

Alabama Standards	Description		Grade	Benson Handwriting TE	Benson Handwriting SE
Listening and Speaking - Students will listen and speak effectively in a variety of situations.					
R3, Oral Lang 1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules. a. Elaborate on responses in conversations and discussions. Examples: use precise, descriptive language; build upon previously expressed ideas	Speaking	3	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 complex sentence structures, appropriate volume, and clear pronunciation. a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.	Speaking	3	TE: 35, 43, 53, 57, 81	SE: 35, 43, 53, 57, 81
R3, Oral Lang 3	Apply oral literacy skills by participating in a variety of oral language activities. Examples: plays, dramas, choral readings, oral reports	Speaking	3	TE: 32-47, 49, 49-58, 63-75, 77-89, 91-103, 118	SE: 33-47, 49-61, 63-75, 77-89, 91-103
Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.					
Phon Awareness 7 a-e	Demonstrate advanced phonemic awareness skills in spoken words. a. Delete phonemes in initial and final blends of a spoken word. Examples: Say smoke. Now say smoke, but don't say /m/. (soak) Say best. Now say best, but don't say /s/. (bet) b. Substitute phonemes in initial and final blends in a spoken word. Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep) Say list. Now say list, but change the /s/ to /f/. (lift) c. Reverse phonemes in a spoken word. Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face) Say slack. Now say slack but say the last sound first and the first sound last. (class) d. In a series of words, 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: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap;	PA	3	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,

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	train, rain, lane, lame, blame e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. Examples: Say photograph. Change graph to cell. (photocell) Say anytime. Change time to where. (anywhere) Say blocked. Change /t/ to /ing/. (blocking)				
Phonics: Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.					
Phonics 10 a-o	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 odd or 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; com-mit-ment, e-vent, ev-er-y, po-et c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. Examples: the noun con'vict vs. the verb con/vict'; the noun pro'duce vs. the verb pro/duce' f. Decode and encode words using	PWS	3	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>knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict g. 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 h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. Examples: hear/here; night/knight; tacks/tax i. Decode and encode words with hard and soft c and g. j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>				
<p>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</p>					
Fluency 10	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	F	3	TE: 61, 85	SE: 61, 85
Fluency 11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	PWS	3	TE: 33-47, 49-61, 63-75, 77-89, 91-103	SE: 33-47, 49-61, 63-75, 77-89, 91-103
Fluency 12	. Read high-frequency words commonly found in grade-appropriate text accurately and automatically. 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. 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	3	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
<p>Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively</p>					

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Vocabulary 15	Utilize new academic, content-specific, grade-level vocabulary to 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	3	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
Reading and Writing Process Students will use a variety of recursive reading and writing processes					
Comprehension: Expand background knowledge and build vocabulary through discussion, reading, and writing.					
Comprehension: 18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	C	3	TE: xvi, 3, 42A, 52, 98 ^a ,	SE: 4, 111, 112
Comprehension 22	Describe literary elements within a story, including setting, plot, characters, and themes. a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. b. Explain how the characters' actions and dialogue contribute to the meaning of the story. c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. d. Compare and contrast the themes, settings, and plots from two texts	C	3	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
Comprehension 23	Identify and use text features in informational passages to locate information. Examples: headings, photographs, illustrations, labels, charts, graphs, legends a. Explain how text features support details in the text. b. Explain how illustrations contribute to meaning in a story. c. Interpret text features used in written and digital formats.	C	3	TE: 29, 36B, 39	
Writing 30	Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.	RWP	3	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 36	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence	RWP	3	TE: 50, 118, 123	SE: 50, 118, 123

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	<p>formation, and spelling appropriate for third grade. a. Use articles a, an, and the correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>				