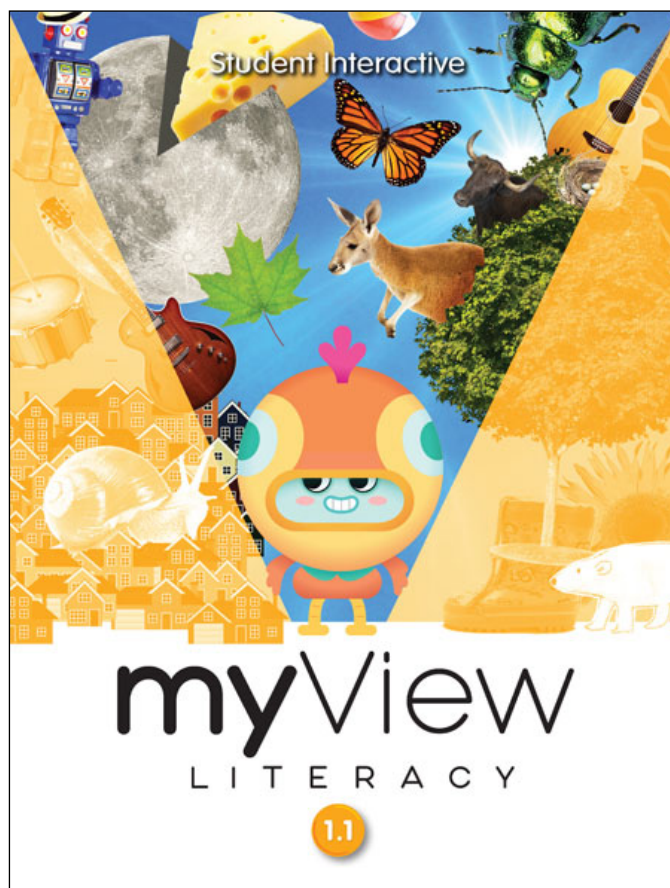


## A Correlation of



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To the

# **Alabama Course of Study English Language Arts 2021 Grade 1**

**A Correlation of myView Literacy, Grade 1, ©2020 to the  
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<b>Recurring Standards for K-3</b>	
<b>Students will:</b>	
<b>R1.</b> Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	<b>TE:</b> Unit 1, Week 6, p. T468 <b>/ SI:</b> Unit 1, Week 6, p. 232 <b>TE:</b> Unit 2, Week 4, pp. T238–T239 <b>/ SI:</b> Unit 2, Week 4, p. 150 <b>TE:</b> Opinion Writing Unit, Week 1, pp. WW6–WW7
<b>R2.</b> Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	<b>TE:</b> Unit 1, Week 4, pp. T236–T237 <b>/ SI:</b> Unit 1, Week 4, pp. 139–140 <b>TE:</b> Unit 2, Week 1, pp. T32–T33 <b>/ SI:</b> Unit 2, Week 1, pp. 15–16 <b>TE:</b> Unit 3, Week 1, pp. T32–T33 <b>/ SI:</b> Unit 3, Week 1, p. 16 <b>TE:</b> Unit 4, Week 3, pp. T158–T159 <b>/ SI:</b> Unit 4, Week 3, pp. 113–114 <b>TE:</b> Unit 5, Week 5, pp. T266–T267 <b>/ SI:</b> Unit 5, Week 5, p. 176 <b>TE:</b> Unit 3, Week 4, pp. T234–T235 <b>/ SI:</b> Unit 3, Week 4, pp. 147–148 <b>TE:</b> Unit 3, Week 5, pp. T290–T291 <b>/ SI:</b> Unit 3, Week 5, p. 184 <b>TE:</b> Unit 3, Week 3, pp. T178–T179 <b>/ SI:</b> Unit 3, Week 3, pp. 113–114 <b>TE:</b> Unit 3, Week 4, pp. T212–T213 <b>/ SI:</b> Unit 3, Week 4, pp. 143–144 <b>TE:</b> Unit 3, Week 4, pp. T234–T235 <b>/ SI:</b> Unit 3, Week 4, pp. 147–148 <b>TE:</b> Unit 3, Week 6, pp. T448–T449 <b>/ SI:</b> Unit 3, Week 6, pp. 220–221 <b>TE:</b> Unit 5, Week 3, pp. T172–T173 <b>/ SI:</b> Unit 5, Week 3, pp. 101–102 <b>TE:</b> Unit 5, Week 4, pp. T232–T233 <b>/ SI:</b> Unit 5, Week 4, pp. 137–138
<b>R3.</b> Expand background knowledge and build vocabulary through discussion, reading, and writing.	<b>TE:</b> Unit 1, Week 1, pp. T34–T35 <b>/ SI:</b> Unit 1, Week 1, pp. 26–37 <b>TE:</b> Unit 3, Week 1, pp. T34–T35 <b>/ SI:</b> Unit 3, Week 1, pp. 26–41 <b>TE:</b> Unit 5, Week 1, pp. T34–T35 <b>/ SI:</b> Unit 5, Week 1, pp. 26–43 <b>TE:</b> Unit 5, Week 1, pp. T44–T45 <b>/ SI:</b> Unit 5, Week 1, p. 44

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<b>R4.</b> Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	<b>TE:</b> Unit 1, Week 2, pp. T350–T351 <b>TE:</b> Unit 1, Week 2, pp. T354–T355 <b>SI:</b> Unit 1, Week 2, p. 94 <b>TE:</b> Unit 1, Week 2, pp. T358–T359 <b>SI:</b> Unit 1, Week 2, p. 95 <b>TE:</b> Unit 1, Week 5, pp. T422–T423
<b>R5.</b> Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	<b>TE:</b> Unit 2, Week 1, p. T324 <b>SI:</b> Unit 2, Week 1, p. 49 <b>TE:</b> Unit 2, Week 3, pp. T356–T357 <b>SI:</b> Unit 2, Week 3, p.119 <b>TE:</b> Unit 2, Week 5, pp. T404–T405 <b>SI:</b> Unit 2, Week 5, p.191 <b>TE:</b> Unit 3, Week 2, pp. T340–T341 <b>SI:</b> Unit 3, Week 2, p.103 <b>TE:</b> Unit 3, Week 4, pp. T388–T389 <b>SI:</b> Unit 3, Week 4, p.173 <b>TE:</b> Unit 3, Week 5, pp. T424–T425

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<b>Grade 1 Content Standards</b>	
<b>Literacy Foundations</b>	
<b>Oral Language</b>	
<b>Students will:</b>	
<b>AL.1.1.</b> Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	<b>TE:</b> Unit 2, Week 1, pp. T68-T69 / <b>SI:</b> Unit 2, Week 1, p. 42 <b>TE:</b> Unit 3, Week 2, pp. T134-T135 / <b>SI:</b> Unit 3, Week 2, p. 98 <b>TE:</b> Unit 3, Book Club, pp. T468-T469
<b>AL.1.2.</b> Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.	<b>TE:</b> Unit 1, Week 1, pp. T34-T35 / <b>SI:</b> Unit 1, Week 1, p. 26 <b>TE:</b> Unit 1, Week 3, pp. T142-T143 <b>TE:</b> Unit 1, Week 5, pp. T250-T251 <b>TE:</b> Unit 1, Week 5, pp. T258-T259 <b>TE:</b> Unit 2, Week 2, pp. T92-T93 / <b>SI:</b> Unit 2, Week 2, p. 64
<b>AL.1.3.</b> 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.	<b>TE:</b> Unit 1, Week 2, pp. T358 / <b>SI:</b> Unit 1, Week 2, p. 95 <b>TE:</b> Unit 2, Week 2, pp. T122-T123 / <b>SI:</b> Unit 2, Week 2, p. 87 <b>TE:</b> Unit 3, Week 2, pp. T134-T135 / <b>SI:</b> Unit 3, Week 2, p. 98 <b>TE:</b> Unit 4, Week 6, pp. T474-T475 / <b>SI:</b> Unit 4, Week 6, p. 246
<b>AL.1.4.</b> Present information orally using complete sentences and appropriate volume.	<b>TE:</b> Unit 1, Week 1, p. T335 <b>TE:</b> Unit 2, Week 2, p. T349 <b>TE:</b> Unit 3, Week 2, pp. T134-T135 / <b>SI:</b> Unit 3, Week 2, p. 98 <b>TE:</b> Unit 5, Week 1, pp. T70-T71 / <b>SI:</b> Unit 5, Week 1, p. 48
<b>AL.1.4.a.</b> Orally describe people, places, things, and events, expressing ideas with relevant details.	<b>TE:</b> Unit 1, Week 1, pp. T50-T51 / <b>SI:</b> Unit 1, Week 1, p. 40 <b>TE:</b> Unit 1, Week 4, pp. T232-T233 <b>TE:</b> Unit 3, Week 2, pp. T134-T135 / <b>SI:</b> Unit 3, Week 2, p. 98 <b>TE:</b> Unit 4, Week 1, p. T340 / <b>SI:</b> Unit 4, Week 1, p. 63
<b>Concepts of Print</b>	
<b>AL.1.5.</b> Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).	<b>TE:</b> Unit 1, Week 3, p. T370 <b>TE:</b> Unit 1, Glossary, pp. T490-T491 / <b>SI:</b> Unit 1, Glossary, p. 236 <b>TE:</b> Unit 5, Week 2, p. T97 / <b>SI:</b> Unit 5, Week 2, p. 72

