

Alabama Standards	Description		Grade	Benson Handwriting TE	Benson Handwriting SE
Listening and Speaking - Students will listen and speak effectively in a variety of situations.					
R2, Oral Lang 1		Listening	2	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
R2, Oral Lang 1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	Speaking	2	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	Present information orally using complete sentences, appropriate volume, and clear pronunciation. a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. b. Use complex sentence structures when speaking. c. Ask and answer questions to seek help, clarify meaning, or get information	Speaking	2	TE: 35, 43, 53, 57, 81	SE: 35, 43, 53, 57, 81
R2, Oral Lang 3	Demonstrate oral literacy skills by participating in a variety of oral language activities. Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories . Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details. Create recordings of stories or poems. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. Demonstrate standard English usage when speaking. Use collective nouns. Form and use frequently-occurring irregular plural nouns. Use reflexive pronouns. Form and use past tense forms of frequently-occurring irregular verbs. Use adjectives	Speaking	2	TE: 32-47, 49, 49-58, 63-75, 77-89, 91-103, 118	SE: 33-47, 49-61, 63-75, 77-89, 91-103

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	and adverbs. Produce and expand complete simple and compound sentences when speaking				
Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.					
Phon Awareness 9 a-e	<p>Demonstrate advanced phonemic awareness skills in spoken words. a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt) Addition - Say block. Now say block, but add /t/ to the end of block. (blocked) Deletion - Say fin. Now say fin, but don't say /f/. (in) Deletion - Say range. Now say range, but don't say /j/. (rain) Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip) Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade) Grade 2 2021 Alabama Course of Study: English Language Arts 46 Standard 9 continued.... b. Delete the initial sound in an initial blend in a one-syllable base word. Example: Say prank. Now say prank, but don't say /p/. (rank) c. With prompting and support, delete the medial and final sounds in blends in one syllable base words. Examples: Say snail. Now say snail, but don't say /n/. (sail) Say wind. Now say wind, but don't say /d/. (win) d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. Examples: bit, bet, bat; sat, sit; pit, pat e. With prompting and support, reverse sounds within a w</p>	PA	2	TE: 32a,38, 42, , 45-4662a, 63, 66, 68, 90a, 38, 63, 92-93, 96, xi, 54 58, 59-60, 64, 66, 68, 73-74, 80, 84, 87-88, 94, 101-102, 118, 119,	SE 38, 45-56, 54 58,59-60, 63, 64, 66, 68, 73-74, 80, 84, 87-88, 94, 101-102, 118, 119,
Phonics: Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.					

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Phonics 10 a-o	<p>10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on c. Decode and encode words with three-consonant blends and blends containing digraphs. d. Decode and encode words with consonant digraphs, trigraphs, and combinations. Examples: qu, sh, ch, th, ph, wh, tch, dge Grade 2 2021 Alabama Course of Study: English Language Arts 47 Standard 10 continued... e. Decode and encode words with variable vowel teams and vowel diphthongs. Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay f. Decode and encode words with vowel-r combinations. Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur g. Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. Examples: wild, most, cold, colt, mind h. Decode and encode words with a after w read /ă/ and a before l read /â/. Examples: wash, water, wasp; tall, all, talk, small, fall i. Decode and encode words with or after w read /er/. Examples: world, word, worm, worst, work j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation. Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i,</p>	PWS	2	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

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	<p>e, or y g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words. Examples: fly, my; baby, happy; myth, gym l. Decode words with silent letter combinations. Examples: kn, mb, gh m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect) o. Decode and encode contractions with am, is, has, not, have, would, and will. Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</p>				
<p><b>Fluency:</b> Students will read grade-level text smoothly and accurately, with appropriate expression.</p>					
Fluency 9c	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	F	2	TE: 61, 85	SE: 61, 85
Fluency 11	Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. 12.	PWS	2	TE: 33-47, 49-61, 63-75, 77-89, 91-103	SE: 33-47, 49-61, 63-75, 77-89, 91-103

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Fluency 14	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 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-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.	F	2	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
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	2	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
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 subject and a predicate, that expresses	RWP	2	TE: 50, 118, 123	SE: 50, 118, 123

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	<p>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>				
<p>Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively</p>					
<p>Vocabulary 15</p>	<p>Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating 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. 16. Describe word relationships.</p>	<p>V</p>	<p>2</p>	<p>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</p>	<p>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</p>
<p>Comprehension: Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>					
<p>Comprehension: 22</p>	<p>Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p>C</p>	<p>2</p>	<p>TE: xvi, 3, 42A, 52, 98<sup>a</sup>,</p>	
<p>Comprehension 23</p>	<p>Identify the main story elements in a literary text. a. Explain the plot of a narrative, using textual evidence to list the major events in sequence. b. Describe the characters’ traits, feelings, and behaviors in a story. c. Describe the setting of a narrative, using textual evidence. d. Identify the</p>	<p>C</p>	<p>2</p>	<p>TE: 32A, 32B, 48A, 62A, 76A, 90A, 33, 38, 47, 61, 68, 75, 8, 103, 127</p>	<p>SE: 33, 38, 47, 61, 68, 75, 8, 103, 127</p>

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	central message or moral of a story. e. Identify the theme in myths, fables, and folktales.				
Comprehension 25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats. a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension.	C	2	TE: 29, 36B, 39	