

# 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

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### 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

<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
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RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
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RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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<b>STANDARD</b>		<b>READING</b>
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RELATED CONTENT / EXPECTATION	<b>30</b>	<b>Read and comprehend literary and informational texts.</b>
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GRADE EXPECTATION	30.b.	Use background knowledge to make connections to new text.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>34</b>	<b>Differentiate between fact and opinion in a text.</b>
GRADE EXPECTATION	34.a.	Use prior knowledge and information gathered from research to evaluate opinions in texts.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
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GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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**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.
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**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**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.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**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.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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
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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.

# Alabama Courses of Study

## Language Arts

Grade 2 - Adopted: 2021/Effective 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.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
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STANDARD		SPEAKING
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RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
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RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
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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.
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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 /ă/ and a before l 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 /i/ sound for these words.
RELATED CONTENT / EXPECTATION	10.o.	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.
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**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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
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**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.
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RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
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**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.
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RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
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RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
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RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ă/ and a before l read /â/.
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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 /ĭ/ sound for these words.
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RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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**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.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

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

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	10.b.	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
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RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
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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 /ă/ and a before l 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 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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
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RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
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**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.
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RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
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RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
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RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
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RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	38.j.	Encode words with a after w read /ă/ and a before l 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 /ĭ/ sound for these words.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Phonological Awareness/Phonemic Awareness</b>
<b>STANDARD</b>	<b>9</b>	<b>Demonstrate advanced phonemic awareness skills in spoken words.</b>
RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>10</b>	<b>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.</b>
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.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	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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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/.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	<b>45</b>	<b>Demonstrate understanding of standard English language conventions when writing.</b>
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.
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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**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>

RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>

RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.

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

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
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RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
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RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
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RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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**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.
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RELATED CONTENT / EXPECTATION	37.c.	Form uppercase and lowercase letters in cursive.
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**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.
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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.k.	Encode words with or after w read /er/.
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
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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 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
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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
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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.
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RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
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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 /i/ sound for these words.
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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.
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#### STRAND / DOMAIN

#### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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#### 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.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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#### 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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>WRITING</b>

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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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 /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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>

STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
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 07: Unit 2 Summarizing from Notes, p. 85-91

## 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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
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RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
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<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
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RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
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<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.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
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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 08: Unit 2 Summarizing from Notes, p.93-99

**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
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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.
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**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.
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RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
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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 /i/ sound for these words.
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RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**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.
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RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>

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.
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**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.
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RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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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.
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RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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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**

**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
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Phonological Awareness/Phonemic Awareness</b>
<b>STANDARD</b>	<b>9</b>	<b>Demonstrate advanced phonemic awareness skills in spoken words.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>10</b>	<b>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.</b>
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 /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	10.l.	Decode words with silent letter combinations.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>

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.

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.
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**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.
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RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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RELATED CONTENT / EXPECTATION	38.h.	Encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	38.k.	Encode words with or after w read /er/.
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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 /ĭ/ sound for these words.
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**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>45</b>	<b>Demonstrate understanding of standard English language conventions when writing.</b>
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 10: Unit 2 Summarizing from Notes, p.109-115

## Alabama Courses of Study

### Language Arts

Grade 2 - Adopted: 2021/Effective 2022

<b>STRAND / DOMAIN</b>	<b>RECURRING STANDARDS FOR K-3</b>	
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	

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.
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RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>

RELATED CONTENT / EXPECTATION	17.a.	Identify possessives and plurals and use them as clues to the meaning of text.
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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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
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STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>

RELATED CONTENT / EXPECTATION	23.a.	Explain the plot of a narrative, using textual evidence to list the major events in sequence.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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RELATED CONTENT / EXPECTATION	38.l.	Encode words with hard and soft c and g.
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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.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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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.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
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STANDARD		SPEAKING
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RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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STANDARD	9	Demonstrate advanced phonemic awareness skills in spoken words.
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RELATED CONTENT / EXPECTATION	9.b.	Delete the initial sound in an initial blend in a one-syllable base word.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonics
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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.
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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.
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RELATED CONTENT / EXPECTATION	10.b.	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
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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 /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	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.o.	Decode and encode contractions with am, is, has, not, have, would, and will.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**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.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**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.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
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RELATED CONTENT / EXPECTATION	38.e.	Encode words with two- and three-consonant blends, including those containing digraphs.
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RELATED CONTENT / EXPECTATION	38.f.	Encode words with consonant digraphs, trigraphs, and combinations.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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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.
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RELATED CONTENT / EXPECTATION	38.n.	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
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RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>43</b>	<b>Write complete sentences demonstrating knowledge of punctuation conventions.</b>
GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.

GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
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<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>44</b>	<b>With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</b>

<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>45</b>	<b>Demonstrate understanding of standard English language conventions when writing.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Oral Language
STANDARD		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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 /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.o.	Decode and encode contractions with am, is, has, not, have, would, and will.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.

**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.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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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 /ĭ/ sound for these words.
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RELATED CONTENT / EXPECTATION	38.p.	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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****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
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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.
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**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.
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RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
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RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	10.h.	Decode and encode words with a after w read /ă/ and a before l read /â/.
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RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
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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.o.	Decode and encode contractions with am, is, has, not, have, would, and will.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>



STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>

<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
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RELATED  
CONTENT /  
EXPECTATION

37.a.

Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>

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 /ă/ and a before l 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 /ĭ/ 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**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>43</b>	<b>Write complete sentences demonstrating knowledge of punctuation conventions.</b>

GRADE EXPECTATION	43.b.	Use apostrophes to form contractions and possessives.
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GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

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

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>45</b>	<b>Demonstrate understanding of standard English language conventions when writing.</b>

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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
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.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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
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.
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**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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>39</b>	<b>Organize a list of words into alphabetical order according to first, second, and third letters.</b>

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

**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
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
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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.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	10.c.	Decode and encode words with three-consonant blends and blends containing digraphs.
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RELATED CONTENT / EXPECTATION	10.d.	Decode and encode words with consonant digraphs, trigraphs, and combinations.
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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 /ă/ and a before l 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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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.j.	Encode words with a after w read /ă/ and a before l 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 /ĭ/ 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
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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

### Language Arts

Grade 2 - Adopted: 2021/Effective 2022

<b>STRAND / DOMAIN</b>		<b>RECURRING STANDARDS FOR K-3</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
STANDARD		<b>SPEAKING</b>

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>10</b>	<b>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.</b>
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.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.o.	Decode and encode contractions with am, is, has, not, have, would, and will.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>

RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
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**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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
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**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.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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.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 /i/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.
RELATED CONTENT / EXPECTATION	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.
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**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 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
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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
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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.
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RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
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RELATED CONTENT / EXPECTATION	10.j.	Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.
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RELATED CONTENT / EXPECTATION	10.l.	Decode words with silent letter combinations.
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RELATED CONTENT / EXPECTATION	10.o.	Decode and encode contractions with am, is, has, not, have, would, and will.
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**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**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.
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RELATED CONTENT / EXPECTATION	16.c.	Use knowledge of homophones to determine use of the correct word.
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**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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>37</b>	<b>Write legibly.</b>
RELATED CONTENT / EXPECTATION	37.a.	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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 18: Unit 3 Retelling Narrative Stories, p. 177-183

**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.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN	LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>17</b>	<b>Analyze meaningful parts of words and phrases in discussions and/or text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>

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.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
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

**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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Phonological Awareness/Phonemic Awareness</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>10</b>	<b>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.</b>
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 /ă/ and a before l 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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
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.

**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.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
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**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.
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**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.
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RELATED CONTENT / EXPECTATION	38.b.	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
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RELATED CONTENT / EXPECTATION	38.c.	Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or.
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RELATED CONTENT / EXPECTATION	38.d.	Encode one- and two-syllable words with long and short vowel patterns.
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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 /ă/ and a before l 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**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>43</b>	<b>Write complete sentences demonstrating knowledge of punctuation conventions.</b>

GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

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.
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**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.f.	Use plural possessives.

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

**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.
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RELATED CONTENT / EXPECTATION	10.e.	Decode and encode words with variable vowel teams and vowel diphthongs.
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RELATED CONTENT / EXPECTATION	10.f.	Decode and encode words with vowel-r combinations.
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RELATED CONTENT / EXPECTATION	10.i.	Decode and encode words with or after w read /er/.
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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 /i/ sound for these words.
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#### STRAND / DOMAIN

#### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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#### 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.
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#### 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.
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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.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
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**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.
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RELATED CONTENT / EXPECTATION	38.g.	Encode words with the common vowel teams, including diphthongs.
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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 /ĭ/ sound for these words.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
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STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
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**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.
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RELATED CONTENT / EXPECTATION	41	Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.
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**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.
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**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.
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**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 21: Unit 4 Summarizing a Reference, p. 203-209

**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
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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****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.