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<b>AL.1.5.a.</b> Explain the roles of author(s) and illustrator(s).	<b>TE:</b> Unit 1, Week 1, pp. T318–T319 <b>TE:</b> Unit 1, Week 3, pp. T366–T367 <b>TE:</b> Unit 1, Week 4, pp. T394–T395 <b>/ SI:</b> Unit 1, Week 4, p. 171
<b>Phonological Awareness/Phonemic Awareness</b>	
<b>AL.1.6.</b> Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	<b>TE:</b> Unit 1, Week 1, pp. T18–T19 <b>/ SI:</b> Unit 1, Week 1, p. 14 <b>TE:</b> Unit 5, Week 5, p. T300
<b>AL.1.6.a.</b> Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.	<b>TE:</b> Unit 3, Week 5, pp. T282–T283 <b>/ SI:</b> Unit 3, Week 5, p. 181 <b>TE:</b> Unit 3, Week 6, pp. T446–T447 <b>/ SI:</b> Unit 3, Week 6, p. 218 <b>SI:</b> p. AP353
<b>AL.1.6.b.</b> Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	<b>TE:</b> Unit 2, Week 2, pp. T76–T77 <b>/ SI:</b> Unit 2, Week 2, p. 52 <b>TE:</b> Unit 2, Week 4, pp. T190–T191 <b>/ SI:</b> Unit 2, Week 4, p. 124 <b>TE:</b> Unit 2, Week 4, pp. T218–T219 <b>/ SI:</b> Unit 2, Week 4, p. 127
<b>AL.1.6.c.</b> Produce alliterative words.	<b>TE:</b> Unit 1, Week 1, pp. T48–T49 <b>/ SI:</b> Unit 1, Week 1, p. 17 <b>TE:</b> Unit 1, Week 2, pp. T110–T111 <b>/ SI:</b> Unit 1, Week 2, p. 55  Reading Routines Companion, pp. 5–6
<b>AL.1.6.d.</b> Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.	<b>TE:</b> Unit 1, Week 1, pp. T66 <b>TE:</b> Unit 2, Week 1, pp. T18–T19 <b>/ SI:</b> Unit 2, Week 1, p. 14 <b>TE:</b> Unit 2, Week 3, pp. T134–T135 <b>/ SI:</b> Unit 2, Week 3, p. 90 <b>TE:</b> Unit 4, Week 2, pp. T116–T117 <b>/ SI:</b> Unit 4, Week 2, p. 69
<b>AL.1.6.e.</b> Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.	<b>TE:</b> Unit 1, Week 6, p. T456 <b>TE:</b> Unit 2, Week 2, pp. T106–T107 <b>/ SI:</b> Unit 2, Week 2, p. 55 <b>TE:</b> Unit 2, Week 2, p. T124 <b>TE:</b> Unit 2, Week 3, p. T180 <b>TE:</b> Unit 2, Week 5, pp. T246–T247 <b>/ SI:</b> Unit 2, Week 5, p. 160 <b>TE:</b> Unit 3, Week 5, p. T300

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<b>AL.1.6.f.</b> Distinguish long from short vowel sounds in spoken, single-syllable words.	<b>TE:</b> Unit 2, Week 5, pp. T292–T293 <b>TE:</b> Unit 2, Week 6, pp. T438–T439 / <b>SI:</b> Unit 2, Week 6, p. 200 <b>TE:</b> Unit 4, Week 4, pp. T232–T233 / <b>SI:</b> Unit 4, Week 4, p. 151
<b>AL.1.6.g.</b> Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.	<b>TE:</b> Unit 2, Week 5, pp. T292–T293 <b>TE:</b> Unit 2, Week 6, pp. T438–T439 <b>TE:</b> Unit 3, Week 2, pp. T132–T133 <b>TE:</b> Unit 3, Week 4, pp. T198–T199 / <b>SI:</b> Unit 3, Week 4, p. 142 <b>TE:</b> Unit 3, Week 5, pp. T254–T255 / <b>SI:</b> Unit 3, Week 5, p. 178 <b>TE:</b> Unit 4, Week 1, pp. T72–T73 <b>TE:</b> Unit 4, Week 4, pp. T232–T233 / <b>SI:</b> p. 151 <b>TE:</b> Unit 4, Week 5, pp. T308–T309 <b>TE:</b> Unit 5, Week 2, pp. T78–T79 / <b>SI:</b> Unit 5, Week 2, p. 58  Reading Routines Companion: pp. 221–222 Articulation Support Guide: pp. 373–381
<b>AL.1.6.h.</b> Identify the sound substitution in words with five to six phonemes.	<b>SI:</b> p. AP354
<b>Phonics</b>	
<b>AL.1.7.</b> 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.	<b>TE:</b> Unit 1, Week 2, pp. T110–T111 / <b>SI:</b> Unit 1, Week 2, p. 55 <b>TE:</b> Unit 1, Week 2, pp. T118–T119 / <b>SI:</b> Unit 1, Week 2, pp. 57–58 <b>TE:</b> Unit 1, Week 2, pp. T120–T121 / <b>SI:</b> Unit 1, Week 2, pp. 59–61 <b>TE:</b> Unit 3, Week 1, pp. T18–T19 / <b>SI:</b> Unit 3, Week 1, p. 14 <b>TE:</b> Unit 3, Week 1, pp. T32–T33 / <b>SI:</b> Unit 3, Week 1, pp. 15–16 <b>TE:</b> Unit 3, Week 1, pp. T60–T61 / <b>SI:</b> Unit 3, Week 1, pp. 21–23 <b>TE:</b> Unit 4, Week 1, pp. T54–T55 / <b>SI:</b> Unit 4, Week 1, p. 17 <b>TE:</b> Unit 4, Week 1, pp. T62–T63 / <b>SI:</b> Unit 4, Week 1, pp. 19–20 <b>TE:</b> Unit 5, Week 2, pp. T108–T109 / <b>SI:</b> Unit 5, Week 2, p. 61 <b>TE:</b> Unit 5, Week 2, pp. T116–T117 / <b>SI:</b> Unit 5, Week 2, pp. 63–64

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<b>AL.1.7.a.</b> Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.	<b>TE:</b> Unit 1, Week 1, pp. T32–T33 <b>/ SI:</b> Unit 1, Week 1, pp. 15–16 <b>TE:</b> Unit 1, Week 2, pp. T90–T91 <b>/ SI:</b> Unit 1, Week 2, pp. 53–54 <b>TE:</b> Unit 1, Week 3, pp. T152–153 <b>/ SI:</b> Unit 1, Week 3, pp. 99–100 <b>TE:</b> Unit 1, Week 4, pp. T208–T209 <b>/ SI:</b> Unit 1, Week 4, pp. 135–136 <b>TE:</b> Unit 1, Week 5, pp. T270–T271 <b>/ SI:</b> Unit 1, Week 5, pp. 177–178 <b>TE:</b> Unit 1, Week 6, pp. T444–T445 <b>/ SI:</b> Unit 1, Week 6, pp. 213–214 <b>TE:</b> Unit 2, Week 1, pp. T56–T57 <b>/ SI:</b> Unit 2, Week 1, pp. 19–20 <b>TE:</b> Unit 2, Week 5, pp. T260–T261 <b>/ SI:</b> Unit 2, Week 5, pp. 161–162 <b>TE:</b> Unit 2, Week 6, pp. T434–T435 <b>/ SI:</b> Unit 2, Week 6, pp. 197–198 <b>TE:</b> Unit 3, Week 2, pp. T92–T93 <b>/ SI:</b> Unit 3, Week 2, pp. 57–58 <b>TE:</b> Unit 3, Week 2, pp. T122–T123 <b>/ SI:</b> Unit 3, Week 2, pp. 61–62
<b>AL.1.7.b.</b> Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.	<b>TE:</b> Unit 1, Week 1, pp. T56–T57 <b>/ SI:</b> Unit 1, Week 1, pp. 19–20 <b>TE:</b> Unit 1, Week 2, pp. T90–T91 <b>/ SI:</b> Unit 1, Week 2, pp. 53–54 <b>TE:</b> Unit 2, Week 1, pp. T32–T33 <b>/ SI:</b> Unit 2, Week 1, pp. 15–16 <b>TE:</b> Unit 2, Week 3, pp. T148–T149 <b>/ SI:</b> Unit 2, Week 3, pp. 91–92 <b>TE:</b> Unit 2, Week 5, pp. T260–T261 <b>/ SI:</b> Unit 2, Week 5, pp. 161–162 <b>TE:</b> Unit 3, Week 5, pp. T290–T291 <b>/ SI:</b> Unit 3, Week 5, pp. 183–184 <b>TE:</b> Unit 5, Week 5, pp. T266–T267 <b>/ SI:</b> Unit 5, Week 5, pp. 175–176
<b>AL.1.7.c.</b> Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.	<b>TE:</b> Unit 1, Week 6, pp. T444–T445 <b>/ SI:</b> Unit 1, Week 6, pp. 213–214 <b>TE:</b> Unit 2, Week 2, pp. T76–T77 <b>/ SI:</b> Unit 2, Week 2, p. 52 <b>TE:</b> Unit 2, Week 4, pp. T190–T191 <b>/ SI:</b> Unit 2, Week 4, p. 124 <b>TE:</b> Unit 3, Week 1, pp. T18–T19 <b>/ SI:</b> Unit 3, Week 1, p. 14 <b>TE:</b> Unit 3, Week 5, pp. T254–T255 <b>/ SI:</b> Unit 3, Week 5, p. 178 <b>TE:</b> Unit 4, Week 3, pp. T172–T173 <b>/ SI:</b> Unit 4, Week 3, p. 115



