



Alignment to 2021 Alabama Course of Study: English Language Arts

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Alabama Course of Study English Language Arts 2021 Kindergarten	Voyager Passport Level A Teacher Edition Adventure (Adv), Lesson (L), and Page Number
Recurring Standards for K-3	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	Each Adventure Starter provides opportunities: Adv1: 2-3; Adv2: 56-57; Adv3: 114-115; Adv4: 176-177; Adv5: 238-239; Adv6: 298-299; Adv7: 2-3; Adv8: 54-55; Adv9: 102-103; Adv10: 150-151; Adv11: 202-203; Adv12: 248-249
R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	Decode: Adv1: L1: 5; Adv1: L2: 11; Adv1: L3: 16; Adv1: L4: 20; Adv1: L5: 24, 26; Adv1: L6: 28; Adv1: L8: 40; Adv1: L10: 48, 50, 52; Adv2: L1: 58; Adv2: L3: 68; Adv2: L5: 80; Adv2: L5: 82; Adv2: L6: 84; Adv2: L8: 96; Adv2: L10: 106, 108, 110; Adv3: L1: 116; Adv3: L2: 122; Adv3: L3: 128; Adv3: L4: 134; Adv3: L5: 140; Adv3: L5: 142; Adv3: L6: 144; Adv3: L7: 150; Adv3: L8: 156; Adv3: L9: 162; Adv3: L10: 168, 170, 172; Adv4: L1: 178; Adv4: L2: 184; Adv4: L3: 190; Adv4: L4: 196; Adv4: L5: 202; Adv4: L5: 204; Adv4: L6: 206; Adv4: L7: 212; Adv4: L8: 218, 219; Adv4: L9: 224, 225; Adv4: L10: 230, 232; Adv5: L3: 250; Adv5: L1: 240; Adv5: L2: 246; Adv5: L4: 256; Adv5: L5: 262, 264; Adv5: L6: 266; Adv5: L7: 272; Adv5: L8: 278; Adv5: L9: 284; Adv5: L10: 290, 292, 294; Adv6: L1: 300; Adv6: L2: 306; Adv6: L3: 312; Adv6: L4: 318; Adv6: L5: 324, 326; Adv6: L6: 328; Adv6: L7: 334; Adv6: L8: 340; Adv6: L9: 346; Adv6: L10: 352, 354, 256; Adv7: L2: 8; Adv7: L3: 12; Adv7: L4: 18; Adv7: L5: 22, 24; Adv7: L6: 26, 27; Adv7: L7: 32; Adv7: L7: 33; Adv7: L8: 38; Adv7: L9: 42; Adv7: L10: 46, 48, 50; Adv8: L1: 56; Adv8: L2: 60; Adv8: L3: 64; Adv8: L4: 68; Adv8: L5: 72; Adv8: L5: 74



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	Encode: Adv8: L6: 79; Adv8: L7: 83; Adv8: L8: 87; Adv8: L9: 91; Adv8: L10: 95, 97, 99; Adv9: L1: 105; Adv9: L2: 109; Adv9: L3: 113; Adv9: L4: 117; Adv9: L5: 120, 123; Adv9: L6: 127; Adv9: L7: 131; Adv9: L8: 135; Adv9: L9: 139; Adv9: L10: 142, 145, 147; Adv10: L1: 155; Adv10: L2: 161; Adv10: L3: 165; Adv10: L4: 169; Adv10: L5: 173, 175; Adv10: L6: 179; Adv10: L7: 183; Adv10: L8: 187; Adv10: L9: 191; Adv10: L10: 195, 197, 199; Adv11: L1: 205; Adv11: L2: 209; Adv11: L3: 213; Adv11: L4: 217; Adv11: L5: 221, 223; Adv11: L6: 225; Adv11: L7: 229; Adv11: L8: 233; Adv11: L9: 237; Adv11: L10: 241, 243, 245; Adv12: L2: 255; Adv12: L3: 259; Adv12: L4: 263; Adv12: L5: 267, 269; Adv12: L6: 271; Adv12: L7: 275; Adv12: L8: 279; Adv12: L9: 283; Adv12: L10: 287, 289, 291
R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.	Background Knowledge: Adv4: L1: 182; Adv4: L3: 194; Adv4: L6: 210; Adv4: L8: 222; Adv9: L7: 132; Adv11: L2: 210; Adv11: L6: 226; Adv11: L7: 230; Adv11: L8: 234; Adv11: L9: 238; Adv12: L1: 252; Adv12: L4: 264; Adv12: L6: 272; Adv12: L9: 284 Vocabulary: Prior Knowledge: Adv2: L1: A8; Adv2: L3: A9; Adv2: L8: A12; Adv2: L9: A12—A13; Adv3: L1: A14; Adv3: L2: A14; Adv3: L3: A15; Adv3: L4: A15—A16; Adv3: L6: A16; Adv3: L7: A17; Adv4: L4: A22; Adv4: L9: A25; Adv6: L3: A36; Adv7: L1: A2; Adv7: L9: A6 Vocabulary: Concept Development: Adv1: L7: A5; Adv9: L9: A19; Adv10: L3: A21; Adv10: L9: A25; Adv11: L3: A28; Adv11: L9: A31; Adv12: L9: A37



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R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	Provides opportunities: Writing Projects: Adv10: A40–A41; Adv11: A42–A43; Adv12: A44–A45
R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	Writing Projects: Adv10: A40-A41; Adv11: A42-A43; Adv12: A44-A45
Literacy Foundations	
Oral Language	
 Actively listen and speak using agreed-upon rules for discussion, with guidance and support. Use speech that is understandable with only grade-appropriate errors. Use word endings to indicate plurals, possessives, and verb tenses in speech.	Adventure Starter: Adv1: 2–3; Adv2: 56–57; Adv3: 114–115; Adv4: 176–177; Adv5: 238–239; Adv6: 298–299; Adv7: 2–3; Adv8: 54–55; Adv9: 102–103; Adv10: 150–151; Adv11: 202–203; Adv12: 248–249 Fluency: Listen and Respond: Adv8: L1: A8; Adv8: L4: A9; Adv8: L8: A12; Adv9: L2: A14; Adv9: L6: A16; Adv10: L4: A21; Adv10: L8: A25; Adv11: L2: A26; Adv11: L6: A29; Adv12: L4: A33; Adv12: L8: A36
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.	Each Adventure Starter provides opportunities: Adv1: 2-3; Adv2: 56-57; Adv3: 114-115; Adv4: 176-177; Adv5: 238-239; Adv6: 298-299; Adv7: 2-3; Adv8: 54-55; Adv9: 102-103; Adv10: 150-151; Adv11: 202-203; Adv12: 248-249



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3. Actively participate in teacher-led choral and shared reading experiences. Examples: reciting nursery rhymes, songs, poems, stories	Story Reading: Adv7: L1: 6; Adv7: L2: 10; Adv7: L4: 20; Adv7: L6: 30; Adv7: L7: 36; Adv7: L8: 40; Adv8: L1: 58; Adv8: L2: 62; Adv8: L3: 66; Adv8: L6: 80; Adv8: L7: 84; Adv8: L9: 92; Adv9: L1: 106; Adv9: L3: 114; Adv9: L4: 118; Adv9: L6: 128; Adv9: L8: 136; Adv9: L9: 140; Adv10: L2: 162; Adv10: L3: 166; Adv10: L4: 170; Adv10: L7: 184; Adv10: L8: 188; Adv10: L9: 192; Adv11: L1: 206; Adv11: L3: 214; Adv11: L4: 218; Adv11: L6: 226; Adv11: L7: 230; Adv11: L8: 234; Adv12: L1: 252; Adv12: L2: 256; Adv12: L3: 260; Adv12: L6: 272; Adv12: L7: 276; Adv12: L8: 280
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. Example: Use interrogatives who, what, where, when, why, and how to ask questions.	Adv1: L4: 23; Adv1: L6: 32; Adv1: L9: 46; Adv2: L1: 62; Adv2: L3: 72; Adv2: L4: 78; Adv2: L6: 88; Adv2: L7: 95; Adv2: L8: 98; Adv2: L9: 104; Adv3: L2: 126; Adv3: L3: 132; Adv3: L7: 154; Adv5: L1: 244; Adv5: L6: 270
 5. With guidance and support, present information orally, using complete sentences in correct word order. a. Speak audibly and express thoughts, feelings, and ideas clearly. b. Describe people, places, things, and events with relevant details in a story with three to five events. 	Provides opportunities: Adv1: L4: 23; Adv1: L6: 32; Adv1: L9: 46; Adv2: L1: 62; Adv2: L3: 72; Adv2: L4: 78; Adv2: L6: 88; Adv2: L7: 95; Adv2: L8: 98; Adv2: L9: 104; Adv3: L2: 126; Adv3: L3: 132; Adv3: L7: 154; Adv4: L1: 182; Adv4: L3: 194; Adv4: L6: 210; Adv4: L8: 222; Adv9: L7: 132; Adv11: L2: 210; Adv11: L6: 226; Adv11: L7: 230; Adv11: L8: 234; Adv11: L9: 238; Adv12: L1: 252; Adv12: L4: 264; Adv12: L6: 272; Adv12: L9: 284



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6. Uses spatial and temporal concepts correctly. Examples: top/bottom, up/down, under/over, above/below, left/ right, upside down/inside out, beginning/middle/end, first/next/last Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.	Spatial or Position Words: Adv8: L1: 59; Adv8: L4: 71; Adv8: L7: 85
7. Restate and follow one- and two-step directions.	Provides opportunities: Adv1: L7: 38; Adv2: L2: 66; Adv3: L1: 121; Adv6: L4: 322; Adv6: L6: A38
Concepts of Print	
 8. Demonstrate understanding of the organization and basic features of printed materials. a. Recognize and demonstrate that print conveys meaning. Examples: Share a favorite book with peers. Share a list of birthday gifts received. b. With prompting and support, explain the roles of the author and illustrator of a text. c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line. d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation. e. Point to words using one-to-one correspondence, noting that words are separated by spaces. f. Distinguish letters from words within sentences. 	Print Conveys Meaning: Adv7: L2: A2; Adv7: L6: A4; Adv7: L8: A6; Adv8: L2: A8; Adv8: L6: A10; Adv9: L4: A15; Adv9: L8: A18; Adv10: L2: A20; Adv10: L6: A22; Adv11: L4: A28; Adv11: L8: A30; Adv12: L2: A32; Adv12: L6: A35 Author/Illustrator: Adv9: L2: 110; Adv9: L9: 140; Adv10: L6: 180; Adv12: L1: 252 Track Print: Adv1: L2: 11 Fluency: Sentence Reading: Adv7: L2: A2; Adv7: L6: A4; Adv7: L8: A6; Adv8: L2: A8; Adv8: L6: A10; Adv9: L4: A15; Adv9: L8: A18; Adv10: L2: A20; Adv10: L6: A22; Adv11: L4: A28; Adv11: L8: A30; Adv12: L2: A32; Adv12: L6: A35 Words Are Separated by Spaces: Adv1: L2: 11 Exclamation Point: Adv11: L3: 214; Adv11: L7: 230; Adv12: L3: 261; Adv12: L7: 276; Adv12: L7: 277



g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

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Period: Adv7: L1: 6; Adv7: L1: 7; Adv7: L2: 10; Adv8: L3: A9 Question Mark: Adv10: L3: 166; Adv10: L7: 184; Adv10: L8: 188; Adv11: L3: 214; Adv11: L3: 215; Adv11: L4: 218 One-to-One Letter/Sound Correspondence: Adv1: L1: 5; Adv1: L2: 11; Adv1: L3: 16; Adv1: L4: 20; Adv1: L5: 24, 26; Adv1: L6: 28; Adv1: L8: 40; Adv1: L10: 48, 50, 52; Adv2: L1: 58; Adv2: L3: 68; Adv2: L5: 80; Adv2: L5: 82; Adv2: L6: 84; Adv2: L8: 96; Adv2: L10: 106, 108, 110; Adv3: L1: 116; Adv3: L2: 122; Adv3: L3: 128; Adv3: L4: 134; Adv3: L5: 140; Adv3: L5: 142; Adv3: L6: 144; Adv3: L7: 150; Adv3: L8: 156; Adv3: L9: 162; Adv3: L10: 168, 170, 172; Adv4: L1: 178; Adv4: L2: 184; Adv4: L3: 190; Adv4: L4: 196; Adv4: L5: 202; Adv4: L5: 204; Adv4: L6: 206; Adv4: L7: 212; Adv4: L8: 218, 219; Adv4: L9: 224, 225; Adv4: L10: 230, 232; Adv5: L3: 250; Adv5: L1: 240; Adv5: L2: 246; Adv5: L4: 256; Adv5: L5: 262, 264; Adv5: L6: 266; Adv5: L7: 272; Adv5: L8: 278; Adv5: L9: 284; Adv5: L10: 290, 292, 294; Adv6: L1: 300; Adv6: L2: 306; Adv6: L3: 312; Adv6: L4: 318; Adv6: L5: 324, 326; Adv6: L6: 328; Adv6: L7: 334; Adv6: L8: 340; Adv6: L9: 346; Adv6: L10: 352, 354, 256; Adv7: L2: 8; Adv7: L3: 12; Adv7: L4: 18; Adv7: L5: 22, 24; Adv7: L6: 26, 27; Adv7: L7: 32; Adv7: L7: 33; Adv7: L8: 38; Adv7: L9: 42; Adv7: L10: 46, 48, 50; Adv8: L1: 56; Adv8: L2: 60; Adv8: L3: 64; Adv8: L4: 68; Adv8: L5: 72; Adv8: L5: 74



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Phonological Awareness/Phonemic Awareness

- 9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
 - a. Count the number of words in a spoken sentence.
 - b. Recognize alliterative spoken words.
 - c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/ or spoken words.
 - d. Count, blend, and segment syllables in spoken words, including compound words.
 - e. Blend and segment onsets and rimes of single-syllable spoken words.
 - f. Identify the initial, final, and medial sounds of spoken words.
 - g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

h. Distinguish between commonly confused cognate

consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)

Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.

