEGORY STANDARD WRITING RELATED 44 With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. STRAND / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD WRITING RELATED CONTENT / EXPECTATION WRITING RELATED CONTENT / EXPECTATION GRADE 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE EXPECTATION Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study		43.c.	Use punctuation to set off interjections.
RELATED CONTENT / EXPECTATION WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing Writing STANDARD WRITING RELATED CONTENT / EAPECTATION WRITING RELATED CONTENT / EAPECTATION 45 Demonstrate understanding of standard English language conventions when writing. CONTENT / EXPECTATION 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE EXPECTATION 45.b. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	STRAND / DOMAIN		LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS Writing STANDARD WRITING RELATED CONTENT / EXPECTATION WRITING RELATED CONTENT / EXPECTATION 45 Demonstrate understanding of standard English language conventions when writing. GRADE 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE 45.b. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	OBJECTIVE / CATEGORY		Writing
STRAND / LITERACY FOUNDATIONS STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD WRITING RELATED CONTENT / EXPECTATION GRADE EXPECTATION 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE 45.b. Form regular nouns and verbs by adding -s or -es. EXPECTATION Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	STANDARD		WRITING
OBJECTIVE / CATEGORY STANDARD WRITING RELATED CONTENT / EXPECTATION GRADE EXPECTATION 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE A5.b. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	CONTENT /	44	
STANDARD WRITING RELATED CONTENT / EXPECTATION GRADE EXPECTATION 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE EXPECTATION GRADE 45.b. Form regular nouns and verbs by adding -s or -es. EXPECTATION Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	STRAND / DOMAIN		LITERACY FOUNDATIONS
Demonstrate understanding of standard English language conventions when writing. GRADE EXPECTATION 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE EXPECTATION 45.b. Form regular nouns and verbs by adding -s or -es. Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	OBJECTIVE / CATEGORY		Writing
GRADE 45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. GRADE 45.b. Form regular nouns and verbs by adding -s or -es. EXPECTATION Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	STANDARD		WRITING
EXPECTATION the information it conveys. GRADE 45.b. Form regular nouns and verbs by adding -s or -es. EXPECTATION Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study	RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
Week 07: Unit 2 Summarizing from Notes, p. 85-91 Alabama Courses of Study		45.a.	
Alabama Courses of Study		45.b.	Form regular nouns and verbs by adding -s or -es.
			Week 07: Unit 2 Summarizing from Notes, p. 85-91
Language Arts	Alabama Courses of Study		
			Language Arts

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.

RELATED CONTENT / EXPECTATION	10.k.	Decode and encode 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	10.l.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.

RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
RELATED CONTENT / EXPECTATION	23.e.	Identify the theme in myths, fables, and folktales.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
OT AND ADD		
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT /	32	
RELATED CONTENT / EXPECTATION RELATED CONTENT /		Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION		Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	33	Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	33 37	Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION	33 37	Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / ONTENT / EXPECTATION	33 37	Identify rhyme schemes in poems or songs. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode 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.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /		
CATEGORY		Writing
		Writing WRITING
CATEGORY	43	
CATEGORY STANDARD RELATED CONTENT /	43	WRITING
CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE		WRITING Write complete sentences demonstrating knowledge of punctuation conventions.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION		WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE /		WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections. LITERACY FOUNDATIONS

STRAND	ı
DOMAIN	

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 08: Unit 2 Summarizing from Notes, p.93-99

Alabama Courses of Study

		Grade 2 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING ST ANDARDS FOR K-3
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness

STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	10.I.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Fluency
DOMAIN OBJECTIVE /	13	
OBJECTIVE / CATEGORY	13	Fluency
OBJECTIVE / CATEGORY STANDARD STRAND /	13	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE /	13	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	16	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	16 16.b.	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Distinguish shades of meaning among verbs and adjectives.
DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	16 16.b.	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Distinguish shades of meaning among verbs and adjectives. Use knowledge of homophones to determine use of the correct word.