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<b>AL.1.7.d.</b> Decode words with a after w read /ă/ and a before l read /â/.	<b>TE:</b> Unit 2, Week 5, pp. T274–T275 / <b>SI:</b> Unit 2, Week 5, p. 163 <b>TE:</b> Unit 2, Week 5, pp. T282–T283 / <b>SI:</b> Unit 2, Week 5, pp. 165–166
<b>AL.1.7.e.</b> With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.	<b>TE:</b> Unit 1, Week 2, pp. T110–T111 / <b>SI:</b> Unit 1, Week 2, p. 55 <b>TE:</b> Unit 1, Week 2, pp. T120–T121 / <b>SI:</b> Unit 1, Week 2, pp. 59–61 <b>TE:</b> Unit 1, Week 3, pp. T166–T167 / <b>SI:</b> Unit 1, Week 3, p. 101 <b>TE:</b> Unit 1, Week 3, pp. T176–T177 / <b>SI:</b> Unit 1, Week 3, pp. 105–107 <b>TE:</b> Unit 2, Week 6, pp. T438–T439 / <b>SI:</b> Unit 2, Week 6, p. 200 <b>TE:</b> Unit 2, Week 6, pp. T442–T443 / <b>SI:</b> Unit 2, Week 6, pp. 204–207
<b>AL.1.7.f.</b> Decode 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 /ĭ/ sound for these words.	<b>TE:</b> Unit 3, Week 4, pp. T198–T199 / <b>SI:</b> Unit 3, Week 4, p. 142 <b>TE:</b> Unit 3, Week 4, pp. T212–T213 / <b>SI:</b> Unit 3, Week 4, pp. 143 <b>TE:</b> Unit 3, Week 4, pp. T198–T199 / <b>SI:</b> Unit 3, Week 4, p. 142 <b>SI:</b> p. AP355
<b>AL.1.7.g.</b> Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.	<b>TE:</b> Unit 3, Week 6, pp. T438–T439 / <b>SI:</b> Unit 3, Week 6, p. 214 <b>TE:</b> Unit 3, Week 6, pp. T442–T443 / <b>SI:</b> Unit 3, Week 6, pp. 215–216 <b>TE:</b> Unit 4, Week 1, pp. T18–T19 / <b>SI:</b> Unit 4, Week 1, p. 14 <b>TE:</b> Unit 4, Week 1, pp. T32–T33 / <b>SI:</b> Unit 4, Week 1, pp. 15–16 <b>TE:</b> Unit 4, Week 2, pp. T82–T83 / <b>SI:</b> Unit 4, Week 2, p. 66 <b>TE:</b> Unit 4, Week 2, pp. T96–T97 / <b>SI:</b> Unit 4, Week 2, pp. 67–68

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<p><b>AL.1.7.h.</b> With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.</p>	<p><b>TE:</b> Unit 2, Week 5, pp. T274–T275 / <b>SI:</b> Unit 2, Week 5, p. 163 <b>TE:</b> Unit 2, Week 5, pp. T282–T283 / <b>SI:</b> Unit 2, Week 5, pp. 165–166 <b>TE:</b> Unit 3, Week 3, pp. T142–T143 / <b>SI:</b> Unit 3, Week 3, p. 108 <b>TE:</b> Unit 3, Week 3, pp. T157–T157 / <b>SI:</b> Unit 3, Week 3, pp. 109–110 <b>TE:</b> Unit 4, Week 4, pp. T200–T201 / <b>SI:</b> Unit 4, Week 4, p. 148 <b>TE:</b> Unit 4, Week 4, pp. T214–T215 / <b>SI:</b> Unit 4, Week 4, pp. 149–150 <b>TE:</b> Unit 4, Week 4, pp. T232–T233 / <b>SI:</b> Unit 4, Week 4, p. 151 <b>TE:</b> Unit 4, Week 4, pp. T240–T241 / <b>SI:</b> Unit 4, Week 4, pp. 153–154 <b>TE:</b> Unit 4, Week 5, pp. T260–T261 / <b>SI:</b> Unit 4, Week 5, p. 188 <b>TE:</b> Unit 4, Week 5, pp. T274–T275 / <b>SI:</b> Unit 4, Week 5, pp. 189–190 <b>TE:</b> Unit 4, Week 5, pp. T290–T291 / <b>SI:</b> Unit 4, Week 5, p. 191 <b>TE:</b> Unit 4, Week 5, pp. T298–T299 / <b>SI:</b> Unit 4, Week 5, pp. 193–194 <b>TE:</b> Unit 4, Week 6, pp. T454–T457 / <b>SI:</b> Unit 4, Week 6, pp. 230, 232–233 <b>TE:</b> Unit 5, Week 1, pp. T18–T19 / <b>SI:</b> Unit 5, Week 1, p. 14 <b>TE:</b> Unit 5, Week 1, pp. T32–T33 / <b>SI:</b> Unit 5, Week 1, pp. 15–16 <b>TE:</b> Unit 5, Week 2, pp. T78–T79 / <b>SI:</b> Unit 5, Week 2, p. 58 <b>TE:</b> Unit 5, Week 2, pp. T92–T93 / <b>SI:</b> Unit 5, Week 2, pp. 59–60 <b>TE:</b> Unit 5, Week 3, pp. T136–137 / <b>SI:</b> Unit 5, Week 3, p. 96 <b>TE:</b> Unit 5, Week 3, pp. T150–T151 / <b>SI:</b> Unit 5, Week 3, pp. 97–98 <b>TE:</b> Unit 5, Week 5, pp. T282–T283 / <b>SI:</b> Unit 5, Week 5, p. 177 <b>TE:</b> Unit 5, Week 5, pp. T290–T291 / <b>SI:</b> Unit 5, Week 5, pp. 179–180 <b>TE:</b> Unit 5, Week 6, pp. T438–T439 / <b>SI:</b> Unit 5, Week 6, p. 212 <b>TE:</b> Unit 5, Week 6, pp. T442–T443 / <b>SI:</b> Unit 5, Week 6, pp. 213–214</p>

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<b>AL.1.7.i.</b> With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns. <i>Examples: mild, host, fold, jolt, kind</i>	<b>TE:</b> Unit 5, Week 4, pp. T192–T193 / <b>SI:</b> Unit 5, Week 4, p. 132 <b>TE:</b> Unit 5, Week 4, pp. T206–T207 / <b>SI:</b> Unit 5, Week 4, pp. 133–134
<b>AL.1.7.j.</b> With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.	<b>TE:</b> Unit 3, Week 4, pp. T226–T227 / <b>SI:</b> Unit 3, Week 4, p. 145 <b>TE:</b> Unit 3, Week 4, pp. T234–T235 / <b>SI:</b> Unit 3, Week 4, pp. 147–148 <b>TE:</b> Unit 3, Week 5, pp. T282–T283 / <b>SI:</b> Unit 3, Week 5, p. 181 <b>TE:</b> Unit 3, Week 5, pp. T290–T291 / <b>SI:</b> Unit 3, Week 5, pp. 183–184 <b>TE:</b> Unit 3, Week 6, pp. T446–T449 / <b>SI:</b> Unit 3, Week 6, p. 218, 220–221 <b>TE:</b> Unit 5, Week 6, pp. T446–T449 / <b>SI:</b> Unit 5, Week 6, p. 216, 218–219 <b>TE:</b> Unit 5, Week 6, pp. T454–T455
<b>AL.1.7.k.</b> With prompting and support, decode words with silent letter combinations.	<b>TE:</b> Unit 5, Week 2, pp. T78–T79 / <b>SI:</b> Unit 5, Week 2, p. 58 <b>TE:</b> Unit 5, Week 2, pp. T92–T93 / <b>SI:</b> Unit 5, Week 2, pp. 59–60
<b>AL.1.7.l.</b> With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.	<b>TE:</b> Unit 5, Week 3, pp. T164–T165 / <b>SI:</b> Unit 5, Week 3, p. 99 <b>TE:</b> Unit 5, Week 3, pp. T172–T173 / <b>SI:</b> Unit 5, Week 3, pp. 101–102 <b>SI:</b> p. AP356