Sentence Segmenting: Adv8: L3: A9
Alliteration: Adv1: L1: 8–9; Adv1: L8: 42; Adv1: L9: 46; Adv2: L6: 85;
Adv2: L7: 92; Adv2: L8: 97; Adv2: L9: 102; Adv1: L4: 22
Rhyme Judgment: Adv2: L1: 59; Adv2: L2: 65; Adv2: L3: 69; Adv2: L4: 76; Adv3: L1: 117; Adv3: L2: 123; Adv3: L3: 129
Rhyme Production: Adv10: L6: 176; Adv10: L7: 182; Adv10: L8: 186; Adv10: L9: 190; Adv11: L6: 224; Adv11: L7: 228; Adv11: L8: 232; Adv11: L9: 236; Adv12: L6: 270; Adv12: L7: 274; Adv12: L8: 278; Adv12: L9: 282
Syllable Blending: Adv3: L8: 157; Adv3: L9: 163; Adv4: L6: 207; Adv4:

Syllable Blending: Adv3: L8: 157; Adv3: L9: 163; Adv4: L6: 207; Adv4: L7: 213; Adv4: L8: 220; Adv4: L9: 225; Adv5: L1: 240; Adv5: L2: 246; Adv5: L3: 251; Adv5: L4: 257

Syllable Counting: Adv6: L6: 329; Adv6: L7: 335; Adv6: L8: 341; Adv6: L9: 347; Adv7: L1: 4; Adv7: L2: 8; Adv7: L3: 13; Adv7: L4: 19
Syllable Deletion: Adv5: L6: 267; Adv5: L7: 273; Adv5: L8: 279; Adv5: L9: 285; Adv6: L1: 301; Adv6: L2: 307; Adv6: L3: 313; Adv6: L4: 319
Onset and Rime: Adv4: L6: 208; Adv4: L7: 214; Adv4: L7: A23—A24; Adv4: L8: 220; Adv4: L8: A24; Adv4: L9: 226; Adv5: L1: 241; Adv5: L1: A26; Adv5: L2: 246; Adv5: L3: 251; Adv5: L4: 258; Adv7: L1: A2; Adv8: L6: 76; Adv8: L7: 82; Adv8: L7: A11; Adv8: L8: 86; Adv8: L9: 90; Adv9: L1: A14; Adv9: L6: 124; Adv9: L7: 130; Adv9: L8: 134; Adv9: L9: 138; Adv10: L1: 152; Adv10: L1: A20; Adv11: L2: 208; Adv11: L3: 212; Adv11: L4: 216; Adv11: L4: A28; Adv12: L1: 250; Adv12: L3: 258; Adv12: L4: 262



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	Initial Sounds: Adv1: L1: A2; Adv1: L2: A2; Adv1: L3: A3; Adv1: L4: A3–A4; Adv1: L8: A6; Adv11: L3: A28; Adv2: L1: A8; Adv2: L2: A8–A9; Adv2: L7: A11; Adv5: L4: A29; Adv6: L3: A36; Adv6: L7: A38; Adv6: L8: A39; Adv6: L9: A40; Adv7: L6: A4; Adv7: L7: A5; Adv7: L9: A6; Adv8: L2: A8 Final Sounds: Adv6: L6: A38; Adv8: L1: A8; Adv8: L8: A12; Adv9: L4: A15; Adv9: L8: A18; Adv10: L8: A25; Adv11: L7: A29; Adv12: L7: A36 Discriminate Phonemes: Adv1: L1: 6–7; Adv1: L2: 12; Adv1: L3: 17; Adv1: L4: 21; Adv1: L10: 48 Blending and Segmenting: Adv5: L1: 242; Adv5: L2: 247; Adv5: L3: 252; Adv5: L4: 258; Adv5: L6: 268; Adv5: L7: 274; Adv5: L8: 280; Adv5: L9: 286; Adv6: L1: 302; Adv6: L2: 307; Adv6: L3: 314; Adv6: L4: 319; Adv6: L6: 330; Adv6: L7: 335; Adv6: L8: 342; Adv6: L9: 347



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Phonics

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).

Examples: x = /ks/ and q = /kw/

- b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
- c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.
- d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
- e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

Letter and Sound Identification: Adv1: L1: 5; Adv1: L2: 11; Adv1: L3: 16; Adv1: L4: 20; Adv1: L5: 24, 26; Adv1: L6: 28; Adv1: L8: 40; Adv1: L10: 48, 50, 52; Adv2: L1: 58; Adv2: L3: 68; Adv2: L5: 80; Adv2: L5: 82; Adv2: L6: 84; Adv2: L8: 96; Adv2: L10: 106, 108, 110; Adv3: L1: 116; Adv3: L2: 122; Adv3: L3: 128; Adv3: L4: 134; Adv3: L5: 140; Adv3: L5: 142; Adv3: L6: 144; Adv3: L7: 150; Adv3: L8: 156; Adv3: L9: 162; Adv3: L10: 168, 170, 172; Adv4: L1: 178; Adv4: L2: 184; Adv4: L3: 190; Adv4: L4: 196; Adv4: L5: 202; Adv4: L5: 204; Adv4: L6: 206; Adv4: L7: 212; Adv4: L8: 218, 219; Adv4: L9: 224, 225; Adv4: L10: 230, 232; Adv5: L3: 250; Adv5: L1: 240; Adv5: L2: 246; Adv5: L4: 256; Adv5: L5: 262, 264; Adv5: L6: 266; Adv5: L7: 272; Adv5: L8: 278; Adv5: L9: 284; Adv5: L10: 290, 292, 294; Adv6: L1: 300; Adv6: L2: 306; Adv6: L3: 312; Adv6: L4: 318; Adv6: L5: 324, 326; Adv6: L6: 328; Adv6: L7: 334; Adv6: L8: 340; Adv6: L9: 346; Adv6: L10: 352, 354, 256; Adv7: L2: 8; Adv7: L3: 12; Adv7: L4: 18; Adv7: L5: 22, 24; Adv7: L6: 26, 27; Adv7: L7: 32; Adv7: L7: 33; Adv7: L8: 38; Adv7: L9: 42; Adv7: L10: 46, 48, 50; Adv8: L1: 56; Adv8: L2: 60; Adv8: L3: 64; Adv8: L4: 68; Adv8: L5: 72; Adv8: L5: 74



f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.

- Examples: pups, cats, pigs, dogs Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.
- g. With prompting and support, produce the most frequent sound for digraphs *ck*, sh, *th*, *ch*, *wh*, *ng*, and combination *qu*, making the connection that a two-letter grapheme can represent one phoneme (sound).
- h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. Example: mat/sat, pan/pat, tip/top
- i. Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
 - Examples: am, at, get, like, make, that, this, me, she, be Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy

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Spelling: Adv8: L6: 79; Adv8: L7: 83; Adv8: L8: 87; Adv8: L9: 91; Adv8: L10: 95, 97, 99; Adv9: L1: 105; Adv9: L2: 109; Adv9: L3: 113; Adv9: L4: 117; Adv9: L5: 120, 123; Adv9: L6: 127; Adv9: L7: 131; Adv9: L8: 135; Adv9: L9: 139; Adv9: L10: 142, 145, 147; Adv10: L1: 155; Adv10: L2: 161; Adv10: L3: 165; Adv10: L4: 169; Adv10: L5: 173, 175; Adv10: L6: 179; Adv10: L7: 183; Adv10: L8: 187; Adv10: L9: 191; Adv10: L10: 195, 197, 199; Adv11: L1: 205; Adv11: L2: 209; Adv11: L3: 213; Adv11: L4: 217; Adv11: L5: 221, 223; Adv11: L6: 225; Adv11: L7: 229; Adv11: L8: 233; Adv11: L9: 237; Adv11: L10: 241, 243, 245; Adv12: L2: 255; Adv12: L3: 259; Adv12: L4: 263; Adv12: L5: 267, 269; Adv12: L6: 271; Adv12: L7: 275; Adv12: L8: 279; Adv12: L9: 283; Adv12: L10: 287, 289, 291



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Fluency

11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.

Adv1: L1: 5; Adv1: L2: 11; Adv1: L3: 16; Adv1: L4: 20; Adv1: L5: 24, 26; Adv1: L6: 28; Adv1: L8: 40; Adv1: L10: 48, 50, 52; Adv2: L1: 58; Adv2: L3: 68; Adv2: L5: 80; Adv2: L5: 82; Adv2: L6: 84; Adv2: L8: 96; Adv2: L10: 106, 108, 110; Adv3: L1: 116; Adv3: L2: 122; Adv3: L3: 128; Adv3: L4: 134; Adv3: L5: 140; Adv3: L5: 142; Adv3: L6: 144; Adv3: L7: 150; Adv3: L8: 156; Adv3: L9: 162; Adv3: L10: 168, 170, 172, ; Adv4: L1: 178; Adv4: L2: 184; Adv4: L3: 190; Adv4: L4: 196; Adv4: L5: 202; Adv4: L5: 204; Adv4: L6: 206; Adv4: L7: 212; Adv4: L8: 218, 219; Adv4: L9: 224, 225; Adv4: L10: 230, 232; Adv5: L3: 250; Adv5: L1: 240; Adv5: L2: 246; Adv5: L4: 256; Adv5: L5: 262, 264; Adv5: L6: 266; Adv5: L7: 272; Adv5: L8: 278; Adv5: L9: 284; Adv5: L10: 290, 292, 294; Adv6: L1: 300; Adv6: L2: 306; Adv6: L3: 312; Adv6: L4: 318; Adv6: L5: 324, 326; Adv6: L6: 328; Adv6: L7: 334; Adv6: L8: 340; Adv6: L9: 346; Adv6: L10: 352, 354, 256; Adv7: L2: 8; Adv7: L3: 12; Adv7: L4: 18; Adv7: L5: 22, 24; Adv7: L6: 26, 27; Adv7: L7: 32; Adv7: L7: 33; Adv7: L8: 38; Adv7: L9: 42; Adv7: L10: 46, 48, 50; Adv8: L1: 56; Adv8: L2: 60; Adv8: L3: 64; Adv8: L4: 68; Adv8: L5: 72; Adv8: L5: 74

12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.

Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.

This is beyond the scope of the program.



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13. With prompting and support, recognize and name digraphs <i>ck</i> , <i>sh</i> , <i>th</i> , <i>ch</i> , <i>wh</i> , <i>ng</i> , and combination <i>qu</i> .	This is beyond the scope of the program.
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	Adv8: L6: 78; Adv9: L4: 117; Adv9: L7: 131; Adv10: L1: 154; Adv10: L2: 160; Adv10: L3: 165; Adv10: L4: 169; Adv10: L9: 191; Adv11: L2: 209; Adv11: L3: 213; Adv11: L4: 217; Adv11: L6: 225; Adv11: L8: 122; Adv11: L9: 237; Adv12: L1: 251; Adv12: L2: 255; Adv12: L3: 259; Adv12: L4: 263; Adv12: L6: 271; Adv12: L7: 275; Adv12: L8: 279; Adv12: L9: 283
15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	Story Reading: Adv7: L1: 6; Adv7: L2: 10; Adv7: L4: 20; Adv7: L6: 30; Adv7: L7: 36; Adv7: L8: 40; Adv8: L1: 58; Adv8: L2: 62; Adv8: L3: 66; Adv8: L6: 80; Adv8: L7: 84; Adv8: L9: 92; Adv9: L1: 106; Adv9: L3: 114; Adv9: L4: 118; Adv9: L6: 128; Adv9: L8: 136; Adv9: L9: 140; Adv10: L2: 162; Adv10: L3: 166; Adv10: L4: 170; Adv10: L7: 184; Adv10: L8: 188; Adv10: L9: 192; Adv11: L1: 206; Adv11: L3: 214; Adv11: L4: 218; Adv11: L6: 226; Adv11: L7: 230; Adv11: L8: 234; Adv12: L1: 252; Adv12: L2: 256; Adv12: L3: 260; Adv12: L6: 272; Adv12: L7: 276; Adv12: L8: 280



16. Recognize and read grade-appropriate high-frequency words with accuracy and automaticity.

Note: As noted in the phonics standards, 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 it 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.