OTANIS ASS	10	
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD		WRITING
RELATED CONTENT / EXPECTATION	36	Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 09: Unit 2 Summarizing from Notes, p.101-107

Alabama Courses of Study

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.a.	Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
RELATED CONTENT / EXPECTATION	9.c.	With prompting and support, delete the medial and final sounds in blends in one syllable base words.
RELATED CONTENT / EXPECTATION	9.e.	With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.b.	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.

RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
CONTENT /	16.b.	Distinguish shades of meaning among verbs and adjectives. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /	16.b.	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	16.b.	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Vocabulary
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	17	LITERACY FOUNDATIONS Vocabulary Analyze meaningful parts of words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /	17	Ucabulary Analyze meaningful parts of words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	17	LITERACY FOUNDATIONS Vocabulary Analyze meaningful parts of words and phrases in discussions and/or text. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Comprehension
DOMAIN OBJECTIVE /	26	
OBJECTIVE / CATEGORY	26 26.b.	Comprehension Compare and contrast important details presented by two texts on the same topic or
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Compare and contrast important details presented by two texts on the same topic or theme.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts. LITERACY FOUNDATIONS Comprehension
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	26.b.	Compare and contrast important details presented by two texts on the same topic or theme. Compare and contrast story elements of literary texts. LITERACY FOUNDATIONS Comprehension READING

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant -le.
RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode 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.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.

GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
EXPECTATION		

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

Alabama Courses of Study

Language Arts			
Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.j.	Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.

RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OD JEOTIVE (Writing
OBJECTIVE / CATEGORY		witting
	37	Write legibly.
CATEGORY	37 37.a.	
CATEGORY STANDARD RELATED CONTENT /		Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	37.a.	Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	37.a. 38	Write legibly. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open,

RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
		WRITING
CATEGORY	44	
CATEGORY STANDARD RELATED CONTENT /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS Writing WRITING

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

Alabama Courses of Study

Language Arts

Grade 2 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR K-3

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE /	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.b.	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.

RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.m.	Encode 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	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 12: Unit 2 Summarizing from Notes, p.125-131

Alabama Courses of Study

Language Arts

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT /	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
EXPECTATION		
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT /	10.e. 10.k.	Decode and encode words with variable vowel teams and vowel diphthongs. Decode and encode 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 RELATED CONTENT /		Decode and encode 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/
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.k.	Decode and encode 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 RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	10.k.	Decode and encode 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. Decode and encode contractions with am, is, has, not, have, would, and will.

STRAND / DOMAIN
OBJECTIVE

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
		Compare and contrast important details presented by two texts on the same topic or

RELATED 26.b. Compare and contrast story elements of literary texts.

CONTENT /
EXPECTATION

STRAND / DOMAIN

OBJECTIVE /		Comprehension
CATEGORY		READING
J		
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $lile$ sound in one-syllable words and the long $lile$ sound in two-syllable words, and words with vowel y in medial position, producing the short $lile$ sound for these words.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STRAND	
DOMAIN	

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Alabama Courses of Study

		Grade 2 - 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	

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
CATEGORY	10.a.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words
CATEGORY STANDARD RELATED CONTENT /		Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.a.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.a. 10.e.	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. Decode and encode words with variable vowel teams and vowel diphthongs.

RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary

STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Alabama Courses of Study

Language Arts

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-
CONTENT / EXPECTATION		consonant-e, vowel teams, consonant-le, and schwa syllables.
	10.e.	consonant-e, vowel teams, consonant-le, and schwa syllables. Decode and encode words with variable vowel teams and vowel diphthongs.
EXPECTATION RELATED CONTENT /		, and the second
RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / CONTENT /	10.e. 10.l.	Decode and encode words with variable vowel teams and vowel diphthongs. Decode words with silent letter combinations. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	10.e. 10.l.	Decode and encode words with variable vowel teams and vowel diphthongs. Decode words with silent letter combinations. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

STRAND	
DOMAIN	

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
		LITERACY FOUNDATIONS
STRAND / DOMAIN		LITERACT FOUNDATIONS
		Comprehension
DOMAIN OBJECTIVE /	23	
OBJECTIVE / CATEGORY	23 23.a.	Comprehension
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Comprehension Identify the main story elements in a literary text.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	23.a.	Comprehension Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b.	Comprehension Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b. 23.c.	Comprehension Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	23.a. 23.b. 23.c.	Comprehension Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence. Identify the central message or moral of a story.

RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
CONTENT /	38.n.	
CONTENT / EXPECTATION STRAND /	38.n.	suffix addition.

STRAND	I
DOMAIN	

GRADE

EXPECTATION

45.b.

LITERACY FOUNDATIONS

DOMAIN		
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.

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

Form regular nouns and verbs by adding -s or -es.

Alabama Courses of Study

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word

DOMAIN		
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
RELATED CONTENT /	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.

EXPECTATION

RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.

RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.

RELATED CONTENT / EXPECTATION Second and two-syllable words with long and short vowel patterns. RELATED CONTENT / EXPECTATION Second words with two- and three-consonant blends, including those containing digraphs. CONTENT / EXPECTATION RELATED Second words with consonant digraphs, trigraphs, and combinations. CONTENT /
CONTENT / EXPECTATION RELATED 38.f. Encode words with consonant digraphs, trigraphs, and combinations.
EXPECTATION
RELATED 38.g. Encode words with the common vowel teams, including diphthongs. CONTENT / EXPECTATION
RELATED 38.j. Encode words with a after w read /ä/ and a before I read /â/. CONTENT / EXPECTATION
RELATED 38.m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the CONTENT / difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable
EXPECTATION words, and words with vowel y in medial position, producing the short /il/ sound for these words.
EXPECTATION words, and words with vowel y in medial position, producing the short /i/ sound for these words. RELATED 38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
EXPECTATION words, and words with vowel y in medial position, producing the short /i/ sound for these words. RELATED 38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. STRAND / LITERACY FOUNDATIONS
EXPECTATION words, and words with vowel y in medial position, producing the short /// sound for these words. RELATED CONTENT / EXPECTATION STRAND / DOMAIN Writing words with vowel y in medial position, producing the short /// sound for these words. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. Writing
RELATED CONTENT / EXPECTATION STRAND / DOMAIN Words, and words with vowel y in medial position, producing the short /i/ sound for these words. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. LITERACY FOUNDATIONS Writing Writing
RELATED 38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. STRAND / DOMAIN DBJECTIVE / CATEGORY Writing Organize a list of words into alphabetical order according to first, second, and third letters. STRAND / LITERACY FOUNDATIONS LITERACY FOUNDATIONS
EXPECTATION words, and words with vowel y in medial position, producing the short /ii sound for these words. RELATED 38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. STRAND / DOMAIN DBJECTIVE / CATEGORY Writing STANDARD 39 Organize a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN DBJECTIVE / Writing Writing Writing Writing
EXPECTATION words, and words with vowel y in medial position, producing the short /// sound for these words. RELATED CONTENT / EXPECTATION STRAND / DOMAIN DBJECTIVE / CATEGORY Writing LITERACY FOUNDATIONS ORGANIZE a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN DBJECTIVE / CATEGORY Writing LITERACY FOUNDATIONS ORGANIZE A list of words into alphabetical order according to first, second, and third letters. Writing Writing ORGANIZE A list of words into alphabetical order according to first, second, and third letters. Writing
RELATED CONTENT / EXPECTATION STRAND / DOMAIN CONGRAT STAND AND STRAND / DOMAIN CONGRAT STAND AND STAND
RELATED CONTENT / EXPECTATION BY A STAND / DOMAIN COBJECTIVE / CATEGORY C
EXPECTATION words, and words with vowel y in medial position, producing the short /// sound for these words. RELATED 38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. STRAND / DOMAIN DBJECTIVE / CATEGORY STANDARD 39 Organize a list of words into alphabetical order according to first, second, and third letters. STRAND / DOMAIN DBJECTIVE / CATEGORY STANDARD Writing

RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
GRADE EXPECTATION	45.d.	Form plurals by changing -y to -ies.