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<p><b>AL.1.7.m.</b> With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly</i></p>	<p><b>TE:</b> Unit 2, Week 3, pp. T162–T163 / <b>SI:</b> Unit 2, Week 3, p. 93 <b>TE:</b> Unit 2, Week 3, pp. T170–T171 / <b>SI:</b> Unit 2, Week 3, pp. 95–96 <b>TE:</b> Unit 2, Week 4, pp. T218–T219 / <b>SI:</b> Unit 2, Week 4, p. 127 <b>TE:</b> Unit 2, Week 4, pp. T226–T227 / <b>SI:</b> Unit 2, Week 4, pp. 129–130 <b>TE:</b> Unit 3, Week 3, pp. T170–T171 / <b>SI:</b> Unit 3, Week 3, p. 111 <b>TE:</b> Unit 3, Week 3, pp. T178–T179 / <b>SI:</b> Unit 3, Week 3, pp. 113–114 <b>TE:</b> Unit 4, Week 1, pp. T54–T55 / <b>SI:</b> Unit 4, Week 1, p. 17 <b>TE:</b> Unit 4, Week 1, pp. T62–T63 / <b>SI:</b> Unit 4, Week 1, pp. 19–20 <b>TE:</b> Unit 4, Week 2, pp. T116–T117 / <b>SI:</b> Unit 4, Week 2, p. 69 <b>TE:</b> Unit 4, Week 2, pp. T124–T125 / <b>SI:</b> Unit 4, Week 2, pp. 71–72 <b>TE:</b> Unit 4, Week 3, pp. T144–T145 / <b>SI:</b> Unit 4, Week 3, p. 112 <b>TE:</b> Unit 4, Week 3, pp. T158–T159 / <b>SI:</b> Unit 4, Week 3, pp. 113–114 <b>TE:</b> Unit 4, Week 6, pp. T446–T447 / <b>SI:</b> Unit 4, Week 6, p. 226 <b>TE:</b> Unit 4, Week 6, pp. T450–T451 / <b>SI:</b> Unit 4, Week 6, pp. 227–228 <b>TE:</b> Unit 5, Week 2, pp. T108–T109 / <b>SI:</b> Unit 5, Week 2, p. 61 <b>TE:</b> Unit 5, Week 2, pp. T116–T117 / <b>SI:</b> Unit 5, Week 2, pp. 63–64 <b>TE:</b> Unit 5, Week 4, pp. T224–T225 / <b>SI:</b> Unit 5, Week 4, p. 135 <b>TE:</b> Unit 5, Week 4, pp. T232–T233 / <b>SI:</b> Unit 5, Week 4, pp. 137–138</p>
<p><b>AL.1.7.n.</b> Decode contractions with am, is, has, and not. <i>Examples: I’m, he’s, she’s, isn’t, don’t</i></p>	<p><b>TE:</b> Unit 3, Week 1, pp. T50–T51 / <b>SI:</b> Unit 3, Week 1, p. 17 <b>TE:</b> Unit 3, Week 1, pp. T58–T59 / <b>SI:</b> Unit 3, Week 1, pp. 19–20</p>
<p><b>AL.1.7.o.</b> Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	<p><b>SI:</b> pp. AP357–358</p>

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<b>Fluency</b>	
<b>AL.1.8.</b> Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	<b>TE:</b> Unit 1, Week 1, pp. T56–T57 / <b>SI:</b> Unit 1, Week 1, pp. 19–20 <b>TE:</b> Unit 1, Week 1, pp. T58–T59 / <b>SI:</b> Unit 1, Week 1, pp. 21–23
<b>AL.1.9.</b> Read grade-appropriate texts with accuracy and fluency.	<b>TE:</b> Unit 1, Week 1, pp. T58–T59 / <b>SI:</b> Unit 1, Week 1, pp. 21–23 <b>TE:</b> Unit 3, Week 3, pp. T180–T181 / <b>SI:</b> Unit 3, Week 3, pp. 115–117 <b>TE:</b> Unit 5, Week 5, pp. T292–T293 / <b>SI:</b> Unit 5, Week 5, pp. 181–183
<b>AL.1.9.a.</b> Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.	<b>TE:</b> Unit 1, Week 1, pp. T58–T59 / <b>SI:</b> Unit 1, Week 1, pp. 21–23 <b>TE:</b> Unit 3, Week 3, pp. T180–T181 / <b>SI:</b> Unit 3, Week 3, pp. 115–117 <b>TE:</b> Unit 5, Week 5, pp. T292–T293 / <b>SI:</b> Unit 5, Week 5, pp. 181–183
<b>AL.1.9.b.</b> Recognize and self-correct decoding and other errors in word recognition and reread for clarification.	<b>TE:</b> Unit 5, Week 5, p. T275 / <b>SI:</b> Unit 5, Week 5, pp. 192–193
<b>AL.1.9.c.</b> Participate in poetry reading, noticing phrasing, rhythm, and rhyme. <i>Example: Pause between stanzas and between lines where punctuation indicates.</i>	<b>TE:</b> Unit 3, Week 3, pp. T146–T147 <b>TE:</b> Unit 3, Week 3, p. T168 <b>TE:</b> Unit 3, Week 3, p. T176
<b>AL.1.10.</b> Read high-frequency words commonly found in grade-appropriate text.	<b>SI:</b> p. AP359
<b>Vocabulary</b>	
<b>AL.1.11.</b> Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.	<b>TE:</b> Unit 1, Week 2, pp. T92–T93 / <b>SI:</b> Unit 1, Week 2, p. 64 <b>TE:</b> Unit 2, pp. T12–T13 / <b>SI:</b> Unit 2, p. 11 <b>TE:</b> Unit 2, Week 1, pp. T34–T35 / <b>SI:</b> Unit 2, Week 1, p. 26 <b>TE:</b> Unit 4, pp. T12–T13 / <b>SI:</b> Unit 4, p. 11

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<b>AL.1.11.a.</b> Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<b>TE:</b> Unit 1, Week 1, pp. T26–T27 / <b>SI:</b> Unit 1, Week 1, p. 43 <b>TE:</b> Unit 1, Week 2, pp. T94–T95 / <b>SI:</b> Unit 1, Week 2, pp. 66–67 <b>TE:</b> Unit 1, Week 4, pp. T202–T203 / <b>SI:</b> Unit 1, Week 4, p. 167 <b>TE:</b> Unit 2, Week 1, pp. T26–T27 / <b>SI:</b> Unit 2, Week 1, p. 43 <b>TE:</b> Unit 2, Week 1, p. T314 / <b>SI:</b> Unit 2, Week 1, p. 45 <b>TE:</b> Unit 2, Week 2, p. T338 / <b>SI:</b> Unit 2, Week 2, p. 83
<b>AL.1.12.</b> Ask and answer questions about unfamiliar words and phrases in discussions and/or text.	<b>TE:</b> Unit 1, Week 5, p. T274 / <b>SI:</b> Unit 1, Week 5, pp. 190–191 <b>TE:</b> Unit 2, Week 1, p. T34 / <b>SI:</b> Unit 2, Week 1, pp. 27–37
<b>AL.1.12.a.</b> Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: Jack’s coat, mom’s car; pigs, pig’s, pigs’</i>	<b>TE:</b> Unit 2, Week 4, pp. T388–T389 / <b>SI:</b> Unit 2, Week 4, p. 156 <b>TE:</b> Unit 3, Week 1, pp. T323–T324 / <b>SI:</b> Unit 3, Week 1, p. 50
<b>AL.1.12.b.</b> Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. <i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i>	<b>TE:</b> Unit 2, Week 3, pp. T170–T171 / <b>SI:</b> Unit 2, Week 3, pp. 95–96 <b>TE:</b> Unit 2, Week 4, pp. T226–T227 / <b>SI:</b> Unit 2, Week 4, pp. 129–130 <b>TE:</b> Unit 5, Week 2, pp. T116–T117 / <b>SI:</b> Unit 5, Week 2, pp. 63–64 <b>TE:</b> Unit 5, Week 3, pp. T172–T173 / <b>SI:</b> Unit 5, Week 3, pp. 101–102
<b>AL.1.12.c.</b> Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.	<b>TE:</b> Unit 1, Week 2, pp. T84–T85 / <b>SI:</b> Unit 1, Week 2, p. 89 <b>TE:</b> Unit 2, Week 5, pp. T268–T269 / <b>SI:</b> Unit 2, Week 5, p. 182 <b>TE:</b> Unit 3, Week 2, pp. T86–T87 / <b>SI:</b> Unit 3, Week 2, p. 99 <b>TE:</b> Unit 4, Week 2, p. T363
<b>AL.1.13.</b> Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	<b>TE:</b> Unit 1, Week 3, pp. T146–T147 / <b>SI:</b> Unit 1, Week 3, p. 125 <b>TE:</b> Unit 2, Week 1, pp. T38–T39 / <b>SI:</b> Unit 2, Week 1, pp. 30–31 <b>TE:</b> Unit 4, Week 4, p. T226 / <b>SI:</b> Unit 4, Week 4, p. 174
<b>AL.1.14.</b> Sort and categorize groups of words or pictures based on meaning, and label each category. <i>Examples: colors, clothes, animals with wings</i>	<b>TE:</b> Unit 1, pp. T488–T489 / <b>SI:</b> Unit 1, pp. 234–235 <b>TE:</b> Unit 3, pp. T486–T487 / <b>SI:</b> Unit 3, pp. 236–237