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Adv7: L1: 5; Adv7: L2: 9; Adv7: L3: 14; Adv7: L4: 19; Adv7: L6: 28; Adv7: L7: 34; Adv7: L8: 39; Adv7: L9: 43; Adv7: L10: 46; Adv7: L10: 49; Adv7: L10: 50; Adv8: L1: 57; Adv8: L2: 61; Adv8: L3: 65; Adv8: L4: 69; Adv8: L5: 72; Adv8: L5: 74; Adv8: L6: 77; Adv8: L7: 82; Adv8: L8: 86; Adv8: L9: 90; Adv8: L10: 94; Adv8: L10: 96; Adv8: L10: 98; Adv9: L1: 104; Adv9: L2: 108; Adv9: L3: 112; Adv9: L4: 116; Adv9: L5: 120; Adv9: L5: 122; Adv9: L6: 125; Adv9: L7: 131; Adv9: L8: 134; Adv9: L9: 139; Adv9: L10: 142; Adv9: L10: 144; Adv9: L10: 146; Adv10: L1: 153; Adv10: L2: 159; Adv10: L3: 165; Adv10: L4: 168; Adv10: L5: 172; Adv10: L5: 174; Adv10: L6: 177; Adv10: L7: 183; Adv10: L8: 186; Adv10: L9: 191; Adv10: L10: 194; Adv10: L10: 196; Adv10: L10: 198; Adv11: L1: 204; Adv11: L2: 209; Adv11: L3: 213; Adv11: L4: 216; Adv11: L5: 220; Adv11: L5: 222; Adv11: L6: 225; Adv11: L7: 228; Adv11: L8: 232; Adv11: L9: 237; Adv11: L10: 240; Adv11: L10: 242; Adv11: L10: 244; Adv12: L1: 250; Adv12: L2: 254; Adv12: L3: 258; Adv12: L4: 262; Adv12: L5: 266; Adv12: L5: 268; Adv12: L6: 271; Adv12: L7: 274; Adv12: L8: 279; Adv12: L9: 283; Adv12: L10: 286; Adv12: L10: 288; Adv12: L10: 290



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Vocabulary	
17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	Adv7: L5: 23; Adv7: L5: 25; Adv7: L10: 47; Adv8: L5: 73; Adv8: L5: 75; Adv8: L10: 95; Adv9: L5: 121; Adv9: L5: 123; Adv9: L10: 143; Adv10: L5: 173; Adv10: L5: 175; Adv10: L10: 195; Adv11: L5: 221; Adv11: L5: 223; Adv11: L10: 241; Adv12: L5: 267; Adv12: L5: 269; Adv12: L10: 287
18. Identify new meanings for familiar words and apply them accurately. Example: multiple meaning words such as duck, run, and bat	Adv8: L6: A10
19. Ask and answer questions about unfamiliar words in discussions and/or text.a. Describe the relationship between words, including relating them to synonyms and antonyms.	Adv5: L3: A28; Adv6: L2: A34-A36
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. Examples: apples, oranges, grapes; hammer, nails, screwdriver	Adv1: L6: A4; Adv1: L8: A6; Adv2: L4: A10; Adv2: L6: A11; Adv4: L1: A20; Adv4: L2: A20–A21; Adv4: L6: A23; Adv4: L8: A24; Adv5: L2: A26–A27; Adv5: L4: A29; Adv5: L7: A30–A31
 21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text. 	Adv1: L4: A3; Adv1: L9: A6-A7; Adv2: L3: A9; Adv3: L3: A15; Adv8: L9: A13



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Comprehension	
22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.	Adv1: L9: 47; Adv2: L2: 66; Adv4: L2: 188; Adv4: L4: 200; Adv4: L7: 216; Adv4: L9: 228; Adv5: L7: 276
23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	Provides opportunities: Adv7: L2: A2; Adv7: L6: A4; Adv7: L8: A6; Adv8: L2: A8; Adv8: L6: A10; Adv9: L4: A15; Adv9: L8: A18; Adv10: L2: A20; Adv10: L6: A22; Adv11: L4: A28; Adv11: L8: A30; Adv12: L2: A32; Adv12: L6: A35
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	Adv10: L6: A22-A23
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	Adv9: L1: 106
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.	Provides opportunities: Adv7: L1: 6; Adv7: L2: 10; Adv7: L3: 16; Adv7: L4: 20; Adv7: L6: 30; Adv7: L7: 36; Adv7: L8: 40; Adv7: L9: 44; Adv8: L1: 58; Adv8: L2: 62; Adv8: L3: 66; Adv8: L6: 80; Adv8: L8: 88; Adv9: L8: 136; Adv10: L1: 156; Adv10: L6: 180; Adv10: L9: 192; Adv11: L4: 218; Adv12: L2: 256
27. Identify and describe the main story elements in a literary text. a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	Characters: Adv9: L1: 107; Adv9: L3: 114; Adv10: L3: 166; Adv12: L7: 276 Setting: Adv10: L3: 166; Adv9: L4: 118; Adv9: L9: 140 Retell: Adv1: L3: 19; Adv10: L4: 171; Adv11: L6: 227; Adv11: L7: 231; Adv12: L2: 257; Adv12: L7: 277



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28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	Make Predictions: Adv3: L1: 120; Adv3: L6: 148; Adv3: L8: 160; Adv5: L1: 245; Adv5: L3: 255; Adv5: L6: 270; Adv5: L8: 283; Adv8: L7: 84; Adv8: L9: 92; Adv9: L6: 128; Adv10: L2: 162; Adv10: L4: 170; Adv10: L8: 188; Adv11: L1: 206; Adv11: L3: 214; Adv12: L3: 260; Adv12: L8: 280
29. With prompting and support, identify the main topic and key details in an informational text.	Facts and Details: Adv6: L1: 305; Adv6: L9: 351; Adv7: L3: 17; Adv9: L7: 132
30. With prompting and support, ask and answer questions about key details in literary and informational texts.	Supporting Details: Adv5: L1: A26; Adv5: L3: A27; Adv5: L6: A30; Adv5: L8: A32
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	Recall: Adv1: L2: 14; Adv1: L8: 43; Adv2: L7: 94; Adv4: L2: 189; Adv4: L4: 201; Adv4: L7: 217; Adv4: L9: 229; Adv5: L7: 277; Adv11: L8: 235
 32. With prompting and support, compare and contrast two texts. a. Distinguish between literary texts and informational texts. b. Compare and contrast the experiences of characters in a literary text. c. Compare and contrast two informational texts on the same topic. 	Adv3: L8: A18



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Writing	
33. Express ideas orally and connect these ideas through drawing and emergent writing.	Adv1: L8: 43; Adv3: L9: A17; Adv9: L7: A197; Adv10: L7: A24; Adv11: L2: A27
 34. Print legibly, using proper pencil grip. a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement. b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate. 	Provides opportunities: Adv1: L1: 5; Adv1: L2: 11; Adv1: L3: 17; Adv1: L4: 21; Adv1: L6: 28; Adv1: L7: 34; Adv1: L8: 40; Adv1: L9: 44; Adv2: L1: 58; Adv2: L2: 64; Adv2: L3: 68; Adv2: L4: 74; Adv2: L6: 84; Adv2: L7: 90; Adv2: L8: 96; Adv2: L9: 100; Adv3: L1: 116; Adv3: L2: 122; Adv3: L3: 128; Adv3: L4: 134; Adv3: L6: 144; Adv3: L7: 150; Adv3: L8: 156; Adv3: L9: 162; Adv4: L1: 178; Adv4: L2: 184; Adv4: L3: 190; Adv4: L4: 196; Adv4: L6: 206; Adv4: L7: 212; Adv4: L8: 218; Adv4: L9: 224; Adv5: L3: 250; Adv5: L4: 256; Adv5: L6: 266; Adv5: L7: 272; Adv5: L8: 278; Adv5: L9: 284; Adv6: L1: 300; Adv6: L2: 306; Adv6: L3: 312; Adv6: L4: 318; Adv6: L6: 328; Adv6: L7: 334; Adv6: L8: 340; Adv6: L9: 346; Adv7: L3: 12; Adv7: L4: 18; Adv7: L6: 26; Adv7: L7: 32; Adv7: L8: 38; Adv7: L9: 42



- 35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
 - a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). Examples: b/b=b, b/b=m, b/
 - b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.
 - Examples: /k/ = k before i, e, or y; /k/ = c before a, o, u, or any consonant; /k/ = -ck after an accented short vowel
 - c. With prompting and support, encode grade-appropriate high-frequency words that follow regular phonemegrapheme correspondences.
 - Examples: am, at, can, he, we, be, in, it, came, like
 - d. With prompting and support, encode grade-appropriate high-frequency words that follow regular phonemegrapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.
 - Example: In said, /s/ and /d/ are spelled using phonemegrapheme correspondence, but <u>ai</u> must be learned by heart or memorized.

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Adv8: L6: 79; Adv8: L7: 83; Adv8: L8: 87; Adv8: L9: 91; Adv8: L10: 95, 97, 99; Adv9: L1: 105; Adv9: L2: 109; Adv9: L3: 113; Adv9: L4: 117; Adv9: L5: 120, 123; Adv9: L6: 127; Adv9: L7: 131; Adv9: L8: 135; Adv9: L9: 139; Adv9: L10: 142, 145, 147; Adv10: L1: 155; Adv10: L2: 161; Adv10: L3: 165; Adv10: L4: 169; Adv10: L5: 173, 175; Adv10: L6: 179; Adv10: L7: 183; Adv10: L8: 187; Adv10: L9: 191; Adv10: L10: 195, 197, 199; Adv11: L1: 205; Adv11: L2: 209; Adv11: L3: 213; Adv11: L4: 217; Adv11: L5: 221, 223; Adv11: L6: 225; Adv11: L7: 229; Adv11: L8: 233; Adv11: L9: 237; Adv11: L10: 241, 243, 245; Adv12: L2: 255; Adv12: L3: 259; Adv12: L4: 263; Adv12: L5: 267, 269; Adv12: L6: 271; Adv12: L7: 275; Adv12: L8: 279; Adv12: L9: 283; Adv12: L10: 287, 289, 291



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 36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling. a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language. b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment. c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys. d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence. e. With prompting and support, begin each sentence with a capital letter. f. With prompting and support, capitalize the pronoun I and names of individuals. g. With prompting and support, recognize, name, and correctly use end punctuation. Examples: period, question mark, exclamation mark 	Writing Projects: Adv10: A40–A41; Adv11: A42–A43; Adv12: A44–A45



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 37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres. a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing. c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing. d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing. e. With prompting and support, compose writing for varied purposes and audiences, across different genres. 	Writing Projects: Adv10: A40–A41; Adv11: A42–A43; Adv12: A44–A45
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.	Writing Projects: Adv10: A40-A41; Adv11: A42-A43; Adv12: A44-A45



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 39. Participate in shared research and writing projects to answer a question or describe a topic. a. Include information recalled from personal experiences in research and writing projects. b. Gather information from provided sources for research and writing projects. 	Writing Projects: Adv10: A40-A41; Adv11: A42-A43; Adv12: A44-A45
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.	Writing Projects: Adv10: A40–A41



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Recurring Standards for K-3	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	Provides opportunities: Adv1: L2: 14; Adv1: L4: 26; Adv1: L7: 42; Adv2: L4: 86; Adv3: L4: 148; Adv5: L1: 254; Adv5: L4: 272; Adv5: L7: 288; Adv6: L4: 334; Adv6: L7: 350; Adv7: L7: 42; Adv7: L8: 48; Adv7: L9: 54; Adv8: L2: 76; Adv9: L3: 144; Adv9: L8: 172; Adv9: L9: 178; Adv11:

L7: 290; Adv11: L8: 296; Adv12: L2: 324



R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

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Decode: Adv2: L1: 67; Adv2: L3: 79; Adv2: L6: 95; Adv2: L8: 107; Adv3: L1: 129; Adv3: L3: 141; Adv3: L6: 157; Adv3: L8: 169 Encode: Adv2: L1: 67; Adv2: L3: 79; Adv2: L6: 95; Adv2: L8: 107; Adv3: L1: 129; Adv3: L3: 141; Adv3: L6: 157; Adv3: L8: 169; Adv4: L1: 191; Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L6: 219; Adv4: L7: 225; Adv4: L8: 231; Adv4: L9: 237; Adv5: L1: 253; Adv5: L10: 303, 305, 307; Adv5: L2: 259; Adv5: L3: 265; Adv5: L4: 271; Adv5: L5: 275, 277; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L2: 321; Adv6: L3: 327; Adv6: L4: 333; Adv6: L6: 343; Adv6: L7: 349; Adv6: L8: 355; Adv6: L9: 361; Adv7: L1: 7; Adv7: L10: 57, 59, 61; Adv7: L2: 13; Adv7: L3: 19; Adv7: L4: 25; Adv7: L5: 29, 31; Adv7: L6: 35; Adv7: L7: 41; Adv7: L8: 47; Adv7: L9: 53; Adv8: L1: 69; Adv8: L10: 119, 121, 123; Adv8: L2: 75; Adv8: L3: 81; Adv8: L4: 87; Adv8: L6: 97; Adv8: L7: 103; Adv8: L8: 109; Adv8: L9: 115; Adv9: L1: 131; Adv9: L10: 181, 183, 185; Adv9: L2: 137; Adv9: L3: 143; Adv9: L4: 149; Adv9: L5: 153, 155; Adv9: L6: 159; Adv9: L7: 165; Adv9: L8: 171; Adv9: L9: 177; Adv10: L1: 193; Adv10: L2: 199; Adv10: L3: 205; Adv10: L4: 211; Adv10: L5: 215, 217; Adv10: L6: 221; Adv10: L7: 227; Adv10: L7: A26; Adv10: L8: 233; Adv10: L9: 239; Adv10: L10: 242, 245, 246; Adv11: L1: 255; Adv11: L2: 261; Adv11: L3: 267; Adv11: L4: 273; Adv11: L5: 277, 279; Adv11: L6: 283; Adv11: L7: 289; Adv11: L8: 295; Adv11: L9: 301; Adv11: L10: 304, 307, 309; Adv12: L1: 317; Adv12: L2: 323; Adv12: L3: 329; Adv12: L4: 335; Adv12: L6: 345; Adv12: L7: 351; Adv12: L8: 357; Adv12: L9: 363: Adv12: L10: 367, 369, 371



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R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.	Build Background Knowledge: Adv1: L1: 8; Adv1: L8: 48; Adv2: L6: 96; Adv3: L8: 170; Adv4: L1: 192; Adv6: L1: 316; Adv6: L6: 344; Adv6: L8: 356; Adv7: L2: 14; Adv7: L6: 36; Adv10: L3: 206; Adv10: L4: 212; Adv11: L3: 268; Adv11: L6: 284
R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	This is beyond the scope of the program.
R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	Writing Projects: Adv10: A42-A43; Adv11: A46-A47; Adv12: A50-A51
Literacy Foundations	
Oral Language	
Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	Provides opportunities: Adv1: L2: 14; Adv1: L4: 26; Adv1: L7: 42; Adv2: L4: 86; Adv3: L4: 148; Adv5: L1: 254; Adv5: L4: 272; Adv5: L7: 288; Adv6: L4: 334; Adv6: L7: 350; Adv7: L7: 42; Adv7: L8: 48; Adv7: L9: 54; Adv8: L2: 76; Adv9: L3: 144; Adv9: L8: 172; Adv9: L9: 178; Adv11: L7: 290; Adv11: L8: 296; Adv12: L2: 324
Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound. Examples: read-alouds, oral dramatic activities	Read with Expression: Adv3: L4: A21; Adv3: L9: A24–A25; Adv4: L4: A28–A29; Adv4: L9: A32–A33; Adv5: L4: A37–A38; Adv5: L9: A43; Adv6: L4: A47; Adv6: L9: A53; Adv7: L4: A4–A5; Adv7: L9: A9; Adv8: L4: A12; Adv8: L9: A14–A15; Adv9: L3: A19; Adv9: L4: A19; Adv9: L9: A21; Adv10: L4: A24–A25; Adv10: L9: A27; Adv11: L4: A30–A32; Adv11: L9: A35; Adv12: L4: A37; Adv12: L9: A40



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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.	Selected examples include: Adv1: L5: 29, 31; Adv1: L10: 55, 57, 59; Adv2: L10: 121; Adv2: L5: 89, 91; Adv2: L10: 117, 119; Adv3: L10: 179, 181, 183; Adv3: L5: 151, 153; Adv4: L10: 241, 243, 245; Adv4: L5: 213, 215; Adv5: L10: 303, 305, 307; Adv5: L5: 275, 277; Adv6: L10: 365, 367, 369; Adv6: L5: 337, 339; Adv7: L5: 29, 31; Adv7: L10: 57, 59, 61; Adv8: L5: 91, 93; Adv8: L10: 119, 121, 123; Adv9: L5: 153, 155; Adv9: L10: 181, 183, 185; Adv10: L5: 215, 217; Adv10: L10: 243, 245, 246; Adv11: L5: 277, 279; Adv11: L10: 305, 307, 309; Adv12: L5: 339, 341; Adv12: L10: 367, 369
4. Present information orally using complete sentences and appropriate volume. a. Orally describe people, places, things, and events, expressing ideas with relevant details.	Adv1: L1: A2; Adv4: L6: 220; Adv4: L7: 226; Adv8: L2: 76; Adv10: L1: 195; Adv12: L6: A38
Concepts of Print	
5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s). a. Explain the roles of author(s) and illustrator(s).	Adv2: L8: 108; Adv3: L3: 143; Adv4: L6: 220; Adv8: L3: 82; Adv8: L7: 104; Adv10: L8: 235; Adv11: L1: 257



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Phonological Awareness/Phonemic Awareness

- 6. 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.
 - d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
 - e. 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.

 Examples: pan to pant; flight to light; cat to cap
 - f. Distinguish long from short vowel sounds in spoken, single-syllable words.

Syllable Counting: Adv6: L6: 340; Adv6: L7: 346; Adv6: L8: 352; Adv6: L9: 358; Adv7: L1: 4; Adv7: L2: 10; Adv7: L3: 16; Adv7: L4: 22
Syllable Blending: Adv4: L6: 216; Adv4: L7: 222; Adv4: L8: 228; Adv4: L9: 234; Adv5: L1: 250; Adv5: L2: 256; Adv5: L3: 262; Adv5: L4: 268
Syllable Deletion: Adv5: L6: 278; Adv5: L7: 284; Adv5: L8: 290; Adv5: L9: 296; Adv6: L1: 312; Adv6: L2: 318; Adv6: L3: 324; Adv6: L4: 330
Rhyme Judgment: Adv2: L1: 64; Adv2: L2: 70; Adv2: L3: 76; Adv2: L4: 82; Adv3: L1: 126; Adv3: L2: 132; Adv3: L3: 138; Adv3: L4: 144
Rhyme Production: Adv11: L6: 280; Adv11: L7: 286; Adv11: L8: 292; Adv11: L9: 298; Adv12: L6: 342; Adv12: L7: 348; Adv12: L8: 354; Adv12: L9: 360

Alliteration: Adv2: L6: 92; Adv2: L7: 98; Adv2: L7: A14-A15; Adv2: L8: 104; Adv2: L9: 110

Phoneme Blending: Adv7: L6: 32; Adv7: L7: 38; Adv7: L8: 44; Adv7: L9: 50; Adv8: L1: 66; Adv8: L2: 72; Adv8: L3: 78; Adv8: L4: 84; Adv8: L6: 95; Adv8: L7: 100; Adv8: L8: 106; Adv8: L9: 112; Adv9: L1: 129; Adv9: L2: 134; Adv9: L3: 140; Adv9: L4: 146



g. 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.

- Examples:/f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ĕ/ and /ā/, /ĕ/ and /ă/
- Note: This is extremely important as a foundational phonemic awareness skill for all learners.
- h. Identify the sound substitution in words with five to six phonemes.

Example: strips/straps, square/squire

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Phoneme Segmentation: Adv5: L6: 278; Adv5: L7: 284; Adv5: L8: 290; Adv5: L9: 296; Adv6: L1: 312; Adv6: L2: 318; Adv6: L3: 324; Adv6: L4: 330

Phoneme Deletion: Adv2: L6: 92; Adv2: L7: 98; Adv2: L8: 104; Adv2: L9: 111; Adv2: L9: A16–A17; Adv3: L1: 126; Adv3: L2: 133; Adv3: L3: 138; Adv3: L4: 144; Adv3: L6: 155; Adv3: L7: 161; Adv3: L8: 167; Adv3: L9: 172; Adv4: L1: 188; Adv4: L2: 195; Adv4: L3: 200; Adv4: L4: 206 Medial Vowel Substitution: Adv10: L6: 218; Adv10: L7: 224; Adv10: L8: 230; Adv10: L9: 236; Adv11: L1: 252; Adv11: L2: 258; Adv11: L3: 264; Adv11: L4: 270

Blends and Digraphs: Adv5: L6: A38-A39



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Phonics

- 7. 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.
 - Examples: x = /ks/; q = /kw/; a = /a/ and /a/, s = /s/ and /z/
 - 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.
 - Note: Consonant blends should include st-, sm-, sn, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.
 - c. Decode words with digraphs, trigraphs, and combinations, including digraphs *ck*, *sh*, *th*, *ch*, *wh*, *ph*, *ng*, trigraphs *tch* and *dge*, and combination *qu*.
 - Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.
 - d. Decode words with a after w read /ä/ and a before I read /â/. Examples: wash, water, wasp; tall, all, talk, small, fall

Letter and Sound Identification: Adv1: L1: 6; Adv1: L2: 12; Adv1: L3: 17: Adv1: L4: 23: Adv1: L5: 28, 30: Adv1: L6: 33: Adv1: L7: 39: Adv1: L8: 45; Adv1: L9: 51; Adv1: L10: 54, 56, 58; Adv2: L1: 65; Adv2: L2: 71; Adv2: L3: 77; Adv2: L3: A12; Adv2: L4: 83; Adv2: L5: 88, 90; Adv2: L6: 93; Adv2: L7: 99; Adv2: L8: 105; Adv2: L9: 111; Adv2: L10: 116, 118, 120; Adv3: L1: 127; Adv3: L2: 133; Adv3: L3: 139; Adv3: L4: 145; Adv3: L5: 150, 152; Adv3: L6: 155; Adv3: L7: 161; Adv3: L8: 167; Adv3: L9: 173; Adv3: L10: 178, 180, 182; Adv4: L1: 189; Adv4: L2: 195; Adv4: L3: 201; Adv4: L4: 207; Adv4: L5: 212, 214; Adv4: L6: 217; Adv4: L7: 223; Adv4: L8: 229; Adv4: L8: A31; Adv4: L9: 235; Adv4: L10: 240, 242, 244; Adv5: L1: 251; Adv5: L2: 257; Adv5: L2: A35; Adv5: L3: 262; Adv5: L4: 268; Adv5: L5: 274, 276; Adv5: L6: 279; Adv5: L7: 285; Adv5: L8: 291; Adv5: L9: 297; Adv5: L10: 302, 304, 306; Adv6: L1: 313; Adv6: L2: 319; Adv6: L3: 325; Adv6: L4: 331; Adv6: L5: 336, 338; Adv6: L6: 341; Adv6: L7: 347; Adv6: L8: 353; Adv6: L9: 359; Adv6: L10: 364, 366, 368; Adv7: L1: 5; Adv7: L2: 11; Adv7: L3: 17; Adv7: L4: 23; Adv7: L5: 28, 30; Adv7: L6: 33; Adv7: L7: 39; Adv7: L8: 45; Adv7: L9: 50; Adv7: L10: 56, 58, 60; Adv8: L1: 67; Adv8: L2: 73; Adv8: L3: 79; Adv8: L4: 85; Adv8: L6: 95; Adv8: L6: A13; Adv8: L7: 101; Adv8: L8: 107; Adv8: L9: 113; Adv8: L10: 118, 120, 122; Adv9: L1: 129; Adv9: L1: A16; Adv9: L2: 135;



- e. With prompting and support, decode 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, e, or y; g = /g/ before a, o, u, or any consonant and g = /j/
 before i, e, or y
- f. 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 /ī/ sound for these words.
 - Examples: fly, my; baby, happy; myth, gym
- g. Decode regularly spelled one-syllable words with vowel-r syllables, including *ar*, *er*, *ir*, *or*, and *ur*.
- h. 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*.
- i. With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

 Examples: mild, host, fold, jolt, kind
- j. 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.

