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.
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 \boldsymbol{x} and \boldsymbol{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 /	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.

OBJECTIVE / CATEGORY		Writing
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes

LITERACY FOUNDATIONS

EXPECTATION

STRAND / DOMAIN

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

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	

Phonological Awareness/Phonemic Awareness

spoken words.

Demonstrate early phonological awareness to basic phonemic awareness skills in

OBJECTIVE / CATEGORY

STANDARD

9

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.		
		Week 03: Pre-writing, p. 49-55		
		Alabama Courses of Study		
		Language Arts		
Grade K - Adopted: 2021/Effective 2022				
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STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE /	1	LITERACY FOUNDATIONS		
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OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support.		
OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /		Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.		
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges. LITERACY FOUNDATIONS		

LITERACY FOUNDATIONS

STRAND / DOMAIN

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

Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.			
REATED 19.a. Describe the relationship between words, including relating them to synonyms and antonyms. STANDARD 19. Describe the relationship between words, including relating them to synonyms and antonyms. STANDARD 21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. STANDARD 21. Use previously-taught vocabulary words, including nours, verbs, and adjectives, in speaking and writing. STANDARD 21. Use previously-taught vocabulary words, including nours, verbs, and adjectives, in speaking and writing. STANDARD 21. With prompting and support, identify common types of texts and their features, including literary, informational, fairly tale, and poety. STANDARD 24. With prompting and support, identify common types of texts and their features, including literary, informational, fairly tale, and poety. STANDARD 24. With prompting and support, identify common types of texts and their features, including literary, informational, fairly tale, and poety. STANDARD 24. LITERACY FOUNDATIONS	CONTENT /	10.b.	
Vowel sounds for the five major vowels in vowel-consonant-e syllables. STRAND / DOMAIN DBJECTIVE / 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 DBJECTIVE / CATEGORY STANDARD 19 Ask and answer questions about unfamiliar words in discussions and/or text. RELATED CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED CONTENT / CATEGORY STANDARD 21 Use new and previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. STRAND / DOMAIN LITERACY FOUNDATIONS DBJECTIVE / CATEGORY COMPRENEY LITERACY FOUNDATIONS DBJECTIVE / CATEGORY COMPRENSION LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS LITERACY FOUNDATIONS	CONTENT /	10.d.	
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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 STANDARD 19 Ask and answer questions about unfamiliar words in discussions and/or text. RELATED CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS OBJECTIVE / CATEGORY STANDARD 21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS OBJECTIVE / CATEGORY LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS Comprehension Comprehension STRAND / LITERACY FOUNDATIONS			Fluency
Automaticity. STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 19 Ask and answer questions about unfamiliar words in discussions and/or text. RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED 21.a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. STRAND / DOMAIN STRAND / LITERACY FOUNDATIONS OBJECTIVE / CATEGORY LITERACY FOUNDATIONS STRAND / DOMAIN COmprehension LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS LITERACY FOUNDATIONS	STANDARD	11	
DOMAIN OBJECTIVE / CATEGORY STANDARD 19 Ask and answer questions about unfamiliar words in discussions and/or text. RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED CONTENT / EXPECTATION STANDARD 21. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. STRAND / Comprehension STRAND / Comprehension STANDARD 24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS	STANDARD	12	
STANDARD 19 Ask and answer questions about unfamiliar words in discussions and/or text. RELATED CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary STANDARD 21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS LITERACY FOUNDATIONS Comprehension STANDARD 24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS STRAND / LITERACY FOUNDATIONS			LITERACY FOUNDATIONS
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CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD 21	STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
DOMAIN OBJECTIVE / CATEGORY STANDARD 21	CONTENT /	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms.
STANDARD 21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. RELATED CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS DOMAIN Comprehension Comprehension With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS			LITERACY FOUNDATIONS
In shared language activities. RELATED CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS Comprehension STANDARD 24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. LITERACY FOUNDATIONS			Vocabulary
CONTENT / EXPECTATION STRAND / 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 / LITERACY FOUNDATIONS	STANDARD	21	
OBJECTIVE / CATEGORY STANDARD 24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS	CONTENT /	21.a.	
STANDARD 24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS			LITERACY FOUNDATIONS
informational, fairy tale, and poetry. STRAND / LITERACY FOUNDATIONS			Comprehension
	STANDARD	24	
			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	34.a.	Print upper and lower case letters using proper approach strokes, letter formation, and line
CONTENT / EXPECTATION		placement.
	34.b.	
EXPECTATION RELATED CONTENT /	34.b. 34.c.	placement. With prompting and support, print first and last names using proper letter formation, capitalizing

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

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	

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).
CONTENT /	10.a.	
CONTENT / EXPECTATION RELATED CONTENT /		phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels

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	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important

STRAND / LITERACY FOUNDATIONS DOMAIN

events in logical order.