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<b>AL.1.15.</b> Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	<b>TE:</b> Unit 1, Week 4, pp. T398–T399 <b>TE:</b> Unit 2, Week 5, p. T266 / <b>SI:</b> Unit 2, Week 5, p. 181 <b>TE:</b> Unit 2, Week 5, p. T278–T279 / <b>SI:</b> Unit 2, Week 5, p. 188 <b>TE:</b> Unit 4, Week 3, p. T162 / <b>SI:</b> Unit 4, Week 3, p. 126
<b>AL.1.16.</b> Use grade-appropriate academic vocabulary in speaking and writing.	<b>TE:</b> Unit 1, Week 1, p. T68 <b>TE:</b> Unit 1, Week 2, pp. T84–T85 / <b>SI:</b> Unit 1, Week 2, p. 89 <b>TE:</b> Unit 3, Week 1, p. T26 <b>TE:</b> Unit 3, Week 3, p. T150 <b>TE:</b> Unit 3, Week 6, pp. T456–T457 / <b>SI:</b> Unit 3, Week 6, pp. 226–227
<b>Comprehension</b>	
<b>AL.1.17.</b> Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.	<b>TE:</b> Unit 1, Week 1, pp. T22–T23 <b>TE:</b> Unit 3, Week 1, pp. T22–T23 <b>TE:</b> Unit 3, Week 1, pp. T258–T259
<b>AL.1.18.</b> Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	<b>TE:</b> Unit 1, Week 3, p. T381 / <b>SI:</b> Unit 1, Week 3, p. 128 <b>TE:</b> Unit 2, Week 2, p. T347 / <b>SI:</b> Unit 2, Week 2, p. 84 <b>TE:</b> Unit 2, Week 3, p. T371 / <b>SI:</b> Unit 2, Week 3, p. 118 <b>TE:</b> Unit 2, Week 4, p. T395 / <b>SI:</b> Unit 2, Week 4, p. 154 <b>TE:</b> Unit 2, Week 5, p. T419 / <b>SI:</b> Unit 2, Week 5, p. 190
<b>AL.1.19.</b> Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	<b>TE:</b> Unit 1, Week 1, pp. T24–T25 / <b>SI:</b> Unit 1, Week 1, pp. 24–25 <b>TE:</b> Unit 2, Week 1, pp. T24–T25 / <b>SI:</b> Unit 2, Week 1, pp. 24–25 <b>TE:</b> Unit 3, Week 1, pp. T24–T25 / <b>SI:</b> Unit 3, pp. 24–25 <b>TE:</b> Unit 3, Week 3, pp. T148–T149 / <b>SI:</b> Unit 3, Week 3, pp. 118–119 <b>TE:</b> Unit 4, Week 1, pp. T24–T25 / <b>SI:</b> Unit 4, Week 1, pp. 24–25 <b>TE:</b> Unit 5, Week 3, pp. T142–T143 / <b>SI:</b> Unit 5, Week 3, pp. 106–107 <b>SI:</b> p. AP360

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<p><b>AL.1.20.</b> Use text features to locate key facts or information in printed or digital text. <i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p>	<p><b>TE:</b> Unit 1, Week 3, pp. T144–T145 / <b>SI:</b> Unit 1, Week 3, pp. 108–109 <b>TE:</b> Unit 1, pp. T490–T491 / <b>SI:</b> Unit 1, p. 236 <b>TE:</b> Unit 2, pp. T480–T481 / <b>SI:</b> Unit 2, p. 220 <b>TE:</b> Unit 3, Week 1, pp. T20–T21 / <b>SI:</b> Unit 3, Week 1, pp. 12–13 <b>TE:</b> Unit 4, Week 2, pp. T84–T85 / <b>SI:</b> Unit 4, Week 2, pp. 64–65 <b>TE:</b> Unit 5, Week 2, p. T97 / <b>SI:</b> Unit 5, Week 2, p. 72 <b>TE:</b> Unit 5, pp. T488–T489 / <b>SI:</b> Unit 5, p. 252</p>
<p><b>AL.1.21.</b> Identify the main topic and key details of literary and informational texts.</p>	<p><b>TE:</b> Unit 2, Week 1, pp. T50–T51 / <b>SI:</b> Unit 2, Week 1, p. 40 <b>TE:</b> Unit 2, Week 3, pp. T140–T141 / <b>SI:</b> Unit 2, Week 3, pp. 100–101 <b>TE:</b> Unit 3, Week 2, pp. T82–T83, T84–T85 / <b>SI:</b> Unit 3, Week 2, pp. 66–67 <b>TE:</b> Unit 3, Week 5, pp. T302–T303 / <b>SI:</b> Unit 3, Week 5, p. 204 <b>TE:</b> Unit 4, Week 1, pp. T22–T23, T24–T25 / <b>SI:</b> Unit 4, Week 1, pp. 24–25 <b>TE:</b> Unit 5, Week 1, pp. T24–T25 / <b>SI:</b> Unit 5, Week 1, pp. 24–25</p>
<p><b>AL.1.22.</b> Ask and answer questions about key details in literary and informational texts.</p>	<p><b>TE:</b> Unit 1, Week 2, pp. 122–T123 / <b>SI:</b> Unit 1, Week 2, p. 87 <b>TE:</b> Unit 2, Week 3, pp. T174–T175 / <b>SI:</b> Unit 2, Week 3, p. 113</p>
<p><b>AL.1.23.</b> Identify and describe the main story elements in a literary text.</p>	<p><b>TE:</b> Unit 1, Week 1, pp. T50–T51 / <b>SI:</b> Unit 1, Week 1, p. 40 <b>TE:</b> Unit 1, Week 1, pp. T68–T69 / <b>SI:</b> Unit 1, Week 1, p. 42 <b>TE:</b> Unit 1, Week 2, pp. T112–T113 / <b>SI:</b> Unit 1, Week 2, p. 86 <b>TE:</b> Unit 1, Week 4, pp. T230–T231 / <b>SI:</b> Unit 1, Week 4, p. 164 <b>TE:</b> Unit 3, Week 1, pp. T52–T53 / <b>SI:</b> Unit 3, Week 1, p. 44 <b>TE:</b> Unit 3, Week 4, pp. T228–T229 / <b>SI:</b> Unit 3, Week 4, p. 166 <b>TE:</b> Unit 3, Week 4, pp. T228–T229 / <b>SI:</b> Unit 3, Week 4, p. 166 <b>TE:</b> Unit 5, Week 4, pp. T244–T245 / <b>SI:</b> Unit 5, Week 4, p. 164</p>