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Adv9: L3: 141; Adv9: L4: 147; Adv9: L5: 152; Adv9: L5: 154; Adv9: L6: 157; Adv9: L7: 163; Adv9: L8: 169; Adv9: L9: 175; Adv9: L10: 180, 182, 184; Adv10: L1: 191; Adv10: L2: 197; Adv10: L3: 203; Adv10: L4: 209; Adv10: L5: 214, 216; Adv10: L6: 219; Adv10: L6: A26; Adv10: L7: 225; Adv10: L8: 231; Adv10: L9: 237; Adv11: L1: 253; Adv11: L2: 259; Adv11: L3: 265; Adv11: L4: 271; Adv11: L5: 276, 278; Adv11: L6: 281; Adv11: L7: 286; Adv11: L8: 293; Adv11: L9: 299; Adv12: L1: 315; Adv12: L2: 321; Adv12: L3: 327; Adv12: L4: 333; Adv12: L5: 338, 340; Adv12: L6: 343; Adv12: L7: 349; Adv12: L8: 355; Adv12: L9: 361; Adv12: L10: 366, 368, 370

Regularly spelled one-syllable words: Adv2: L1: 67; Adv2: L3: 79; Adv2: L6: 95; Adv2: L8: 107; Adv3: L1: 129; Adv3: L3: 141; Adv3: L6: 157; Adv3: L8: 169

Blends: Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L7: 225; Adv5: L1: 253; Adv5: L2: 259; Adv5: L3: 265; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L8: 355; Adv7: L3: 19; Adv10: L9: 239

Digraphs: Adv4: L9: 235; Adv5: L4: 268

Spelling: Adv2: L1: 67; Adv2: L3: 79; Adv2: L6: 95; Adv2: L8: 107; Adv3: L1: 129; Adv3: L3: 141; Adv3: L6: 157; Adv3: L8: 169; Adv4: L1: 191; Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L6: 219; Adv4: L7: 225; Adv4: L8: 231; Adv4: L9: 237; Adv5: L1: 253; Adv5: L10: 303, 305, 307; Adv5: L2: 259; Adv5: L3: 265; Adv5: L4: 271; Adv5: L5: 275, 277; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L2: 321; Adv6: L3: 327; Adv6: L4: 333; Adv6: L6: 343; Adv6: L7: 349; Adv6: L8: 355; Adv6: L9: 361; Adv7: L1: 7;



- k. With prompting and support, decode words with silent letter combinations.
 - Examples: kn, wr, mb, gh, gn
- I. With prompting and support, decode words with common prefixes including *un-*, *dis-*, *in-*, *re-*, *pre-*, *mis-*, *non-*, and *ex-*.
- m. With prompting and support, decode words with common suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition.
 - Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly
- n. Decode contractions with *am*, *is*, *has*, and *not*. *Examples: I'm*, *he's*, *she's*, *isn't*, *don't*
- o. Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
 - Examples: saw, all, made, can, his, walk, let, open, time

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Adv7: L10: 57, 59, 61; Adv7: L2: 13; Adv7: L3: 19; Adv7: L4: 25; Adv7: L5: 29, 31; Adv7: L6: 35; Adv7: L7: 41; Adv7: L8: 47; Adv7: L9: 53; Adv8: L1: 69; Adv8: L10: 119, 121, 123; Adv8: L2: 75; Adv8: L3: 81; Adv8: L4: 87; Adv8: L6: 97; Adv8: L7: 103; Adv8: L8: 109; Adv8: L9: 115; Adv9: L1: 131; Adv9: L10: 181, 183, 185; Adv9: L2: 137; Adv9: L3: 143; Adv9: L4: 149; Adv9: L5: 153, 155; Adv9: L6: 159; Adv9: L7: 165; Adv9: L8: 171; Adv9: L9: 177; Adv10: L1: 193; Adv10: L2: 199; Adv10: L3: 205; Adv10: L4: 211; Adv10: L5: 215, 217; Adv10: L6: 221; Adv10: L7: 227; Adv10: L7: A26; Adv10: L8: 233; Adv10: L9: 239; Adv10: L10: 242, 245, 246; Adv11: L1: 255; Adv11: L2: 261; Adv11: L3: 267; Adv11: L4: 273; Adv11: L5: 277, 279; Adv11: L6: 283; Adv11: L7: 289; Adv11: L8: 295; Adv11: L9: 301; Adv11: L10: 304, 307, 309; Adv12: L1: 317; Adv12: L2: 323; Adv12: L3: 329; Adv12: L4: 335; Adv12: L6: 345; Adv12: L7: 351; Adv12: L8: 357; Adv12: L9: 363; Adv12: L10: 367, 369, 371



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	Contractions: Adv10: L2: 199 Affixes: Adv4: L6: 219; Adv4: L8: 230; Adv5: L6: 281; Adv5: L8: 292; Adv6: L1: 315; Adv6: L6: 342; Adv7: L8: 47; Adv12: L2: A36 Sight Words: Adv1: L10: 55, 57, 59; Adv1: L2: 13; Adv1: L4: 25; Adv1: L9: 51; Adv2: L10: 117, 119, 121; Adv2: L4: 85; Adv2: L5: 89, 91; Adv2: L9: 113; Adv3: L10: 179, 181, 183; Adv3: L4: 147; Adv3: L5: 151, 153; Adv3: L7: 163; Adv3: L8: 168; Adv3: L9: 175; Adv4: L5: 212, 215; Adv4: L6: 218; Adv4: L10: 240, 243, 245; Adv5: L5: 274, 276; Adv5: L10: 302, 304, 306; Adv6: L1: 314; Adv6: L2: 320; Adv6: L3: 326; Adv6: L5: 336, 339; Adv6: L10: 364, 366, 369; Adv7: L4: 23; Adv7: L5: 28, 30; Adv7: L10: 56, 58, 60; Adv8: L3: 80; Adv8: L5: 90, 93; Adv8: L10: 118, 121, 123; Adv9: L3: 142; Adv9: L5: 152, 154; Adv9: L8: 171; Adv9: L10: 180, 182, 184; Adv10: L5: 214, 216; Adv10: L10: 242, 244, 246; Adv11: L1: 254; Adv11: L2: 260; Adv11: L3: 266; Adv11: L5: 276, 278; Adv11: L6: 282; Adv11: L7: 289; Adv11: L10: 304, 307, 308; Adv12: L2: 322; Adv12: L5: 338, 340; Adv12: L8: 356; Adv12: L10: 366, 368, 370



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Fluency

8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

Adv1: L5: 29; Adv1: L10: 54; Adv2: L5: 88; Adv2: L7: 99; Adv2: L8: 105; Adv2: L9: 112: Adv2: L10: 117: Adv3: L1: 127: Adv3: L2: 134: Adv3: L3: 139; Adv3: L4: 145; Adv3: L5: 150; Adv3: L6: 156; Adv3: L7: 161; Adv3: L8: 168; Adv3: L9: 173, A24–A25; Adv3: L10: 178; Adv4: L5: 212; Adv4: L7: 223; Adv4: L8: 229; Adv4: L10: 240; Adv5: L5: 274; Adv5: L10: 302; Adv6: L1: 313; Adv6: L2: 319; Adv6: L4: 331; Adv6: L5: 336; Adv6: L9: 359; Adv6: L10: 364; Adv7: L1: 5; Adv7: L2: 11; Adv7: L3: 17; Adv7: L4: 23; Adv7: L5: 28; Adv7: L6: 34; Adv7: L7: 40, A7; Adv7: L8: 46; Adv7: L9: 51; Adv7: L10: 56; Adv8: L1: 67; Adv8: L2: 73, A11; Adv8: L3: 79; Adv8: L4: 85; Adv8: L5: 90, 93; Adv8: L7: A13; Adv8: L8: 107; Adv8: L9: 113; Adv8: L10: 118, 120, 122; Adv9: L1: 129; Adv9: L2: 136; Adv9: L3: 142; Adv9: L4: 147; Adv9: L5: 152; Adv9: L6: 158; Adv9: L7: 164; Adv9: L8: 170; Adv9: L9: 175; Adv9: L10: 180; Adv10: L1: 192; Adv10: L2: 198; Adv10: L3: 203; Adv10: L4: 209; Adv10: L5: 214; Adv10: L6: 220; Adv10: L7: 225; Adv10: L8: 231; Adv10: L9: 237, A27; Adv11: L1: 253; Adv11: L2: 259; Adv11: L3: 265, A30; Adv11: L4: 271; Adv11: L5: 276; Adv11: L6: 282; Adv11: L7: 288; Adv11: L8: 293; Adv11: L9: 299; Adv11: L10: 30, 306, 308; Adv12: L1: 315; Adv12: L2: 321; Adv12: L3: 327; Adv12: L4: 334; Adv12: L5: 338; Adv12: L6: 344; Adv12: L7: 349; Adv12: L8: 355; Adv12: L9: 361; Adv12: L10: 366



- 9. Read grade-appropriate texts with accuracy and fluency.
 - a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
 - b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.
 - c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
 - Example: Pause between stanzas and between lines where punctuation indicates.
- 10. Read high-frequency words commonly found in gradeappropriate 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-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.

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Adv3: L4: A21; Adv3: L9: A24–A25; Adv4: L4: A28–A29; Adv4: L9: A32–A33; Adv5: L4: A37–A38; Adv5: L9: A43; Adv6: L4: A47; Adv6: L9: A53; Adv7: L4: A4–A5; Adv7: L9: A9; Adv8: L4: A12; Adv8: L9: A14–A15; Adv9: L3: A19; Adv9: L4: A19; Adv9: L9: A21; Adv10: L4: A24–A25; Adv10: L9: A27; Adv12: L9: A40
Timed Reading: Adv3: L2: A19–A20; Adv4: L2: A26–A27; Adv4: L7: A30–A31; Adv5: L2: A35; Adv5: L7: A39–A41; Adv6: L2: A45; Adv6: L7: A49–A50; Adv7: L2: A3; Adv7: L7: A7; Adv8: L2: A11; Adv8: L7: A13; Adv9: L2: A16–A18; Adv10: L2: A23; Adv10: L7: A26; Adv11: L2: A28–A29; Adv11: L7: A33; Adv12: L2: A36; Adv12: L7: A39

Adv1: L10: 55, 57, 59; Adv1: L2: 13; Adv1: L4: 25; Adv1: L9: 51; Adv2: L10: 117, 119, 121; Adv2: L4: 85; Adv2: L5: 89, 91; Adv2: L9: 113; Adv3: L10: 179, 181, 183; Adv3: L4: 147; Adv3: L5: 151, 153; Adv3: L7: 163; Adv3: L8: 168; Adv3: L9: 175; Adv4: L5: 212, 215; Adv4: L6: 218; Adv4: L10: 240, 243, 245; Adv5: L5: 274, 276; Adv5: L10: 302, 304, 306; Adv6: L1: 314; Adv6: L2: 320; Adv6: L3: 326; Adv6: L5: 336, 339; Adv6: L10: 364, 366, 369; Adv7: L4: 23; Adv7: L5: 28, 30; Adv7: L10: 56, 58, 60; Adv8: L3: 80; Adv8: L5: 90, 93; Adv8: L10: 118, 121, 123; Adv9: L3: 142; Adv9: L5: 152, 154; Adv9: L8: 171; Adv9: L10: 180, 182, 184; Adv10: L5: 214, 216; Adv10: L10: 242, 244, 246; Adv11: L1: 254; Adv11: L2: 260; Adv11: L3: 266; Adv11: L5: 276, 278; Adv11: L6: 282; Adv11: L7: 289; Adv11: L10: 304, 307, 308; Adv12: L2: 322; Adv12: L5: 338, 340; Adv12: L8: 356; Adv12: L10: 366, 368, 370



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Vocabulary

- 11. 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.

Provides opportunities: Adv1: L2: 14; Adv1: L4: 26; Adv1: L7: 42; Adv2: L4: 86; Adv3: L4: 148; Adv5: L1: 254; Adv5: L4: 272; Adv5: L7: 288; Adv6: L4: 334; Adv6: L7: 350; Adv7: L7: 42; Adv7: L8: 48; Adv7: L9: 54; Adv8: L2: 76; Adv9: L3: 144; Adv9: L8: 172; Adv9: L9: 178; Adv11: L7: 290; Adv11: L8: 296; Adv12: L2: 324



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 12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text. a. Identify possessives and plurals and use them as clues to the meaning of text. Example: Jack's coat, mom's car; pigs, pig's, pigs' 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. Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense. c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk. Discuss synonyms and antonyms. 	Possessives: Adv10: L6: 221; Adv10: L8: 233 Word Parts: Adv8: L2: 75; Adv12: L7: 350; Adv12: L8: 356; Adv12: L9: 362 Shades of Meaning: Adv1: L8: 48; Adv2: L8: 109 Antonyms: Adv2: L4: 87 Synonyms: Adv4: L3: A27
13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	Adv2: L7: 102; Adv3: L9: 176; Adv4: L9: 238; Adv5: L4: 272; Adv7: L8: 48; Adv9: L2: 138; Adv9: L3: 144; Adv9: L7: 166; Adv9: L9: 178; Adv10: L9: 240; Adv11: L6: 284; Adv11: L6: A33; Adv12: L7: 352