CONTENT /

EXPECTATION

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	I
DOMAIN	

EXPECTATION

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 /	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
		Alabama Courses of Study Language Arts
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STRAND / DOMAIN		Language Arts
	R5.	Language Arts Grade K - Adopted: 2021/Effective 2022
OBJECTIVE /	R5.	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3
OBJECTIVE / CATEGORY STRAND /	R5.	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE /	R5.	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY		Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	1	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION	1	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	1	Language Arts Grade K - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Oral Language Actively listen and speak using agreed-upon rules for discussion, with guidance and support. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges. LITERACY FOUNDATIONS

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
0,11, 200111		
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.
	10 10.a.	decode and encode (spell) words accurately in both isolation and in decodable, grade-
ST ANDARD RELATED CONTENT /		decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two
RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.a.	decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	10.a.	decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	10.a. 10.b.	decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	10.a. 10.b.	decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. 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 RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	10.a. 10.b.	decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. 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. LITERACY FOUNDATIONS

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	27.a.	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.
CONTENT / EXPECTATION		events in logical order.
CONTENT /		LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /		
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	28	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	28	LITERACY FOUNDATIONS Comprehension With prompting and support, use text clues to determine main ideas and make predictions about
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	28	Comprehension With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE /	28	Comprehension With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text. LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Comprehension With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text. LITERACY FOUNDATIONS Comprehension

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 \boldsymbol{x} and \boldsymbol{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 /	9.c.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

EXPECTATION

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 /		LITERACY FOUNDATIONS
DOMAIN		
OBJECTIVE / CATEGORY		Fluency
OBJECTIVE /	12	Fluency Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.
OBJECTIVE / CATEGORY	12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and
OBJECTIVE / CATEGORY STANDARD		Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination
OBJECTIVE / CATEGORY STANDARD STANDARD		Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.
OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE /		Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY	13	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. LITERACY FOUNDATIONS Vocabulary
OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	13	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text.
OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /	13	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms.
OBJECTIVE / CATEGORY STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	13	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS

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.
		Week 09: Pre-writing, p. 97-103

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Alabama Courses of Study

Language Arts

Grade K	 Adopted 	d: 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
CALLOOKI		
STANDARD	19	Ask and answer questions about unfamiliar words in discussions and/or text.
	19 19.a.	Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms.
ST ANDARD RELATED CONTENT /		
ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /		Describe the relationship between words, including relating them to synonyms and antonyms.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS
ST ANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Name and sort pictures of objects into categories based on common attributes while relating
ST ANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.
STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / OBJECTIVE /	19.a.	Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. LITERACY FOUNDATIONS

STRAND	
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EXPECTATION

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

CONTENT / EXPECTATION

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

EXPECTATION

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 /	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.

EXPECTATION

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.

		Alabama Courses of Study	
		Week 12: Pre-writing, p. 121-127	
STANDARD	38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.	
OBJECTIVE / CATEGORY		Writing	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
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.	
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.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.a.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.	
STANDARD	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.	
OBJECTIVE / CATEGORY		Writing	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
RELATED CONTENT / EXPECTATION	36.f.	With prompting and support, capitalize the pronoun I and names of individuals.	
RELATED CONTENT / EXPECTATION	36.e.	With prompting and support, begin each sentence with a capital letter.	

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.
	37.a. 37.b.	
EXPECTATION RELATED CONTENT /		drawing or illustration. Actively participate in shared writing experiences to create narratives with the events in

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.

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Alabama Courses of Study

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.
STANDARD	00	
STRAND / DOMAIN		LITERACY FOUNDATIONS
STRAND /	SS	LITERACY FOUNDATIONS Writing
STRAND / DOMAIN	34	
STRAND / DOMAIN OBJECTIVE / CATEGORY		Writing
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	34	Writing Print legibly, using proper pencil grip. Print upper and lower case letters using proper approach strokes, letter formation, and line
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	34 34.a.	Writing Print legibly, using proper pencil grip. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. With prompting and support, print first and last names using proper letter formation, capitalizing
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	34.a. 34.b.	Writing Print legibly, using proper pencil grip. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. With prompting and support, use lower case letters in majority of written work, using capitals only
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	34.a. 34.b.	Writing Print legibly, using proper pencil grip. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

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

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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	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
	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
CATEGORY	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and
STANDARD STRAND /	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
STANDARD STRAND / DOMAIN OBJECTIVE /	15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	21	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	21 21.a.	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. Use new words and phrases acquired through conversations, reading and being read to, and
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	21 21.a.	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

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

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

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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

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.