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<b>AL.1.23.a.</b> Describe the characters and settings, using illustrations and textual evidence from a story.	<b>TE:</b> Unit 1, Week 1, pp. T50–T51 / <b>SI:</b> Unit 1, Week 1, p. 40 <b>TE:</b> Unit 1, Week 2, pp. T112–T113 / <b>SI:</b> Unit 1, Week 2, p. 86 <b>TE:</b> Unit 1, Week 4, pp. T230–T231 / <b>SI:</b> Unit 1, Week 4, p.164 <b>TE:</b> Unit 3, Week 4, pp. T228–T229 / <b>SI:</b> Unit 3, Week 4, p.166
<b>AL.1.23.b.</b> Retell the plot or sequence of major events in chronological order.	<b>TE:</b> Unit 1, Week 1, pp. T68–T69 / <b>SI:</b> Unit 1, Week 1, p. 42 <b>TE:</b> Unit 3, Week 1, pp. T52–T53 / <b>SI:</b> Unit 3, Week 1, p. 44 <b>TE:</b> Unit 3, Week 4, pp. T228–T229 / <b>SI:</b> Unit 3, Week 4, p. 166 <b>TE:</b> Unit 5, Week 4, pp. T244–T245 / <b>SI:</b> Unit 5, Week 4, p. 164
<b>AL.1.24.</b> Identify who is telling the story, using evidence from the text.	<b>TE:</b> Unit 1, Week 1, pp. T52–T53 / <b>SI:</b> Unit 1, Week 1, p. 44 <b>TE:</b> Unit 3, Week 1, pp. T54–T55 / <b>SI:</b> Unit 3, Week 1, p. 48
<b>AL.1.24.a.</b> Use the term narrator to refer to the speaker who is telling the story.	<b>TE:</b> Unit 3, Week 1, p. T39 / <b>SI:</b> Unit 3, Week 1, p. 30 <b>TE:</b> Unit 3, Week 1, pp. T54–T55 / <b>SI:</b> Unit 3, Week 1, p. 48 <b>TE:</b> Unit 4, Week 2, p. T352
<b>AL.1.25.</b> Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	<b>TE:</b> Unit 3, Week 1, pp. T24–T25 / <b>SI:</b> Unit 3, Week 1, pp. 24–25 <b>TE:</b> Unit 4, Week 1, pp. T24–T25 / <b>SI:</b> Unit 4, Week 1, pp. 24–25 <b>TE:</b> Unit 4, Week 1, pp. T74–T75 / <b>SI:</b> Unit 4, Week 1, p. 56 <b>TE:</b> Unit 4, Week 2, pp. T118–T119 / <b>SI:</b> Unit 4, Week 2, p. 100 <b>TE:</b> Unit 4, Week 3, pp. T184–T185 / <b>SI:</b> Unit 4, Week 3, p. 137
<b>AL.1.26.</b> With prompting and support, use textual evidence to explain the central message or moral of a literary text.	<b>TE:</b> Unit 3, Week 1, pp. T42–T43 / <b>SI:</b> Unit 3, Week 1, pp. 40–41 <b>TE:</b> Unit 3, Week 3, pp. T182–T183 / <b>SI:</b> Unit 3, Week 3, p. 131 <b>TE:</b> Unit 4, Week 3, pp. T174–T175 / <b>SI:</b> Unit 5, Week 3, p. 136 <b>TE:</b> Unit 5, Week 4, pp. T236–T237 / <b>SI:</b> Unit 5, Week 4, p. 163

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<b>AL.1.27.</b> Make predictions using information found within a literary text.	<b>TE:</b> Unit 3, Week 1, pp. T62–T63 / <b>SI:</b> Unit 3, Week 1, p. 45 <b>TE:</b> Unit 3, Week 2, pp. T94–T95 / <b>SI:</b> Unit 3, Week 2, pp. 70–93
<b>AL.1.28.</b> Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.	<b>TE:</b> Unit 1, Week 2, pp. T92–T93 / <b>SI:</b> Unit 1, Week 2, pp. 64–83 <b>TE:</b> Unit 3, Week 2, pp. T94–95 / <b>SI:</b> Unit 3, Week 2, pp. 68–69
<b>AL.1.29.</b> Compare and contrast texts.	<b>TE:</b> Unit 2, Week 2, pp. T126–T127 / <b>SI:</b> Unit 2, Week 2, p. 80 <b>TE:</b> Unit 4, Week 4, pp. T234–T235 / <b>SI:</b> Unit 4, Week 4, p. 176
<b>AL.1.29.a.</b> Compare and contrast characters, settings, and major events in literary texts.	<b>E:</b> Unit 1, Week 2, pp. T130–T131 / <b>SI:</b> Unit 1, Week 2, p. 88 <b>TE:</b> Unit 1, Week 4, pp. T240–T241 / <b>SI:</b> Unit 1, Week 4, p. 165 <b>TE:</b> Unit 1, Week 4, pp. T230–T231 / <b>SI:</b> Unit 1, Week 4, p. 164 <b>TE:</b> Unit 3, Week 1, pp. T70–T71 / <b>SI:</b> Unit 3, Week 1, p. 46 <b>TE:</b> Unit 3, Week 2, pp. T134–T135 / <b>SI:</b> Unit 3, Week 2, p. 98
<b>AL.1.29.b.</b> Describe the connections between individuals, events, ideas, or pieces of information in an informational text.	<b>TE:</b> Unit 4, Week 1, p. T38 / <b>SI:</b> Unit 4, Week 1, pp. 32–33 <b>TE:</b> Unit 4, Week 1, pp. T56–T57 / <b>SI:</b> Unit 4, Week 1, p. 54 <b>TE:</b> Unit 4, Week 1, pp. T74–T75 / <b>SI:</b> Unit 4, Week 1, p. 56 <b>TE:</b> Unit 4, Week 2, p. T104 / <b>SI:</b> Unit 4, Week 2, pp. 82, 86 <b>TE:</b> Unit 4, Week 5, p. T285 / <b>SI:</b> Unit 4, Week 5, p. 213 <b>TE:</b> Unit 4, Week 5, pp. T310–T311 / <b>SI:</b> Unit 4, Week 5, 216
<b>AL.1.29.c.</b> Point out similarities and differences between two texts on the same topic.	<b>TE:</b> Unit 4, Week 4, pp. T234–T235 / <b>SI:</b> Unit 4, Week 4, p. 176 <b>TE:</b> Unit 4, Week 4, pp. T252–T253 / <b>SI:</b> Unit 4, Week 4, p. 178 <b>TE:</b> Unit 5, Week 3, pp. T184–T185 / <b>SI:</b> Unit 5, Week 3, p. 122
<b>Writing</b>	
<b>AL.1.30.</b> Write legibly, using proper pencil grip.	<b>TE:</b> Unit 1, Week 2, pp. T84–T85 / <b>SI:</b> Unit 1, Week 2, p. AP21

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<b>AL.1.30.a.</b> Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	<b>TE:</b> Unit 1, Week 5, pp. T264–T265 / <b>SI:</b> Unit 1, Week 5, p. AP27 <b>TE:</b> Unit 3, Week 1, pp. T26–T27 / <b>SI:</b> Unit 3, Week 1, p. AP155 <b>TE:</b> Unit 4, Week 1, pp. T26–T27 / <b>SI:</b> Unit 4, Week 1, p. AP223 <b>TE:</b> Unit 4, Week 3, pp. T152–T153 / <b>SI:</b> Unit 4, Week 3, p. AP227
<b>AL.1.30.b.</b> Print first and last names using proper letter formation, capitalization, and punctuation.	<b>SI:</b> p. AP361
<b>AL.1.30.c.</b> Use lower case letters in the majority of written work, using capitals only when appropriate.	<b>TE:</b> Unit 1, Week 3, p. T370, T381 / <b>SI:</b> Unit 1, Week 3, p.128 <b>TE:</b> Opinion Writing Unit, Week 4, p. WW30, WW32, WW46 / <b>SI:</b> Opinion Writing Unit, Vol. 5, Week 4, pp. 244, 249 <b>TE:</b> Unit 2, Week 4, p. T380–T381, T384 / <b>SI:</b> Unit 2, Week 4, p. 155 <b>TE:</b> Unit 2, Week 5, p. T404 / <b>SI:</b> Unit 2, Week 5, p. 191
<b>AL.1.30.d.</b> Write letters of the English alphabet in alphabetical order from memory.	<b>SI:</b> p. AP362
<b>AL.1.31.</b> Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	<b>TE:</b> Unit 1, Week 1, p. T320 <b>TE:</b> Unit 5, Week 4, p. T490
<b>AL.1.31.a.</b> Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables. <i>Examples: /k/=k before i, e, or y as in kit; /k/=c before a, o, u, or any consonant as in cup, cat, cop; /k/=-ck after an accented short vowel as in duck, back, rock, pick, deck</i>	<b>TE:</b> Unit 1, Week 1, p. T320 <b>TE:</b> Unit 1, Week 1, p. T324 / <b>SI:</b> Unit 1, Week 1, p. 45 <b>TE:</b> Unit 1, Week 3, p. T368 <b>TE:</b> Unit 1, Week 3, p. T372 / <b>SI:</b> Unit 1, Week 3, p. 127 <b>TE:</b> Unit 1, Week 4, p. T392 <b>TE:</b> Unit 1, Week 4, p. T396 / <b>SI:</b> Unit 1, Week 4, p. 169 <b>TE:</b> Unit 1, Week 5, p. T416 <b>TE:</b> Unit 1, Week 5, p. T420 / <b>SI:</b> Unit 1, Week 5, p. 205 <b>TE:</b> Unit 2, Week 2, p. T334 <b>TE:</b> Unit 2, Week 2, p. T338 / <b>SI:</b> Unit 2, Week 2, p. 83 <b>SI:</b> p. AP363

