

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]

RELATED CONTENT / EXPECTATION	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND /	AL.L.1.	Language Standards

DOMAIN		
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
RELATED CONTENT / EXPECTATION	L.1.37.a.	Print all uppercase and lowercase letters. [L.1.1a]
RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]
RELATED CONTENT / EXPECTATION	L.1.37.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). [L.1.1d]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). [L.1.1i]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.c.	Use commas in dates and to separate single words in a series. [L.1.2c]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
RELATED CONTENT / EXPECTATION	L.1.39.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c]
RELATED CONTENT / EXPECTATION	L.1.39.d.	Apply alphabetical order to the first letter of words to access information.
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to

signal simple relationships (e.g., because). [L.1.6]

Unit 1

Alabama Courses of Study
Language Arts
Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]

CONTENT / EXPECTATION	.	
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STANDARD	W.1.30.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.32.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]

RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). [L.1.1i]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6]

Unit 2

Alabama Courses of Study
Language Arts
Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND /	AL.RL.1.	Reading Standards for Literature

DOMAIN		
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STANDARD	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.1.10.	Ask and answer questions about key details in a text. [RI.1.1]
STANDARD	RI.1.11.	Identify the main topic and retell key details of a text. [RI.1.2]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.1.13.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]
STANDARD	RI.1.15.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.1.16.	Use the illustrations and details in a text to describe its key ideas. [RI.1.7]
STANDARD	RI.1.17.	Identify the reasons an author gives to support points in a text. [RI.1.8]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.1.19.	With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words.

		[RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
RELATED CONTENT / EXPECTATION	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). [L.1.1i]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use

STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6]
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Unit 3

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
RELATED CONTENT / EXPECTATION	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills

OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]

RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). [L.1.1e]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6]

Unit 4

Alabama Courses of Study

Language Arts

Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]

STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.1.10.	Ask and answer questions about key details in a text. [RI.1.1]
STANDARD	RI.1.11.	Identify the main topic and retell key details of a text. [RI.1.2]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.1.13.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]
STANDARD	RI.1.15.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.1.16.	Use the illustrations and details in a text to describe its key ideas. [RI.1.7]
STANDARD	RI.1.17.	Identify the reasons an author gives to support points in a text. [RI.1.8]
STRAND / DOMAIN	AL.RI.1.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.1.19.	With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words.

		[RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
RELATED CONTENT / EXPECTATION	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.25.	Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STANDARD	W.1.30.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional

		information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.35.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
RELATED CONTENT / EXPECTATION	L.1.37.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]
RELATED CONTENT / EXPECTATION	L.1.37.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). [L.1.1e]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use

STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6]
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Unit 5

Alabama Courses of Study
Language Arts
Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
RELATED CONTENT / EXPECTATION	RF.1.21.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
RELATED CONTENT /	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]

EXPECTATION		
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]
RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
RELATED CONTENT / EXPECTATION	RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE /		Conventions of Standard English

CATEGORY		
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]
RELATED CONTENT / EXPECTATION	L.1.37.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). [L.1.1e]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]
RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]
RELATED CONTENT / EXPECTATION	L.1.39.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.41.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6]

Unit 7

Grade 1 - Adopted: 2013

STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details. [RL.1.3]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
STRAND / DOMAIN	AL.RL.1.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.1.9.	With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonological Awareness
STANDARD	RF.1.21.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
RELATED CONTENT / EXPECTATION	RF.1.21.a	Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
RELATED CONTENT / EXPECTATION	RF.1.21.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
RELATED CONTENT / EXPECTATION	RF.1.21.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.1.22.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
RELATED CONTENT / EXPECTATION	RF.1.22.a	Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
RELATED CONTENT / EXPECTATION	RF.1.22.b	Decode regularly spelled one-syllable words. [RF.1.3b]
RELATED CONTENT / EXPECTATION	RF.1.22.c	Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
STRAND / DOMAIN	AL.RF.1.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.1.23.	Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
RELATED CONTENT / EXPECTATION	RF.1.23.a	Read on-level text with purpose and understanding. [RF.1.4a]

RELATED CONTENT / EXPECTATION	RF.1.23.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.1.26.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.1.27.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]
STRAND / DOMAIN	AL.W.1.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.1.29.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.31.	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]
RELATED CONTENT / EXPECTATION	SL.1.31.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
RELATED CONTENT / EXPECTATION	SL.1.31.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
RELATED CONTENT / EXPECTATION	SL.1.31.c	Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.1.33.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]
STRAND / DOMAIN	AL.SL.1.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.1.36.	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
RELATED CONTENT / EXPECTATION	L.1.37.b.	Use common, proper, and possessive nouns. [L.1.1b]
RELATED CONTENT / EXPECTATION	L.1.37.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]
RELATED CONTENT / EXPECTATION	L.1.37.f.	Use frequently occurring adjectives. [L.1.1f]

RELATED CONTENT / EXPECTATION	L.1.37.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.1.38.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
RELATED CONTENT / EXPECTATION	L.1.38.b.	Use end punctuation for sentences. [L.1.2b]
RELATED CONTENT / EXPECTATION	L.1.38.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
RELATED CONTENT / EXPECTATION	L.1.38.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]
STRAND / DOMAIN	AL.L.1.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.1.40.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
RELATED CONTENT / EXPECTATION	L.1.40.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]