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
	23	Comprehension Identify the main story elements in a literary text.
CATEGORY	23 23.a.	
CATEGORY STANDARD RELATED CONTENT /		Identify the main story elements in a literary text.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	23.a.	Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	23.a. 23.b.	Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b. 23.c.	Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b. 23.c.	Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	23.a. 23.b. 23.c.	Identify the main story elements in a literary text. Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence. Identify the central message or moral of a story.

RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /	38	
OBJECTIVE / CATEGORY	38 38.a.	Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open,
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	38.a.	Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.

RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	44	Writing
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	44	WRITING With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

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

Alabama Courses of Study

		Language Arts
		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.j.	Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
RELATED CONTENT / EXPECTATION	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
DOWAIN		
OBJECTIVE / CATEGORY		Fluency
OBJECTIVE /	13	Fluency Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
OBJECTIVE / CATEGORY	13	
OBJECTIVE / CATEGORY STANDARD STRAND /	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE /	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	16	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	16 16.b.	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Distinguish shades of meaning among verbs and adjectives.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	16 16.b.	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. LITERACY FOUNDATIONS Vocabulary Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Distinguish shades of meaning among verbs and adjectives. Use knowledge of homophones to determine use of the correct word.

RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.

RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.l.	Encode words with hard and soft c and g.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.

STRAND	ı
DOMAIN	

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

Alabama Courses of Study

Grade 2 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE /	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.

RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.

OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Write legibly.
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.

STRAND / DOMAIN

EXPECTATION

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE	43.c.	Use punctuation to set off interjections.

STRAND	
DOMAIN	

GRADE EXPECTATION

45.b.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Form regular nouns and verbs by adding -s or -es.

Alabama Courses of Study

Language Arts			
Grade 2 - Adopted: 2021/Effect ive 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR K-3	
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.	
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language	
STANDARD		SPEAKING	

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.b.	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.

STRAND	I
DOMAIN	

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.

RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
RELATED CONTENT / EXPECTATION	38.c.	Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.

RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
	39	Organize a list of words into alphabetical order according to first, second, and third letters.
CATEGORY	39	
STANDARD STRAND /	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STANDARD STRAND / DOMAIN OBJECTIVE /	39	Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY	39	Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS Writing
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS Writing WRITING
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION	43	Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS Writing WRITING Write complete sentences demonstrating knowledge of punctuation conventions.
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION	43	Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS Writing WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections.
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE /	43	Organize a list of words into alphabetical order according to first, second, and third letters. LITERACY FOUNDATIONS Writing WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections.

STRAND / DOMAIN

DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
GRADE EXPECTATION	45.f.	Use plural possessives.

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

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND /		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.k.	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{\imath}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.

RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
CONTENT /	32	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
CONTENT / EXPECTATION RELATED CONTENT /		
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /		Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or

RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STRAND	ı
DOMAIN	

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics

STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.

STRAND / DOMAIN
OBJECTIV

DOMAIN		
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

EXPECTATION

STRAND	I
DOMAIN	

GRADE

EXPECTATION

45.a.

the information it conveys.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.

Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of

GRADE EXPECTATION

45.b.

Form regular nouns and verbs by adding -s or -es.

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
RELATED CONTENT / EXPECTATION	10.a.	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	10.m.	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	10.0.	Decode and encode contractions with am, is, has, not, have, would, and will.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	17	Analyze meaningful parts of words and phrases in discussions and/or text.
RELATED CONTENT / EXPECTATION	17.b.	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
CATEGORY	18	Use dictionary definitions and information found within the text to help determine meaning of
STANDARD STRAND /	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STANDARD STRAND / DOMAIN OBJECTIVE /	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. LITERACY FOUNDATIONS
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. LITERACY FOUNDATIONS Comprehension
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	23	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. LITERACY FOUNDATIONS Comprehension Identify the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	34	Differentiate between fact and opinion in a text.
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
GRADE EXPECTATION	34.b.	Use textual evidence and gathered research from reliable sources to prove facts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

RELATED CONTENT / EXPECTATION	38.a.	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ä/ and a before I read /â/.
RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
RELATED CONTENT / EXPECTATION	38.m.	Encode 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	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

STRAND	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	46	Gather and use research to answer questions to complete a research product.
GRADE EXPECTATION	46.c.	Find information from a variety of sources.