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<p><b>AL.1.31.b.</b> Encode consonant-vowel (CV) words using knowledge of open syllable patterns. <i>Examples: he, me, she, go, no</i></p>	<p><b>TE:</b> Unit 3, Week 3, p. T366  <b>TE:</b> Unit 3, Week 3, p. T370  <b>/ SI:</b> Unit 3, Week 3, p. 135  <b>TE:</b> Unit 3, Week 3, p. T374  <b>/ SI:</b> Unit 3, Week 3, p. AP167  <b>TE:</b> Unit 3, Week 3, p. T382</p>
<p><b>AL.1.31.c.</b> Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation. <i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p>	<p><b>TE:</b> Unit 2, Week 1, p. T310  <b>TE:</b> Unit 2, Week 1, p. T314  <b>/ SI:</b> Unit 2, Week 1, p. 45  <b>TE:</b> Unit 2, Week 1, p. T318  <b>/ SI:</b> Unit 2, Week 1, p. AP97</p> <p>Articulation Support Guide: pp. 373–381</p>
<p><b>AL.1.31.d.</b> Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. <i>Examples: sh, th, ch, wh, ng, ck</i></p>	<p><b>TE:</b> Unit 2, Week 2, p. T334  <b>TE:</b> Unit 2, Week 2, p. T338  <b>/ SI:</b> Unit 2, Week 2, p. 83  <b>TE:</b> Unit 2, Week 4, p. T382  <b>TE:</b> Unit 2, Week 4, p. T386  <b>/ SI:</b> Unit 2, Week 4, p. 153</p>
<p><b>AL.1.31.e.</b> Encode words with vowel-consonant-e syllable patterns. <i>Examples: hike, spike, joke, dime, make</i></p>	<p><b>TE:</b> Unit 2, Week 5, p. T406  <b>TE:</b> Unit 2, Week 5, p. T410  <b>/ SI:</b> Unit 2, Week 5, p. 189  <b>TE:</b> Unit 2, Week 6, pp. T432–T433  <b>/ SI:</b> Unit 2, Week 6, p. 199, p. AP102</p>
<p><b>AL.1.31.f.</b> With prompting and support, encode words with the common vowel teams and diphthongs. <i>Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh</i></p>	<p><b>TE:</b> Unit 3, Week 3, p. T366  <b>TE:</b> Unit 3, Week 3, p. T370  <b>/ SI:</b> Unit 3, Week 3, p. 135  <b>TE:</b> Unit 4, Week 4, p. T398  <b>TE:</b> Unit 4, Week 4, p. T402  <b>/ SI:</b> Unit 4, Week 4, p. 181  <b>TE:</b> Unit 4, Week 5, p. T422  <b>TE:</b> Unit 4, Week 5, p. T426  <b>/ SI:</b> Unit 4, Week 5, p. 219  <b>TE:</b> Unit 5, Week 1, p. T318  <b>TE:</b> Unit 5, Week 1, p. T322  <b>/ SI:</b> Unit 5, Week 1, p. 51  <b>TE:</b> Unit 5, Week 2, p. T346  <b>/ SI:</b> Unit 5, Week 2, p. 89  <b>TE:</b> Unit 5, Week 3, p. T370  <b>/ SI:</b> Unit 5, Week 3, p. 125</p>

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<b>AL.1.31.g.</b> With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.	<b>TE:</b> Unit 3, Week 6, p. T440–T441 / <b>SI:</b> Unit 3, Week 6, p. 217 <b>TE:</b> Unit 4, Week 1, p. T326 <b>TE:</b> Unit 4, Week 1, p. T330 / <b>SI:</b> Unit 4, Week 1, p. 59 <b>TE:</b> Unit 4, Week 2, p. T350 <b>TE:</b> Unit 4, Week 2, p. T354 / <b>SI:</b> Unit 4, Week 2, p. 105
<b>AL.1.31.h.</b> With prompting and support, encode words with final /ch/ sound spelled -ch and -tch. <i>Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch</i>	<b>TE:</b> Unit 3, Week 1, p. T318 <b>TE:</b> Unit 3, Week 1, p. T322 / <b>SI:</b> Unit 3, Week 1, p. 49
<b>AL.1.31.i.</b> With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. <i>Examples: cliff, hill, pass</i>	<b>TE:</b> Unit 1, Week 2, p. T344 <b>TE:</b> Unit 1, Week 2, p. T348 / <b>SI:</b> Unit 1, Week 2, p. 91 <b>TE:</b> Unit 1, Week 6, pp. T442–T443 / <b>SI:</b> Unit 1, Week 6, p. 215 <b>SI:</b> p. AP364
<b>AL.1.31.j.</b> Encode words with final /v/ sound, using knowledge that no English word ends with a v. <i>Examples: have, give, save</i>	<b>SI:</b> p. AP365
<b>AL.1.31.k.</b> Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i>	<b>SI:</b> pp. AP357–358
<b>AL.1.31.l.</b> Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. <i>Examples: said, are, to</i>	<b>SI:</b> p. AP366
<b>AL.1.31.m.</b> Encode words with suffixes -s, -es, -ing, -ed, -er, and -est. <i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i>	<b>TE:</b> Unit 2, Week 3, pp. T170–T171 / <b>SI:</b> Unit 2, Week 3, p. AP74 <b>TE:</b> Unit 2, Week 4, pp. T226–T227 / <b>SI:</b> Unit 2, Week 4, pp. 129–130 <b>SI:</b> Unit 2, Week 4, p. AP76 <b>TE:</b> Unit 4, Week 2, p. T363 / <b>SI:</b> Unit 4, Week 2, p. 106 <b>TE:</b> Unit 4, Week 3, p. T374 <b>TE:</b> Unit 4, Week 3, p. T378 / <b>SI:</b> Unit 4, Week 3, p. 141 <b>TE:</b> Unit 4, Week 6, pp. T448–T449 / <b>SI:</b> Unit 4, Week 6, p. 229

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<b>AL.1.31.n.</b> With prompting and support, encode words with common prefixes re-, un-, and mis-.	<b>TE:</b> Unit 5, Week 3, pp. T172–T173 <b>/ SI:</b> Unit 5, Week 3, pp. 101–102 <b>SI:</b> p. AP367
<b>AL.1.31.o.</b> With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.	<b>SI:</b> p. AP368
<b>AL.1.32.</b> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>TE:</b> Unit 1, Week 1, p. T336 <b>TE:</b> Unit 1, Week 2, p. T349 <b>TE:</b> Unit 2, Week 2, p. T347 <b>/ SI:</b> Unit 2, Week 2, p. 84 <b>TE:</b> Unit 2, Week 5, pp. T404–T405 <b>/ SI:</b> Unit 2, Week 5, p. 191
<b>AL.1.32.a.</b> Identify the required features of a sentence, including capitalization of the first word and end punctuation.	<b>TE:</b> Unit 1, Week 3, p. T381 <b>/ SI:</b> Unit 1, Week 3, p. 128 <b>TE:</b> Unit 1, Week 4, p. T393 <b>TE:</b> Unit 2, Week 1, p. T323 <b>/ SI:</b> Unit 2, Week 1, p. 46
<b>AL.1.32.b.</b> Transcribe spoken words to demonstrate that print represents oral language.	<b>SI:</b> p. AP369
<b>AL.1.32.c.</b> Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.	<b>TE:</b> Unit 1, Week 3, p. T377 <b>TE:</b> Unit 1, Week 3, p. T381 <b>/ SI:</b> Unit 1, Week 3, p. 128 <b>TE:</b> Unit 1, Week 4, p. T393 <b>TE:</b> Unit 2, Week 1, p. T323 <b>/ SI:</b> Unit 2, Week 1, p. 46
<b>AL.1.32.d.</b> 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.	<b>TE:</b> Unit 1, Week 1, p. T321 <b>TE:</b> Unit 1, Week 1, p. T325 <b>TE:</b> Unit 1, Week 2, p. T333 <b>/ SI:</b> Unit 1, Week 1, p. 46 <b>TE:</b> Unit 1, Week 2, p. T345 <b>TE:</b> Unit 1, Week 2, p. T349 <b>TE:</b> Unit 1, Week 2, p. T357 <b>/ SI:</b> Unit 1, Week 2, p. 92 <b>TE:</b> Unit 1, Week 2, p. T361 <b>/ SI:</b> Unit 1, Week 2, p. AP36 <b>TE:</b> Unit 1, Week 3, p. T369 <b>TE:</b> Unit 1, Week 4, p. T397 <b>TE:</b> Unit 1, Week 4, p. T405 <b>/ SI:</b> Unit 1, Week 4, p. 170 <b>TE:</b> Unit 1, Week 4, p. T409 <b>/ SI:</b> Unit 1, Week 4, p. AP38 <b>TE:</b> Unit 1, Week 5, p. T417 <b>TE:</b> Unit 1, Week 5, p. T429 <b>/ SI:</b> Unit 1, Week 5, p. 206 <b>TE:</b> Unit 2, Week 1, p. T311