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14. Sort and categorize groups of words or pictures based on meaning, and label each category. Examples: colors, clothes, animals with wings	Adv1: L1: 8; Adv2: L6: 96; Adv3: L8: 170; Adv4: L1: 192; Adv4: L2: A26–A27; Adv5: L2: 260; Adv9: L2: A16–A18; Adv10: L2: 200; Adv10: L8: 234; Adv12: L4: 336
15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	Adv1: L1: A2; Adv4: L6: 220; Adv4: L7: 226; Adv12: L6: A38
16. Use grade-appropriate academic vocabulary in speaking and writing.	Adv1: L5: 29, 31; Adv1: L10: 55, 57, 59; Adv2: L10: 121; Adv2: L5: 89, 91; Adv2: L10: 117, 119; Adv3: L10: 179, 181, 183; Adv3: L5: 151, 153; Adv4: L10: 241, 243, 245; Adv4: L5: 213, 215; Adv5: L10: 303, 305, 307; Adv5: L5: 275, 277; Adv6: L10: 365, 367, 369; Adv6: L5: 337, 339; Adv7: L5: 29, 31; Adv7: L10: 57, 59, 61; Adv8: L5: 91, 93; Adv8: L10: 119, 121, 123; Adv9: L5: 153, 155; Adv9: L10: 181, 183, 185; Adv10: L5: 215, 217; Adv10: L10: 243, 245, 246; Adv11: L5: 277, 279; Adv11: L10: 305, 307, 309; Adv12: L5: 339, 341; Adv12: L10: 367, 369
Comprehension	
17. 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.	Selected examples include: Adv1: L5: 29, 31; Adv1: L10: 55, 57, 59; Adv2: L10: 121; Adv2: L5: 89, 91; Adv2: L10: 117, 119; Adv3: L10: 179, 181, 183; Adv3: L5: 151, 153; Adv4: L10: 241, 243, 245; Adv4: L5: 213, 215; Adv5: L10: 303, 305, 307; Adv5: L5: 275, 277; Adv6: L10: 365, 367, 369; Adv6: L5: 337, 339; Adv7: L5: 29, 31; Adv7: L10: 57, 59, 61; Adv8: L5: 91, 93; Adv8: L10: 119, 121, 123; Adv9: L5: 153, 155; Adv9: L10: 181, 183, 185; Adv10: L5: 215, 217; Adv10: L10: 243, 245, 246; Adv11: L5: 277, 279; Adv11: L10: 305, 307, 309; Adv12: L5: 339, 341; Adv12: L10: 367, 369



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18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	Language: Declarative Sentences: Adv7: L6: A6–A7 Language: Imperative Sentences: Adv7: L8: A8 Language: Interrogative Sentences: Adv7: L7: A7 Language: Simple Exclamatory Sentences: Adv8: L1: A10 Language: Sentence Review: Adv7: L9: A9; Adv8: L2: A11
19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	Adv2: L2: 74; Adv2: L8: 109; Adv2: L9: 114; Adv10: L2: 200; Adv10: L6: 222; Adv10: L7: 228; Adv12: L6: 346
20. Use text features to locate key facts or information in printed or digital text. Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations	Adv2: L8: 108; Adv3: L3: 143; Adv4: L6: 220; Adv8: L3: 82; Adv8: L7: 104; Adv10: L8: 235; Adv11: L1: 257
21. Identify the main topic and key details of literary and informational texts.	Adv6: L2: 322; Adv6: L4: 334; Adv6: L7: 350; Adv6: L8: 357; Adv7: L3: 21; Adv7: L4: 27; Adv7: L8: 49; Adv7: L9: 55; Adv8: L7: 105
22. Ask and answer questions about key details in literary and informational texts.	Adv4: L1: 193; Adv8: L2: 77; Adv8: L4: 89; Adv8: L9: 117; Adv9: L4: 151; Adv12: L3: 331
 23. Identify and describe the main story elements in a literary text. a. Describe the characters and settings, using illustrations and textual evidence from a story. b. Retell the plot or sequence of major events in chronological order. 	Characters: Adv2: L1: 68; Adv2: L2: 75; Adv4: L3: 205; Adv5: L2: 261; Adv6: L2: 323; Adv6: L9: 362 Events: Adv1: L2: 15; Adv1: L7: 43; Adv2: L4: 87; Adv2: L9: 115; Adv3: L2: 137; Adv3: L4: 149; Adv3: L9: 177; Adv4: L2: 199 Setting: Adv4: L3: 205; Adv6: L9: 362 Retell: Adv1: L4: 27; Adv2: L7: 103; Adv3: L7: 165; Adv4: L9: 238; Adv10: L3: 207



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24. Identify who is telling the story, using evidence from the text. a. Use the term <i>narrator</i> to refer to the speaker who is telling the story.	Students have various opportunities to listen to and identify point of view.
25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	Adv12: L1: 318; Adv12: L3: 330; Adv12: L7: 352; Adv12: L9: 364
26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.	Adv1: L4: 27; Adv2: L7: 103; Adv3: L7: 165; Adv4: L9: 238; Adv10: L3: 207
27. Make predictions using information found within a literary text.	Adv3: L2: 136, 137; Adv3: L9: 176; Adv4: L4: 211; Adv4: L7: 226
28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.	Adv11: L7: 291; Adv11: L9: 303; Adv12: L4: 337
 29. Compare and contrast texts. a. Compare and contrast characters, settings, and major events in literary texts. b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. c. Point out similarities and differences between two texts on the same topic. 	Adv3: L8: A24; Adv5: L7: A39-A41; Adv6: L7: A49-A50



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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. 	Adv2: L8: A15; Adv2: L9: A16; Adv3: L2: A19–A20; Adv6: L2: A45; Adv7: L1: A2



- 31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
 - a. 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.
 - 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
 - b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.

 Examples: he, me, she, go, no
 - c. 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.

 Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl

 Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds.

 Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.
 - d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. *Examples: sh, th, ch, wh, ng, ck*

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Spelling: Adv2: L1: 67; Adv2: L3: 79; Adv2: L6: 95; Adv2: L8: 107; Adv3: L1: 129; Adv3: L3: 141; Adv3: L6: 157; Adv3: L8: 169; Adv4: L1: 191; Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L6: 219; Adv4: L7: 225; Adv4: L8: 231; Adv4: L9: 237; Adv5: L1: 253; Adv5: L10: 303, 305, 307; Adv5: L2: 259; Adv5: L3: 265; Adv5: L4: 271; Adv5: L5: 275, 277; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L2: 321; Adv6: L3: 327; Adv6: L4: 333; Adv6: L6: 343; Adv6: L7: 349; Adv6: L8: 355; Adv6: L9: 361; Adv7: L1: 7; Adv7: L10: 57, 59, 61; Adv7: L2: 13; Adv7: L3: 19; Adv7: L4: 25; Adv7: L5: 29, 31; Adv7: L6: 35; Adv7: L7: 41; Adv7: L8: 47; Adv7: L9: 53; Adv8: L1: 69; Adv8: L10: 119, 121, 123; Adv8: L2: 75; Adv8: L3: 81; Adv8: L4: 87; Adv8: L6: 97; Adv8: L7: 103; Adv8: L8: 109; Adv8: L9: 115; Adv9: L1: 131; Adv9: L10: 181, 183, 185; Adv9: L2: 137; Adv9: L3: 143; Adv9: L4: 149; Adv9: L5: 153, 155; Adv9: L6: 159; Adv9: L7: 165; Adv9: L8: 171; Adv9: L9: 177; Adv10: L1: 193; Adv10: L2: 199; Adv10: L3: 205; Adv10: L4: 211; Adv10: L5: 215, 217; Adv10: L6: 221; Adv10: L7: 227; Adv10: L7: A26; Adv10: L8: 233; Adv10: L9: 239; Adv10: L10: 242, 245, 246; Adv11: L1: 255; Adv11: L2: 261; Adv11: L3: 267; Adv11: L4: 273; Adv11: L5: 277, 279; Adv11: L6: 283; Adv11: L7: 289; Adv11: L8: 295; Adv11: L9: 301; Adv11: L10: 304, 307, 309; Adv12: L1: 317; Adv12: L2: 323; Adv12: L3: 329; Adv12: L4: 335; Adv12: L6: 345; Adv12: L7: 351; Adv12: L8: 357; Adv12: L9: 363; Adv12: L10: 367, 369, 371



- e. Encode words with vowel-consonant-e syllable patterns. Examples: hike, spike, joke, dime, make
- f. With prompting and support, encode words with the common vowel teams and diphthongs.

 Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh
- g. With prompting and support, encode words with vowel-r combinations *ar*, *or*, *er*, *ir*, and *ur*.
- h. With prompting and support, encode words with final /ch/ sound spelled -ch and -tch.

 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. 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. Examples: cliff, hill, pass
- j. Encode words with final /v/ sound, using knowledge that no English word ends with a v. Examples: have, give, save
- k. Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences.

 Examples: am, at, can, he, we, be, in, it, came, like

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Sight Words: Adv1: L10: 55, 57, 59; Adv1: L2: 13; Adv1: L4: 25; Adv1: L9: 51; Adv2: L10: 117, 119, 121; Adv2: L4: 85; Adv2: L5: 89, 91; Adv2: L9: 113; Adv3: L10: 179, 181, 183; Adv3: L4: 147; Adv3: L5: 151, 153; Adv3: L7: 163; Adv3: L8: 168; Adv3: L9: 175; Adv4: L5: 212, 215; Adv4: L6: 218; Adv4: L10: 240, 243, 245; Adv5: L5: 274, 276; Adv5: L10: 302, 304, 306; Adv6: L1: 314; Adv6: L2: 320; Adv6: L3: 326; Adv6: L5: 336, 339; Adv6: L10: 364, 366, 369; Adv7: L4: 23; Adv7: L5: 28, 30; Adv7: L10: 56, 58, 60; Adv8: L3: 80; Adv8: L5: 90, 93; Adv8: L10: 118, 121, 123; Adv9: L3: 142; Adv9: L5: 152, 154; Adv9: L8: 171; Adv9: L10: 180, 182, 184; Adv10: L5: 214, 216; Adv10: L10: 242, 244, 246; Adv11: L1: 254; Adv11: L2: 260; Adv11: L3: 266; Adv11: L5: 276, 278; Adv11: L6: 282; Adv11: L7: 289; Adv11: L10: 304, 307, 308; Adv12: L2: 322; Adv12: L5: 338, 340; Adv12: L8: 356; Adv12: L10: 366, 368, 370



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 I. 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. Examples: said, are, to m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est. Examples: dogs, wishes, jumping, jumped, faster, fastest n. With prompting and support, encode words with common prefixes re-, un-, and mis o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning. Examples: hear/here; for/four; to/too/two. Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers. 	



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 32. 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 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 	Adv7: Adventure Starter: 3; Adv7: L6: A7; Adv7: L1: 3; Adv8: L9: 115; Adv10: L9: 238; Adv9: L7: A20; Adv10: L9: A27; Adv11: L6: A33; Adv11: L8: A34; Adv11: L9: A39 Nouns: Adv2: L6: 92; Adv4: L6: 216; Adv4: L6: 219; Adv4: L6: 221; Adv5: L1: 254; Adv5: L2: 255; Adv5: L4: 272; Adv5: L3: A36; Adv5: L4: A37 Verbs: Adv7: L3: A3, A34 Adjectives: Adv4: L6: 220; Adv4: L7: 226; Adv6: L6: A48 End Punctuation: Adv1: L2: 15; Adv1: L7: 43; Adv2: L1: 69; Adv2: L2: 75; Adv2: L4: 87; Adv3: L7: 164; Adv3: L8: 170; Adv4: L6: 221; Adv4: L9: 239; Adv5: L6: 283; Adv5: L9: 301; Adv6: L1: 316; Adv6: L2: 318; Adv6: L6: 344; Adv6: L10: 365 Commas: Adv8: L1: A10 Language: Declarative Sentences: Adv7: L6: A6–A7 Language: Imperative Sentences: Adv7: L8: A8 Language: Interrogative Sentences: Adv7: L7: A7 Language: Simple Exclamatory Sentences: Adv8: L1: A10 Language: Sentence Review: Adv7: L9: A9; Adv8: L2: A11
33. 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.	Writing: Reading Response: Adv5: L4: A37–A38; Adv6: L9: A53



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34. 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.	Writing Projects: Adv10: A42-A45
35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.	Writing Projects: Adv12: A50–A53
36. 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.	Writing Projects: Adv11: A46-A49
37. With prompting and support, write simple poems about a chosen subject.	This is beyond the scope of the program.
38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	Writing Projects: Writing: Plan: Adv10: A42–A43; Adv11: A46–A47; Adv12: A50–A51 Writing: Draft: Adv10: A44; Adv11: A47–A48; Adv12: A51–A52
39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	Writing Projects: Adv10: A42-A45; Adv11: A46-A49; Adv12: A50-A53



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40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	Adv4: L8: 232
41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	Adv11: L1: A28
 42. Participate in shared research and writing projects to answer a question or describe a topic. a. Recall information from experiences to contribute to shared research and writing projects. b. Gather information from provided sources. 	This is beyond the scope of the program.
43. 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.	Writing Projects: Adv10: A44