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.

STRAND / DOMAIN

CONTENT / EXPECTATION

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED	32	Identify rhyme schemes in poems or songs.

RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	34	Differentiate between fact and opinion in a text.
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
GRADE EXPECTATION	34.b.	Use textual evidence and gathered research from reliable sources to prove facts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	46	Gather and use research to answer questions to complete a research product.
GRADE EXPECTATION	46.c.	Find information from a variety of sources.

Week 24: Unit 4 Summarizing a Reference, p. 227-233

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.

RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
CONTENT /	32	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
CONTENT / EXPECTATION RELATED CONTENT /		
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /		Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	33 38	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode frequently confused homophones accurately, using knowledge of English orthography and
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION	33 38	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	33 38	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS Writing Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.

STRAND	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Alabama Courses of Study

		Language Arts
		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND /		LITERACY FOUNDATIONS
DOMAIN		
		Writing
OBJECTIVE /		Writing WRITING
OBJECTIVE / CATEGORY	45	

GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 26: Unit 5 Writing from Pictures, p. 247-253

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS

STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

STRAND	I
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 27: Unit 5 Writing from Pictures, p. 255-261

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency

STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.

RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 28: Unit 5 Writing from Pictures, p. 263-269

Alabama Courses of Study

		Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
CTANDADD	22	Identify the main stem elements in a literary text
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT /		
RELATED CONTENT / EXPECTATION RELATED CONTENT /	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	23.a. 23.b.	Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b. 23.c.	Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	23.a. 23.b. 23.c.	Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	23.a. 23.b. 23.c.	Explain the plot of a narrative, using textual evidence to list the major events in sequence. Describe the characters' traits, feelings, and behaviors in a story. Describe the setting of a narrative, using textual evidence. Identify the central message or moral of a story.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme. $ \\$
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.

GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Alabama Courses of Study

5 5			
Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE /		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		
		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	30	Read and comprehend literary and informational texts.
GRADE EXPECTATION	30.b.	Use background knowledge to make connections to new text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
CONTENT /	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /	33	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	33	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	34	LITERACY FOUNDATIONS Comprehension
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		LITERACY FOUNDATIONS Comprehension READING
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE	34	LITERACY FOUNDATIONS Comprehension READING Differentiate between fact and opinion in a text.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND /	34	LITERACY FOUNDATIONS Comprehension READING Differentiate between fact and opinion in a text. Use prior knowledge and information gathered from research to evaluate opinions in texts.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE /	34	LITERACY FOUNDATIONS Comprehension READING Differentiate between fact and opinion in a text. Use prior knowledge and information gathered from research to evaluate opinions in texts. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	34 34.a.	LITERACY FOUNDATIONS Comprehension READING Differentiate between fact and opinion in a text. Use prior knowledge and information gathered from research to evaluate opinions in texts. LITERACY FOUNDATIONS Writing

STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	44	With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.

Week 30: Unit 7 Inventive Writing, p. 281-287

Alabama Courses of Study

Language Arts

Grade 2 - 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	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	16	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	23	Identify the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	26	Compare and contrast important details presented by two texts on the same topic or theme.
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	30	Read and comprehend literary and informational texts.
GRADE EXPECTATION	30.b.	Use background knowledge to make connections to new text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	34	Differentiate between fact and opinion in a text.
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.
RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
OBJECTIVE /		
OBJECTIVE / CATEGORY	43	Writing
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	43 .c.	Writing WRITING
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION		WRITING Write complete sentences demonstrating knowledge of punctuation conventions.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION		WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE /		WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections. LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	43.c.	WRITING Write complete sentences demonstrating knowledge of punctuation conventions. Use punctuation to set off interjections. LITERACY FOUNDATIONS Writing WRITING With prompting and support, compose and develop a well-organized paragraph with a topic

STANDARD		WRITING
RELATED CONTENT / EXPECTATION	45	Demonstrate understanding of standard English language conventions when writing.
GRADE EXPECTATION	45.a.	Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.