

Alabama Standards	Description	Idea Standard	Grade	Benson Handwriting TE	Benson Handwriting SE
Listening and Speaking - Students will listen and speak effectively in a variety of situations.					
R1, Oral Lang 1		Listening	1	TE: 12, 16-17, 20-35, 36-49, 50, 52-65, 66-79, 80-92, 94-101, 105-109, 110-124	SE: 12, 16-17, 20-35, 36-49, 50, 52-65, 66-79, 80-92, 94-101, 105-109, 110-124
R1, Oral Lang 1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	Speaking	1	TE: xiv, xvi, xxiv, 8, 13, 18-21, 32-47, 49-61, 63-75, 77-89, 91-103	SE:13, 20, 33-47, 49-61, 63-75, 77-89, 91-103
R3, Oral Lang 2	Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.	Speaking	1	TE: 35, 43, 53, 57, 81	SE: 35, 43, 53, 57, 81
R1, Oral Lang 3	Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.	Speaking	1	TE: 32-47, 49, 49-58, 63-75, 77-89, 91-103, 118	SE: 33-47, 49-61, 63-75, 77-89, 91-103
R1, Oral Lang 4	Present information orally using complete sentences and appropriate volume. a. Orally describe people, places, things, and events, expressing ideas with relevant details.	Speaking	1	TE: 32-47, 49, 49-58, 63-75, 77-89, 91-103, 118	SE: 32-47, 49, 49-58, 63-75, 77-89, 91-103, 118
Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.					
Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.					
Phon Awareness 6a	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. Examples: par-ti-cu-lar, cer-ti-fi-cate	PA	1	TE: 32a, 42, 62a, 66, 68, 90a, 38, 63, 92-93, 96	SE: 38, 43, 52, 63, 6692-93
Phon Awareness 6b	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words. a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. Examples: par-ti-cu-lar, cer-ti-fi-cate b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words. c. Produce alliterative words.	PA	1	TE: xi, 54 58, 64, 66, 68, 80, 84, 94, 118, 119	SE: 54 58, 64, 66, 68, 80, 84, 94, 118, 119

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Phon Awareness 6d	Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends	PA	1	TE:32a, 62a, 90a, 38, 63, 93-93	SE: 38, 63, 93-93
Phon Awareness 6f	Students will isolate and pronounce initial and final sounds in spoken words.	PA	1	TE: 45-46, 59-60, 73-74, 87-88, 101-102	SE: 45-46, 59-60, 73-74, 87-88, 101-102
Phonics: Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.					
Phonics 7a	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts. a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels	PWS	1	TE: 32A, 48A, 62A, 76A, 36-36, 39-40, 41-44, 45-47, 49-50, 53-54, 55-56, 59-61, 65-75, 85, 87-89, 91-92, 95-103	SE: 36-36, 39-40, 41-44, 45-47, 49-50, 53-54, 55-56, 59-61, 65-75, 85, 87-89, 91-92, 95-103
Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.					
Fluency 8	Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	PWS	1	TE: 33-47, 49-61, 63-75, 77-89, 91-103	SE: 33-47, 49-61, 63-75, 77-89, 91-103
Fluency 9c	Read grade-appropriate texts with accuracy and fluency. c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. Example: Pause between stanzas and between lines where punctuation indicates	F	1	TE: 61, 85	SE: 61, 85
Fluency 10	Read high-frequency words commonly found in grade-appropriate text. Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-	F	1	TE: ix, 32A, 48B, 62A, 76B, 90A, 33-42, 49-54, 63-75, 79-84, 95-96	SE: 33-42, 49-54, 63-75, 79-84, 95-96

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	frequency words as “sight words” that need to be memorized as a whole word, unless there are n				
Reading and Writing Process Students will use a variety of recursive reading and writing processes					
Writing 30	Write legibly, using proper pencil grip. a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. b. Print first and last names using proper letter formation, capitalization, and punctuation. Examples: De’Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker c. Use lower case letters in the majority of written work, using capitals only when appropriate. d. Write letters of the English alphabet in alphabetical order from memory.	RWP	1	TE: viii, 32B, 62B, 33-34, 45, 46, 59, 60, 73, 74, 87, 88, 101, 102, 117-121, 123, 125, 127	SE: 33-34, 45, 46, 59, 60, 73, 74, 87, 88, 101, 102, 117-121, 123, 125, 127
Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively					
Vocabulary 11a, 12B, 13, 14,	Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	V	1	TE: ix, xi, 32A, 48A, 62A, 76A, 90A, 33-34, 35-36. 37-47, 49-52, 54-56, 57-58, 63-64, 69-70, 71-72, 77-78, 81-82, 83-86, 91-92, 93-94, 97-100	SE: 33-34, 35-36. 37-47, 49-52, 54-56, 57-58, 63-64, 69-70, 71-72, 77-78, 81-82, 83-86, 91-92, 93-94, 97-100
Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.					
Comprehension 23, Writing 36b	Students will recognize simple sentences with prompting.	L	1	TE: 32A, 32B, 48A, 62A, 76A, 90A, 33, 38, 47, 61, 68, 75, 8, 103, 127	SE: 33, 38, 47, 61, 68, 75, 8, 103, 127
Writing 31	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. a. Identify the required features of a sentence, including capitalization of the first word and end punctuation. b. Transcribe spoken words to demonstrate that print represents oral language. c. Compose a simple sentence, including a	L	1	TE: 50, 118, 123	SE: 50, 118, 123

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	<p>subject and a predicate, that expresses a complete thought. d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence. f. Begin each sentence with a capital letter. g. Capitalize the pronoun I and names of individuals. h. Use commas in dates and words in a series. i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</p>				