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Recurring Standards for K–3	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	Provides opportunities: Adv2: L2: 76; Adv2: L9: 114; Adv5: L1: 254; Adv5: L6: 282; Adv7: L2: 9; Adv7: L7: 29; Adv7: L9: 37; Adv8: L4: 63; Adv8: L7: 77; Adv9: L2: 104; Adv9: L9: 140; Adv11: L2: 216; Adv12: L2: 273; Adv12: L4: 284
R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	Word Reading: Adv1: L5: 28, 29; Adv1: L6: 33; Adv1: L10: 56, 58, 60; Adv2: L5: 90; Adv2: L10: 116, 118, 120; Adv3: L5: 150, 152; Adv3: L8: 166; Adv3: L9: 172; Adv3: L10: 178, 180, 182; Adv4: L5: 212, 214; Adv4: L4: 207; Adv4: L10: 240, 242, 244; Adv5: L5: 274, 276; Adv6: L4: 331; Adv5: L10: 302, 304, 307; Adv6: L5: 336, 338; Adv6: L8: 353; Adv6: L10: 364, 366, 368 Spelling: Adv1: L1: 7; Adv1: L2: 13; Adv1: L3: 19; Adv3: L3: 141; Adv1: L4: 25; Adv1: L6: 35; Adv1: L7: 41; Adv1: L8: 47; Adv1: L9: 53; Adv2: L1: 69; Adv2: L2: 75; Adv2: L3: 81; Adv2: L4: 87; Adv2: L6: 97; Adv2: L7: 103; Adv2: L8: 107; Adv2: L9: 113; Adv3: L1: 129; Adv3: L2: 135; Adv3: L4: 147; Adv3: L6: 157; Adv3: L7: 163; Adv3: L8: 169; Adv3: L9: 175; Adv4: L1: 191; Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L6: 219; Adv4: L7: 225; Adv4: L8: 231; Adv4: L9: 237; Adv5: L1: 253; Adv5: L2: 259; Adv5: L3: 265; Adv5: L4: 271; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L2: 321; Adv6: L3: 327; Adv6: L4: 333; Adv6: L6: 343; Adv6: L7: 349; Adv6: L8: 355; Adv6: L9: 361



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R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.	Build Background Knowledge: Adv1: L4: 26; Adv2: L1: 70; Adv3: L4: 148; Adv3: L7: 164; Adv4: L1: 192; Adv4: L2: 198; Adv5: L8: 294; Adv6: L1: 316; Adv6: L7: 350; Adv6: L9: 362; Adv7: L3: 13; Adv7: L6: 25; Adv8: L2: 55; Adv8: L7: 75; Adv9: L7: 131; Adv10: L2: 161; Adv10: L3: 166; Adv10: L4: 172; Adv11: L1: 210; Adv11: L7: 241; Adv12: L7: 297; Adv12: L8: 301; Adv12: L9: 306
R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	Writing Projects: Adv12: A42
R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	Writing Projects: Adv10: A34-A37; Adv11: A38-A41; Adv12: A42-A45
Literacy Foundations	
Oral Language	
Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	Provides opportunities: Adv2: L2: 76; Adv2: L9: 114; Adv5: L1: 254; Adv5: L6: 282; Adv7: L2: 9; Adv7: L7: 29; Adv7: L9: 37; Adv8: L4: 63; Adv8: L7: 77; Adv9: L2: 104; Adv9: L9: 140; Adv11: L2: 216; Adv12: L2: 273; Adv12: L4: 284



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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.	Explicit and Implicit Questions: Adv1: L1: 9; Adv1: L2: 15; Adv2: L3: 82; Adv2: L4: 89; Adv3: L3: 143; Adv4: L6: 221; Adv5: L8: 295; Adv5: L9: 301; Adv6: L4: 335; Adv7: L1: 7; Adv7: L6: 27; Adv7: L8: 35; Adv8: L1: 53; Adv9: L1: 101; Adv10: L9: 196; Adv11: L4: 226 Generate Questions: Adv2: L2: 77; Adv6: L8: 357; Adv7: L2: 11; Adv8: L4: 64; Adv8: L7: 76; Adv8: L9: 84; Adv9: L2: 106; Adv9: L4: 118; Adv9: L7: 132; Adv9: L9: 142; Adv10: L2: 162; Adv10: L4: 174; Adv10: L7: 186; Adv10: L8: 190; Adv11: L8: 248; Adv12: L3: 280; Adv12: L8: 302 Retell: Adv4: L1: A18 Listening and Speaking: Weather Reporter: Adv8: L7: A8
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	Retell: Adv4: L1: A18
4. Orally answer <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions about a text or conversation, using complete sentences to provide key ideas and details.	Explicit and Implicit Questions: Adv1: L1: 9; Adv1: L2: 15; Adv2: L3: 82; Adv2: L4: 89; Adv3: L3: 143; Adv4: L6: 221; Adv5: L8: 295; Adv5: L9: 301; Adv6: L4: 335; Adv7: L1: 7; Adv7: L6: 27; Adv7: L8: 35; Adv8: L1: 53; Adv9: L1: 101; Adv10: L9: 196; Adv11: L4: 226
5. Create recordings of stories or poems.	This is beyond the scope of the program.
6. 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.	This is beyond the scope of the program.



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 7. Demonstrate standard English usage when speaking. a. Use collective nouns. b. Form and use frequently-occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use past tense forms of frequently-occurring irregular verbs. e. Use adjectives and adverbs. f. Produce and expand complete simple and compound sentences when speaking. 	Adv1: L1: 8; Adv1: L2: 14; Adv1: L3: 20; Adv1: L6: 36; Adv1: L7: 42; Adv1: L8: 48; Adv1: L9: 54; Adv2: L3: 82; Adv2: L4: 88; Adv2: L6: 98; Adv3: L1: 130; Adv3: L2: 136; Adv3: L6: 158; Adv3: L8: 170; Adv4: L4: 210; Adv4: L6: 220; Adv5: L3: 266; Adv5: L4: 272; Adv6: L2: 322; Adv6: L6: 344; Adv10: L6: 181
Phonological Awareness/Phonemic Awareness	
8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ĕ/ and /ĭ/, /ĕ/, and /ă/ Note: This is extremely important as a foundational phonemic awareness skill for all learners.	Phonological Awareness: Sound Isolation: Adv7: L6: 24; Adv7: L8: 32; Adv7: L9: 36; Adv8: L4: 62; Adv8: L6: 70; Adv11: L9: 250; Adv12: L1: 266; Adv12: L8: 300



9. 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 $\lceil \bar{e} \rceil$ to $\lceil \bar{a} \rceil$. (blade)

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)

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Phonemic Awareness: Initial and Final Sound Substitution: Adv1: L1: A2; Adv3: L2: 132; Adv3: L3: 138; Adv8: L8: 78; Adv8: L9: 82; Adv11: L4: 224; Adv12: L6: 292

Phonemic Awareness: Medial Sound Identification: Adv1: L6: 32; Adv2: L3: 78

Phonological Awareness: Medial Sound Substitution: Adv7: L3: 12; Adv7: L4: 16; Adv12: L9: 304

Phonemic Awareness: Sound Deletion: Adv6: L1: 312; Adv6: L4: 330 Phonological Awareness: Sound Reversal: Adv9: L1: 96; Adv11: L8: 244

Phonemic Awareness: Track Longer Sound Chains: Adv5: L3: 262



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 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 word by saying the last sound first and the first sound last. Examples: fine, knife; cat, tack; park, carp 	
Phonics	
 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 	Phonological Awareness: Final Syllable Substitution: Adv10: L6: 180 Phonological Awareness: Initial Syllable Substitution: Adv10: L4: 170 Phonological Awareness: Syllable Deletion: Adv10: L1: 154; Adv10: L3: 164 Multisyllabic Words: Open Syllables: Adv5: L3: 263; Adv5: L4: 269 Multisyllabic Words: r-Controlled Syllables: Adv5: L2: 258 Multisyllabic Words: VCe Syllables: Adv5: L8: 292 Multisyllabic Words: Vowel Combinations: Adv6: L1: 313 Multisyllabic Words: Review: Adv5: L6: 279; Adv5: L7: 285; Adv5: L9: 298; Adv6: L4: 331; Adv6: L6: 341 Phonological Awareness: Consonant Cluster Isolation: Adv10: L8: 188; Adv10: L9: 192 Vowel Teams: Adv2: L8: 107; Adv2: L9: 110; Adv2: L9: A11; Adv3: L2: 133; Adv3: L3: 139; Adv3: L3: 141; Adv3: L4: 144; Adv4: L2: 195; Adv4: L8: 229; Adv5: L2: 257; Adv5: L4: 269; Adv5: L9: 297; Adv6: L1: 313; Adv6: L3: 325; Adv6: L6: 341; Adv6: L7: 347



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, 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 /a/ and *a* before / read /a/.
 - 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, 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 /ī/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

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Contractions: Adv5: L1: 251; Adv5: L1: 253 Spelling: *c* as /s/, *g* as /j/: Adv3: L6: 157

Spelling: -Y Derivatives: Adv6: L7: 348; Adv6: L7: 349



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 I. 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 	
Fluency	
11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	Word Reading: Adv1: L5: 28, 29; Adv1: L6: 33; Adv1: L10: 56, 58, 60; Adv2: L5: 90; Adv2: L10: 116, 118, 120; Adv3: L5: 150, 152; Adv3: L8: 166; Adv3: L9: 172; Adv3: L10: 178, 180, 182; Adv4: L5: 212, 214; Adv4: L4: 207; Adv4: L10: 240, 242, 244; Adv5: L5: 274, 276; Adv6: L4: 331; Adv5: L10: 302, 304, 307; Adv6: L5: 336, 338; Adv6: L8: 353; Adv6: L10: 364, 366, 368



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12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	Read with Expression: Adv1: L4: A3; Adv1: L9: A7; Adv2: L4: A9; Adv3: L4: A15; Adv3: L9: A17; Adv4: L4: A20; Adv4: L9: A23; Adv5: L4: A27; Adv5: L9: A31; Adv6: L4: A36; Adv6: L9: A38; Adv7: L4: A3; Adv7: L9: A5; Adv8: L4: A7; Adv8: L9: A9; Adv9: L4: A11; Adv9: L9: A13; Adv10: L4: A16; Adv10: L9: A19; Adv11: L4: A25; Adv11: L9: A27; Adv12: L4: A29; Adv12: L9: A31 Timed Reading: Adv1: L2: A2; Adv1: L7: A6; Adv2: L2: A8; Adv2: L7: A10; Adv2: L9: A11; Adv3: L2: A12; Adv3: L7: A16; Adv4: L2: A18; Adv4: L7: A22; Adv5: L2: A26; Adv5: L7: A29; Adv6: L2: A32; Adv6: L7: A37; Adv7: L2: A2; Adv7: L7: A4; Adv8: L2: A6; Adv8: L7: A8; Adv9: L2: A10; Adv9: L7: A12; Adv10: L2: A15; Adv10: L7: A17; Adv11: L2: A24; Adv11: L7: A26; Adv12: L2: A28; Adv12: L7: A30 Self-Monitor: Adv9: L1: 100; Adv9: L3: 112; Adv11: L1: 212; Adv11: L2: 218; Adv11: L6: 238
13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	Adv10: L1: 156-158



14. Read high-frequency words commonly found in gradeappropriate 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.

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Adv1: L1: 6; Adv1: L2: 12; Adv1: L3: 18; Adv1: L4: 24; Adv1: L5: 28; Adv1: L5: 30; Adv1: L6: 34; Adv1: L8: 46; Adv1: L9: 52; Adv1: L10: 56, 59, 60; Adv2: L1: 68; Adv2: L2: 74; Adv2: L3: 80; Adv2: L4: 86; Adv2: L5: 90; Adv2: L5: 93; Adv2: L6: 96; Adv2: L7: 102; Adv2: L8: 107; Adv2: L9: 112; Adv2: L10: 116, 119, 120; Adv3: L1: 128; Adv3: L2: 134; Adv3: L3: 140; Adv3: L4: 146; Adv3: L5: 150; Adv3: L5: 153; Adv3: L6: 156; Adv3: L7: 162; Adv3: L8: 167; Adv3: L9: 174; Adv3: L10: 178, 181, 183; Adv4: L1: 190; Adv4: L2: 196; Adv4: L3: 202; Adv4: L4: 208; Adv4: L5: 212; Adv4: L5: 215; Adv4: L6: 218; Adv4: L7: 224; Adv4: L8: 230; Adv4: L9: 236; Adv4: L10: 240, 243, 245; Adv5: L2: 258; Adv5: L3: 264; Adv5: L4: 270; Adv5: L5: 277; Adv5: L7: 286; Adv5: L8: 292; Adv5: L9: 298; Adv5: L10: 302, 305, 306; Adv6: L1: 314; Adv6: L2: 320; Adv6: L3: 326; Adv6: L4: 332; Adv6: L5: 336; Adv6: L5: 339; Adv6: L6: 342; Adv6: L7: 348; Adv6: L8: 354; Adv6: L9: 360; Adv6: L10: 364, 367, 369



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Vocabulary

- 15. 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.

