Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

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

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	1	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	8	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.f.	Identify the initial, final, and medial sounds of spoken words.
RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes (sounds).
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	11	Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.

RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	1	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	8	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**

RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.
RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.f.	Identify the initial, final, and medial sounds of spoken words.
RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary

STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	**1**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.

RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN	RECURRING STANDARDS FOR K-3

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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).

RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	11	Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**32**	**With prompting and support, compare and contrast two texts.**
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**34**	**Print legibly, using proper pencil grip.**
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**36**	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.b.	With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.

RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

Week 06: Pre-writing, p. 73-79

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR K-3**
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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**

RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**

RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.

RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.

RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.

RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN   **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN   **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN   **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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

Alabama Courses of Study

Language Arts

Grade K - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.a.	Use speech that is understandable with only grade-appropriate errors.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	8	**Demonstrate understanding of the organization and basic features of printed materials.**

RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**

RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	**Identify and describe the main story elements in a literary text.**
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing

STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**34**	**Print legibly, using proper pencil grip.**
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**36**	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.

RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 08: Pre-writing, p. 89-95

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	**1**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**21**	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**

RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.

RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN	LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY	Oral Language

STANDARD	1	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.
RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).

RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**21**	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

Week 10: Pre-writing, p. 105-111

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR K-3**
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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.
RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
RELATED CONTENT / EXPECTATION	9.h.	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.a.	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
RELATED CONTENT / EXPECTATION	10.b.	Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 11: Pre-writing, p. 113-119

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.

RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	36.f.	With prompting and support, capitalize the pronoun I and names of individuals.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

> Week 12: Pre-writing, p. 121-127

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	**1**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**

RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.

RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD	11	Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.

RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.

RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

Alabama Courses of Study

Language Arts

Grade **K** - 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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.
RELATED CONTENT / EXPECTATION	9.g.	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3

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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.g.	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
RELATED CONTENT / EXPECTATION	34.c.	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

Alabama Courses of Study

Language Arts

Grade **K** - 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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	34	Print legibly, using proper pencil grip.
RELATED CONTENT / EXPECTATION	34.b.	With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	36.f.	With prompting and support, capitalize the pronoun I and names of individuals.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

Alabama Courses of Study

Language Arts

Grade **K** - 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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.b.	Recognize alliterative spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

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

STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

Alabama Courses of Study

Language Arts

Grade **K** - 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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language

STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.e.	Blend and segment onsets and rimes of single-syllable spoken words.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN   **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN   **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

Alabama Courses of Study

Language Arts

Grade **K** - 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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonics**
STANDARD	**10**	**Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.**
RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**21**	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**27**	**Identify and describe the main story elements in a literary text.**
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**32**	**With prompting and support, compare and contrast two texts.**
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**36**	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR K-3**
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	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	8	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
RELATED CONTENT / EXPECTATION	10.d.	Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
RELATED CONTENT / EXPECTATION	10.e.	With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.
RELATED CONTENT / EXPECTATION	10.f.	With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**32**	**With prompting and support, compare and contrast two texts.**
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**36**	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.a.	With prompting and support, transcribe spoken words to demonstrate that print represents oral language.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.

RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Oral Language
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
RELATED CONTENT / EXPECTATION	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

STRAND / DOMAIN		LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 21: Introduction to Unit 5 Modeling Writing fron Pictures, p. 201-211

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3

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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**

RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonological Awareness/Phonemic Awareness
STANDARD	9	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

RELATED CONTENT / EXPECTATION	9.b.	Recognize alliterative spoken words.

RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Phonics
STANDARD	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

RELATED CONTENT / EXPECTATION	10.g.	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary

STANDARD	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 22: Unit 5 Modeling Writing fron Pictures, p. 213-219

Alabama Courses of Study

Language Arts

Grade **K** - 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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	**9**	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**21**	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.
STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	27	Identify and describe the main story elements in a literary text.
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	With prompting and support, compare and contrast two texts.
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

STRAND / DOMAIN		LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3

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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.

RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.b.	Recognize alliterative spoken words.
RELATED CONTENT / EXPECTATION	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	21	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	27	**Identify and describe the main story elements in a literary text.**

RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	32	**With prompting and support, compare and contrast two texts.**
RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 24: Unit 5 Modeling Writing fron Pictures, p. 229-235

Alabama Courses of Study

Language Arts

Grade **K** - 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	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Phonological Awareness/Phonemic Awareness**
STANDARD	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
RELATED CONTENT / EXPECTATION	9.d.	Count, blend, and segment syllables in spoken words, including compound words.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Vocabulary**
STANDARD	**21**	**Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.**
RELATED CONTENT / EXPECTATION	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION	21.b.	Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**27**	**Identify and describe the main story elements in a literary text.**
RELATED CONTENT / EXPECTATION	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	**32**	**With prompting and support, compare and contrast two texts.**

RELATED CONTENT / EXPECTATION	32.b.	Compare and contrast the experiences of characters in a literary text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.c.	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
RELATED CONTENT / EXPECTATION	36.d.	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Week 25: Revisiting Unit 2, p. 243-249

Alabama Courses of Study

Language Arts

Grade K - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.
STANDARD	31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

| STANDARD | 38 | Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. |

Week 26: Revisting Unit 2, p. 251-257

Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR K-3**
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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Alabama Courses of Study

Language Arts

Grade K - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency

STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

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

STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.

RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Writing**
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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Alabama Courses of Study

Language Arts

Grade K - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR K-3**
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**	**Actively listen and speak using agreed-upon rules for discussion, with guidance and support.**
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Oral Language**
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		**Concepts of Print**
STANDARD	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**
RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Fluency**
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**36**	**When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.**
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Writing**
STANDARD	**37**	**Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.**
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.

RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

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Alabama Courses of Study

Language Arts

Grade **K** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR K-3
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	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
RELATED CONTENT / EXPECTATION	1.d.	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD	3	Actively participate in teacher-led choral and shared reading experiences.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Concepts of Print
STANDARD	8	Demonstrate understanding of the organization and basic features of printed materials.

RELATED CONTENT / EXPECTATION	8.d.	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD	24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
STANDARD	25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
STANDARD	26	With prompting and support, describe the relationship between illustrations and the text in which they appear.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	33	Express ideas orally and connect these ideas through drawing and emergent writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
RELATED CONTENT / EXPECTATION	36.g.	With prompting and support, recognize, name, and correctly use end punctuation.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
RELATED CONTENT / EXPECTATION	37.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.c.	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
RELATED CONTENT / EXPECTATION	37.d.	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.