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.

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

OBJECTIVE / CATEGORY		Writing
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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.
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Week 22: Unit 4 Summarizing a Reference, p. 211-217

## 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		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.
<div> <div>STRAND / DOMAIN</div> <div>LITERACY FOUNDATIONS</div> </div>		
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 /ă/ and a before l 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.o.	Decode and encode contractions with am, is, has, not, have, would, and will.
<div> <div>STRAND / DOMAIN</div> <div>LITERACY FOUNDATIONS</div> </div>		
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
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>		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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>		READING
<b>RELATED CONTENT / EXPECTATION</b>	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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>	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 /ă/ and a before l 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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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.
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**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.
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GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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**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**

**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.
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**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.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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.
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	32	Identify rhyme schemes in poems or songs.
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RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>		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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		WRITING
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	

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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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**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.
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Week 24: Unit 4 Summarizing a Reference, p. 227-233

**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.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**



OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>38</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</b>
RELATED CONTENT / EXPECTATION	38.q.	Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>39</b>	<b>Organize a list of words into alphabetical order according to first, second, and third letters.</b>

**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.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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# 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
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
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STANDARD		SPEAKING
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RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
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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.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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### STRAND / DOMAIN

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>

RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>

RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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 26: Unit 5 Writing from Pictures, p. 247-253

## 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.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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#### STRAND / DOMAIN LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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#### STRAND / DOMAIN LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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#### STRAND / DOMAIN LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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#### 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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>
RELATED CONTENT / EXPECTATION	26.b.	Compare and contrast story elements of literary texts.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>



STANDARD	27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
STANDARD	39	Organize a list of words into alphabetical order according to first, second, and third letters.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	43	Write complete sentences demonstrating knowledge of punctuation conventions.
GRADE EXPECTATION	43.c.	Use punctuation to set off interjections.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
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 27: Unit 5 Writing from Pictures, p. 255-261

**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
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>
RELATED CONTENT / EXPECTATION	25.a.	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>26</b>	<b>Compare and contrast important details presented by two texts on the same topic or theme.</b>

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

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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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Week 28: Unit 5 Writing from Pictures, p. 263-269

**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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Fluency
STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Vocabulary
<b>STANDARD</b>	<b>16</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</b>
RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>	<b>23</b>	<b>Identify the main story elements in a literary text.</b>
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.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		Comprehension
<b>STANDARD</b>	<b>25</b>	<b>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</b>
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
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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
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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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Writing
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>45</b>	<b>Demonstrate understanding of standard English language conventions when writing.</b>
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

### Language Arts

Grade 2 - Adopted: 2021/Effective 2022

<b>STRAND / DOMAIN</b>	<b>RECURRING STANDARDS FOR K-3</b>	
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.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	
<b>OBJECTIVE / CATEGORY</b>		Oral Language
STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
<b>STRAND / DOMAIN</b>	<b>LITERACY FOUNDATIONS</b>	



OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**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.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**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.
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RELATED CONTENT / EXPECTATION	23.b.	Describe the characters' traits, feelings, and behaviors in a story.
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RELATED CONTENT / EXPECTATION	23.c.	Describe the setting of a narrative, using textual evidence.
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RELATED CONTENT / EXPECTATION	23.d.	Identify the central message or moral of a story.
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**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
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STANDARD      39      Organize a list of words into alphabetical order according to first, second, and third letters.

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

OBJECTIVE / CATEGORY		Writing
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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.
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**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.
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**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.
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**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.
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GRADE EXPECTATION	45.b.	Form regular nouns and verbs by adding -s or -es.
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**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.
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OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
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STANDARD	1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
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STANDARD		SPEAKING
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RELATED CONTENT / EXPECTATION	5	Create recordings of stories or poems.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
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STANDARD	13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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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.
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RELATED CONTENT / EXPECTATION	16.a.	Use knowledge of antonyms and synonyms.
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RELATED CONTENT / EXPECTATION	16.b.	Distinguish shades of meaning among verbs and adjectives.
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**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

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