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<b>AL.1.32.e.</b> Write the correct number of words, with proper spacing, for a spoken phrase or sentence.	<b>SI:</b> p. AP369
<b>AL.1.32.f.</b> Begin each sentence with a capital letter.	<b>TE:</b> Unit 1, Week 3, p. T381 / <b>SI:</b> Unit 1, Week 3, p. 128 <b>TE:</b> Unit 2, Week 1, p. T323 / <b>SI:</b> Unit 2, Week 1, p. 46 <b>TE:</b> Unit 2, Week 2, p. T347 / <b>SI:</b> Unit 2, Week 2, p. 84
<b>AL.1.32.g.</b> Capitalize the pronoun / and names of individuals.	<b>TE:</b> Unit 3, Week 2, p. T355 / <b>SI:</b> Unit 3, Week 2, p. 102 <b>TE:</b> Unit 3, Week 2, p. T359 / <b>SI:</b> Unit 3, Week 2, p. AP172 <b>TE:</b> Unit 3, Week 4, p. T395 <b>TE:</b> Unit 3, Week 4, p. T403 / <b>SI:</b> Unit 3, Week 4, p. 172 <b>TE:</b> Unit 3, Week 4, p. T407 / <b>SI:</b> Unit 3, Week 4, p. AP174
<b>AL.1.32.h.</b> Use commas in dates and words in a series.	<b>TE:</b> Unit 5, Week 5, p. T423 <b>TE:</b> Unit 5, Week 5, p. T427 / <b>SI:</b> Unit 5, Week 5, p. 206 <b>TE:</b> Unit 5, Week 5, p. T431 / <b>SI:</b> Unit 5, Week 5, p. AP311
<b>AL.1.32.i.</b> With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i>	<b>TE:</b> Unit 2, Week 2, p. T343 <b>TE:</b> Unit 2, Week 2, p. T347 / <b>SI:</b> Unit 2, Week 2, p. 84 <b>TE:</b> Unit 2, Week 3, p. T367 <b>TE:</b> Unit 2, Week 3, p. T375 / <b>SI:</b> Unit 2, Week 3, p. AP105 <b>TE:</b> Unit 2, Week 4, p. T391 <b>TE:</b> Unit 2, Week 4, p. T399 / <b>SI:</b> Unit 2 Week 4, p. AP106 <b>TE:</b> Unit 2, Week 5, p. T419 / <b>SI:</b> Unit 2, Week 5, p. 190 <b>SI:</b> Unit 4, Week 4, p. AP260 <b>SI:</b> Unit 4, Week 4, p. AP261
<b>AL.1.33.</b> Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	<b>SI:</b> p. AP370

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<b>AL.1.34.</b> With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.	<b>TE:</b> Unit 4, Week 1, pp. T332–T333 <b>/ SI:</b> Unit 4, Week 1, p. 61 <b>TE:</b> Unit 4, Week 1, p. T340 <b>/ SI:</b> Unit 4, Week 3, p. 63 <b>TE:</b> Unit 4, Week 1, p. T364 <b>/ SI:</b> Unit 4, Week 1, p. 109 <b>TE:</b> Unit 4, Week 3, pp. T372–T373 <b>/ SI:</b> Unit 4, Week 3, p. 143 <b>TE:</b> Unit 4, Week 3, pp. T376–T377 <b>TE:</b> Unit 4, Week 3, pp. T380–T381 <b>/ SI:</b> Unit 4, Week 3, p. 144 <b>TE:</b> Unit 4, Week 3, pp. T384–T385
<b>AL.1.35.</b> With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.	<b>TE:</b> Unit 1, Week 6, pp. T462–T463 <b>/ SI:</b> Unit 1, Week 6, p. 227 <b>TE:</b> Unit 2, Week 2, pp. T336–T337 <b>TE:</b> Unit 2, Week 3, pp. T340–T341 <b>/ SI:</b> Unit 2, Week 3, p. 86 <b>TE:</b> Unit 2, Week 3, pp. T368–T369 <b>TE:</b> Unit 2, Week 3, p. T372 <b>/ SI:</b> Unit 2, Week 3, p. 121
<b>AL.1.36.</b> With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.	<b>TE:</b> Unit 2, Week 6, pp. T452–T453 <b>/ SI:</b> Unit 2, Week 6, p. 211 <b>TE:</b> Opinion Writing Unit, Week 1, pp. WW4–WW5 <b>TE:</b> Opinion Writing Unit, Week 2, p. WW15 <b>TE:</b> Opinion Writing Unit, p. WW16 <b>/ SI:</b> Opinion Writing Unit, Vol. 5, Week 2, p. 240 <b>TE:</b> Opinion Writing Unit, p. WW25 <b>TE:</b> Opinion Writing Unit, p. WW26 <b>/ SI:</b> Opinion Writing Unit, Vol. 5, Week 3, p. 243
<b>AL.1.37.</b> With prompting and support, write simple poems about a chosen subject.	<b>TE:</b> Unit 3, Week 1, pp. T328–T329 <b>TE:</b> Unit 3, Week 1, p. T332 <b>/ SI:</b> Unit 3, Week 1, p. 53 <b>TE:</b> Unit 3, Week 2, pp. T340–T341 <b>/ SI:</b> Unit 3, Week 2, p. 103 <b>TE:</b> Unit 3, Week 2, pp. T348–T349 <b>/ SI:</b> Unit 3, Week 2, p. 104 <b>TE:</b> Unit 3, Week 2, p. T356 <b>/ SI:</b> Unit 3, Week 2, p. 105 <b>TE:</b> Unit 3, Week 3, p. T380 <b>/ SI:</b> Unit 3, Week 3, p. 139



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<b>AL.1.38.</b> Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	<b>TE:</b> Unit 2, Week 2, pp. T340–T341 / <b>SI:</b> Unit 2, Week 2, p. 86 <b>TE:</b> Unit 2, Week 3, pp. T356–T357 / <b>SI:</b> Unit 2, Week 3, p. 119 <b>TE:</b> Unit 3, Week 4, pp. T396–T397 / <b>SI:</b> Unit 3, Week 4, p. 174 <b>TE:</b> Unit 4, Week 4, pp. T404–T405 / <b>SI:</b> Unit 4, Week 4, p. 184 <b>SI:</b> p. AP371
<b>AL.1.39.</b> Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	<b>TE:</b> Unit 1, Week 4, pp. T398–T399 <b>TE:</b> Unit 1, Week 4, pp. T402–T403 / <b>SI:</b> Unit 1, Week 4, p. 172 <b>TE:</b> Unit 2, Week 1, p. T324 / <b>SI:</b> Unit 2, Week 1, p. 49 <b>TE:</b> Unit 3, Week 6, pp. T464–T465 / <b>SI:</b> Unit 3, Week 6, p. 233 <b>TE:</b> Unit 4, Week 1, pp. T340–T341 / <b>SI:</b> Unit 4, Week 1, p. 63
<b>AL.1.40.</b> Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	<b>TE:</b> Unit 1, Week 5, pp. T418–T419 / <b>SI:</b> Unit 1, Week 5, p. 207 <b>TE:</b> Unit 1, Week 6, pp. T466 / <b>SI:</b> Unit 1, Week 6, 230 <b>TE:</b> Unit 2, Week 5, pp. T278–T279 / <b>SI:</b> Unit 2, Week 5, p. 188 <b>TE:</b> Unit 3, Week 6, pp. T464–T465 / <b>SI:</b> Unit 3, Week 6, p. 232 <b>TE:</b> Unit 5, Week 2, p. T356 / <b>SI:</b> Unit 5, Week 2, p. 93
<b>AL.1.41.</b> Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	<b>TE:</b> Unit 1, Week 3, p. T372 / <b>SI:</b> Unit 1, Week 3, p. 127 <b>TE:</b> Unit 1, Week 4, p. T396 / <b>SI:</b> Unit 1, Week 4, p. 169 <b>TE:</b> Unit 2, Week 3, p. T362 / <b>SI:</b> Unit 2, Week 3, p. 117 <b>TE:</b> Unit 2, Week 5, p. T410 / <b>SI:</b> Unit 2, Week 5, p. 189
<b>AL.1.42.</b> Participate in shared research and writing projects to answer a question or describe a topic.	<b>TE:</b> Unit 1, Week 6, T458–T468 / <b>SI:</b> Unit 1, Week 6, pp. 225–232 <b>TE:</b> Unit 3, Week 6, pp. T456–T465 / <b>SI:</b> Unit 3, Week 6, pp. 226–233
<b>AL.1.42.a.</b> Recall information from experiences to contribute to shared research and writing projects.	<b>TE:</b> Unit 1, Week 2, pp. T346–T347 / <b>SI:</b> Unit 1, Week 2, p. 93

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<b>AL.1.42.b.</b> Gather information from provided sources.	<b>TE:</b> Unit 1, Week 6, pp. T462–T463 / <b>SI:</b> Unit 1, Week 6, p. 227 <b>TE:</b> Unit 2, Week 6, pp. T452–T453 / <b>SI:</b> Unit 2, Week 6, p. 211
<b>AL.1.43.</b> Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	<b>TE:</b> Unit 1, Week 2, pp. T350–T351 <b>TE:</b> Unit 1, Week 2, pp. T354–T355 / <b>SI:</b> Unit 1, Week 2, p. 94 <b>TE:</b> Unit 1, Week 2, p. T358 / <b>SI:</b> Unit 1, Week 2, p. 95 <b>TE:</b> Unit 4, Week 5, p. T432

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