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Alabama Courses of Study

		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
	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.
CATEGORY	13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination
STANDARD		With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and
STANDARD STANDARD		With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
STANDARD STANDARD STANDARD STRAND / DOMAIN OBJECTIVE /		With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS
STANDARD STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY	15	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary
STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	15	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text.
STANDARD STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /	15	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. LITERACY FOUNDATIONS Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text. 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.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

With prompting and support, compare and contrast two texts.

Compare and contrast the experiences of characters in a literary text.

STRAND / LITERACY FOUNDATIONS DOMAIN

32

32.b.

STANDARD

RELATED

CONTENT / EXPECTATION

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

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 /		LITERACY FOUNDATIONS
DOMAIN		
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

With prompting and support, use text clues to determine main ideas and make predictions about

With prompting and support, self-monitor comprehension of text by pausing to summarize and

STANDARD

STANDARD

28

31

an ending in a literary text.

rereading for clarification, when comprehension is lacking.

STRAND / DOMAIN

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.

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

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

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

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.

LITERACY FOUNDATIONS STRAND / DOMAIN

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

STRAND /

EXPECTATION

DOMAIN		
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
		LITERACY FOUNDATIONS Writing

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
		Vocabulary
DOMAIN OBJECTIVE /	19	
OBJECTIVE / CATEGORY	19 19.a.	Vocabulary
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	19.a.	Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	19.a.	Vocabulary Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / STANDARD	19.a.	Ask and answer questions about unfamiliar words in discussions and/or text. Describe the relationship between words, including relating them to synonyms and antonyms. LITERACY FOUNDATIONS Vocabulary Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.

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
	32	Comprehension With prompting and support, compare and contrast two texts.
CATEGORY	32 32.b.	
STANDARD RELATED CONTENT /		With prompting and support, compare and contrast two texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		With prompting and support, compare and contrast two texts. Compare and contrast the experiences of characters in a literary text.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		With prompting and support, compare and contrast two texts. Compare and contrast the experiences of characters in a literary text. LITERACY FOUNDATIONS
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	32.b.	With prompting and support, compare and contrast two texts. Compare and contrast the experiences of characters in a literary text. LITERACY FOUNDATIONS Writing
CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND /	32.b.	With prompting and support, compare and contrast two texts. Compare and contrast the experiences of characters in a literary text. LITERACY FOUNDATIONS Writing Express ideas orally and connect these ideas through drawing and emergent writing.
STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / ODMAIN	32.b.	With prompting and support, compare and contrast two texts. Compare and contrast the experiences of characters in a literary text. LITERACY FOUNDATIONS Writing Express ideas orally and connect these ideas through drawing and emergent writing. 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

		Grade K - Adopted: 2021/Effect ive 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.
		and addictions, 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.
CONTENT /	37.a. 37.b.	Actively participate in shared writing experiences to create messages, lists, and labels for a
CONTENT / EXPECTATION RELATED CONTENT /		Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. Actively participate in shared writing experiences to create narratives with the events in
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	37.b.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. 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. Actively participate in shared writing experiences to create explanatory texts or provide factual
CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	37.b.	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. 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. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

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

Alabama Courses of Study

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

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 23: Unit 5 Modeling Writing fron Pictures, p. 221-227

Alabama Courses of Study

Language Arts

Grade K - Adopted: 2021/Effect ive 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 21.a.	
RELATED CONTENT /		Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and
RELATED CONTENT / EXPECTATION STRAND /		Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	21.a.	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS Comprehension With prompting and support, identify common types of texts and their features, including literary,
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	21.a. 24	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS Comprehension With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	21.a. 24 25	 in shared language activities. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS Comprehension With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues. With prompting and support, describe the relationship between illustrations and the text in which
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD STANDARD	21.a. 24 25	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS Comprehension With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues. With prompting and support, describe the relationship between illustrations and the text in which they appear.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD STANDARD STANDARD OBJECTIVE / DOMAIN	21.a. 24 25	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. LITERACY FOUNDATIONS Comprehension With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues. With prompting and support, describe the relationship between illustrations and the text in which they appear. LITERACY FOUNDATIONS

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
		LITERACY FOUNDATIONS Writing

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

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

15

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/Effect ive 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	

Orally read and reread grade-appropriate decodable texts smoothly, accurately, and

expressively, at an appropriate rate to support comprehension.

STRAND / DOMAIN

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.

Week 27: Revisiting Unit 2, p. 259-265

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	I
DOMAIN	

OBJECTIVE / CATEGORY

Fluency

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 28: Revisiting Unit 2, p. 267-273

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

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.
		Week 29: Revisiting Unit 2, p. 275-282
		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.

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EXPECTATION

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 /	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 30: Revisting Unit 5, p. 283-288
		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.