Vocabulary: Adv7: L1: 5; Adv7: L2: 10; Adv7: L3: 13; Adv7: L4: 17; Adv7: L5: 20; Adv7: L5: 22; Adv7: L6: 25; Adv7: L7: 29; Adv7: L8: 33; Adv7: L9: 37; Adv7: L10: 40, 42, 44; Adv8: L1: 52; Adv8: L2: 55; Adv8: L3: 59; Adv8: L4: 63; Adv8: L5: 66; Adv8: L5: 68; Adv8: L6: 71; Adv8: L7: 75; Adv8: L8: 79; Adv8: L9: 83; Adv8: L10: 86, 89, 90; Adv9: L1: 99; Adv9: L2: 105; Adv9: L3: 111; Adv9: L4: 117; Adv9: L5: 120; Adv9: L5: 123; Adv9: L6: 127; Adv9: L7: 131; Adv9: L8: 135; Adv9: L9: 141; Adv9: L10: 144, 147, 148; Adv10: L1: 157; Adv10: L2: 162; Adv10: L3: 167; Adv10: L4: 173; Adv10: L5: 176; Adv10: L5: 179; Adv10: L6: 181; Adv10: L7: 185; Adv10: L8: 189; Adv10: L9: 195; Adv10: L10: 198, 201, 202; Adv11: L1: 211; Adv11: L2: 217; Adv11: L3: 221; Adv11: L4: 227; Adv11: L5: 230; Adv11: L5: 232; Adv11: L6: 237; Adv11: L7: 241; Adv11: L8: 246; Adv11: L9: 253; Adv11: L10: 256, 259, 260; Adv12: L1: 269; Adv12: L2: 273; Adv12: L3: 279; Adv12: L4: 285; Adv12: L5: 288; Adv12: L5: 290; Adv12: L6: 293; Adv12: L7: 297; Adv12: L8: 301; Adv12: L9: 307; Adv12: L10: 310, 312, 314



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 16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. a. Use knowledge of antonyms and synonyms. b. Distinguish shades of meaning among verbs and adjectives. Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run. pretty, beautiful, gorgeous; tiny, small, petite c. Use knowledge of homophones to determine use of the correct word. d. With prompting and support, interpret figurative language. 	Vocabulary: Antonyms: Adv2: L2: A8; Adv3: L1: 130; Adv3: L9: A17; Adv5: L4: 272; Adv6: L1: A32 Vocabulary: Synonyms: Adv5: L2: A26 Vocabulary: Homophones: Adv4: L8: 232; Adv4: L8: A22 Shades of Meaning: Adv9: L6: A12 Figurative Language: Adv12: L6: 293 Language: Nuances in Word Meaning: Adv9: L6: A12
 17. Analyze meaningful parts of words and phrases in discussions and/or text. a. Identify possessives and plurals and use them as clues to the meaning of text. Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. Examples: -less, -ful, -est Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech. 	Language: Irregular Plural Nouns: Adv6: L9: A38 Advanced Word Study: Suffixes -er and -est: Adv8: L1: 50; Adv8: L2: 54 Advanced Word Study: Suffix -ful: Adv8: L8: 78; Adv8: L9: 82 Advanced Word Study: Suffixes -less and -ness: Adv8: L6: 70; Adv8: L7: 74



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18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	Vocabulary: Dictionary Skills: Adv5: L8: A30; Adv9: L7: A12 Vocabulary: Multiple-Meaning Words: Adv11: L6: A25
19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.	Text Connections: Adv2: L2: 76; Adv2: L9: 114; Adv5: L1: 254; Adv5: L6: 282; Adv7: L2: 9; Adv7: L7: 29; Adv7: L9: 37; Adv8: L4: 63; Adv8: L7: 77; Adv9: L2: 104; Adv9: L9: 140; Adv11: L2: 216; Adv12: L2: 273; Adv12: L4: 284
20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.	Vocabulary: Adv7: L1: 5; Adv7: L2: 10; Adv7: L3: 13; Adv7: L4: 17; Adv7: L5: 20; Adv7: L5: 22; Adv7: L6: 25; Adv7: L7: 29; Adv7: L8: 33; Adv7: L9: 37; Adv7: L10: 40, 42, 44; Adv8: L1: 52; Adv8: L2: 55; Adv8: L3: 59; Adv8: L4: 63; Adv8: L5: 66; Adv8: L5: 68; Adv8: L6: 71; Adv8: L7: 75; Adv8: L8: 79; Adv8: L9: 83; Adv8: L10: 86, 89, 90; Adv9: L1: 99; Adv9: L2: 105; Adv9: L3: 111; Adv9: L4: 117; Adv9: L5: 120; Adv9: L5: 123; Adv9: L6: 127; Adv9: L7: 131; Adv9: L8: 135; Adv9: L9: 141; Adv9: L10: 144, 147, 148; Adv10: L1: 157; Adv10: L2: 162; Adv10: L3: 167; Adv10: L4: 173; Adv10: L5: 176; Adv10: L5: 179; Adv10: L6: 181; Adv10: L7: 185; Adv10: L8: 189; Adv10: L9: 195; Adv10: L10: 198, 201, 202; Adv11: L1: 211; Adv11: L2: 217; Adv11: L3: 221; Adv11: L4: 227; Adv11: L5: 230; Adv11: L5: 232; Adv11: L6: 237; Adv11: L7: 241; Adv11: L8: 246; Adv11: L9: 253; Adv11: L10: 256, 259, 260; Adv12: L1: 269; Adv12: L2: 273; Adv12: L3: 279; Adv12: L4: 285; Adv12: L5: 288; Adv12: L5: 290; Adv12: L6: 293; Adv12: L7: 297; Adv12: L8: 301; Adv12: L9: 307; Adv12: L10: 310, 312, 314



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21. Use grade-level academic and domain-specific vocabulary in writing.	Provides opportunities: Adv1: L3: A3; Adv1: L4: A3; Adv1: L7: A6; Adv2: L6: A10; Adv2: L8: A11; Adv3: L1: A12; Adv3: L3: A15; Adv3: L8: A17; Adv4: L2: A18; Adv4: L3: A20; Adv5: L1: A24; Adv6: L4: A36; Adv6: L6: A36; Adv6: L7: A37; Adv6: L8: A37; Adv7: L1: A2; Adv7: L7: A4; Adv7: L8: A5; Adv8: L1: A6; Adv8: L2: A6; Adv8: L4: A7; Adv8: L6: A8; Adv8: L8: A9; Adv8: L9: A9; Adv9: L1: A10; Adv9: L8: A13; Adv10: L1: A14; Adv10: L6: A16; Adv10: L7: A17; Adv10: L9: A19; Adv11: L3: A24; Adv11: L4: A25; Adv11: L7: A26; Adv11: L8: A26; Adv12: L2: A28; Adv12: L6: A30; Adv12: L7: A30; Adv12: L8: A31
Comprehension	
22. 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.	Comprehension: Adv1: L5: 28, 30; Adv1: L10: 56, 59, 61; Adv2: L5: 90, 93; Adv2: L10: 116, 119, 121; Adv3: L5: 150, 153; Adv3: L10: 179, 181, 183; Adv4: L5: 212, 215; Adv4: L10: 240, 243, 245; Adv5: L5: 274, 277; Adv5: L10: 303, 305, 307; Adv6: L5: 336, 339; Adv6: L10: 364, 367, 369; Adv7: L5: 20, 23; Adv7: L10: 40, 43, 45; Adv8: L5: 66, 68; Adv8: L10: 86, 89, 91; Adv9: L5: 120, 123; Adv9: L10: 144, 147, 149; Adv10: L5: 178, 179; Adv10: L10: 198, 201, 203; Adv11: L5: 230, 233; Adv11: L10: 256, 259, 261; Adv12: L5: 288, 291; Adv12: L10: 310, 313, 315



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 23. 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 central message or moral of a story. e. Identify the theme in myths, fables, and folktales. 	Analyze Setting: Adv1: L2: 15; Adv1: L4: 27; Adv3: L9: 176; Adv3: L9: 176; Adv6: L4: 334; Adv8: L1: 51; Adv8: L6: 71; Adv10: L8: 189; Adv11: L3: 221; Adv11: L6: 236 Analyze Character: Adv1: L2: 15; Adv1: L4: 27; Adv1: L4: A3; Adv3: L8: A17; Adv4: L3: 205; Adv5: L3: 267; Adv9: L3: 113; Adv9: L8: 136; Adv10: L6: A16 Identify Story Elements: Adv8: L8: 81; Adv8: L9: 85; Adv10: L7: 187 Retell: Adv1: L8: 49; Adv2: L4: 89; Adv2: L8: A11; Adv3: L6: 159; Adv3: L7: A16; Adv4: L1: A18; Adv4: L7: 227; Adv4: L8: 233; Adv12: L1: 271 Identify Author's Theme: Adv11: L3: 222; Adv11: L4: 229
24. Identify the main idea and supporting details of literary and informational texts.a. Explain how the supporting details contribute to the main idea.b. Recount or summarize key ideas from the text.	Facts and Details: Adv1: L4: 27; Adv1: L6: 37; Adv1: L7: 43; Adv1: L9: 55; Adv2: L1: 70; Adv2: L2: 77; Adv2: L6: 99; Adv2: L7: 104; Adv2: L8: 109; Adv3: L2: 137; Adv3: L3: 143; Adv3: L4: 149; Adv3: L6: 159; Adv3: L7: 165; Adv3: L8: 171; Adv4: L1: 193; Adv4: L7: 227; Adv5: L4: 273; Adv5: L6: 283; Adv6: L3: 329; Adv6: L9: 363; Adv8: L9: 83; Adv10: L7: 185; Adv10: L9: 194; Adv11: L9: 252 Summarize: Adv9: L4: 119; Adv12: L2: 275; Adv12: L4: 286
 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. 	Text Features: Adv4: L1: 193; Adv9: L6: 126; Adv9: L6: 128; Adv11: L6: 239



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 26. Compare and contrast important details presented by two texts on the same topic or theme. a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl b. Compare and contrast story elements of literary texts. Examples: characters, settings, sequence of events, plots 	Compare Text Features: Adv9: L6: 128 Comprehension: Compare and Contrast Texts: Adv3: L2: A13–A14 Comprehension: Compare and Contrast Two Texts: Adv6: L2: A33–A34
27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	Provides opportunities: Adv2: L7: 105; Adv3: L1: 131; Adv3: L4: 149; Adv6: L8: 357; Adv3: L7: 165; Adv11: L1: A22-A23; Adv11: L9: A27; Adv12: L8: 303; Adv12: L6: 293
28. Establish a purpose before reading literary and informational texts to enhance comprehension. Examples: for pleasure, to identify main idea, to gather information or facts on a topic	Provides opportunities: Preview Image(s) and Text: Adv1: L1: 8; Adv1: L2: 14; Adv1: L3: 20; Adv1: L6: 36; Adv1: L7: 42; Adv1: L8: 48; Adv1: L9: 54; Adv2: L3: 82; Adv2: L4: 88; Adv2: L6: 98; Adv3: L1: 130; Adv3: L2: 136; Adv3: L6: 158; Adv3: L8: 170; Adv4: L4: 210; Adv4: L6: 220; Adv5: L3: 266; Adv5: L4: 272; Adv6: L2: 322; Adv6: L6: 344; Adv10: L6: 181
29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. Examples: pronoun references, word substitution using synonyms, conjunctions	Provides opportunities: Text Connections: Adv2: L2: 76; Adv2: L9: 114; Adv5: L1: 254; Adv5: L6: 282; Adv7: L2: 9; Adv7: L7: 29; Adv7: L9: 37; Adv8: L4: 63; Adv8: L7: 77; Adv9: L2: 104; Adv9: L9: 140; Adv11: L2: 216; Adv12: L2: 273; Adv12: L4: 284



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 30. Read and comprehend literary and informational texts. a. State and confirm predictions about a text. b. Use background knowledge to make connections to new text. c. Draw conclusions based on the text. 	Predict Outcomes: Adv2: L7: 104; Adv3: L9: 176; Adv5: L2: 260; Adv5: L7: 288; Adv5: L9: 300; Adv6: L3: 328; Adv6: L8: 356; Adv7: L1: 5; Adv7: L8: 33; Adv8: L3: 59; Adv8: L8: 79; Adv9: L1: 98; Adv9: L3: 110; Adv10: L1: 156; Adv12: L1: 268; Adv12: L3: 278 Build Background Knowledge: Adv1: L4: 26; Adv2: L1: 70; Adv3: L4: 148; Adv3: L7: 164; Adv4: L1: 192; Adv4: L2: 198; Adv5: L8: 294; Adv6: L1: 316; Adv6: L7: 350; Adv6: L9: 362; Adv7: L3: 13; Adv7: L6: 25; Adv8: L2: 55; Adv8: L7: 75; Adv9: L7: 131; Adv10: L2: 161; Adv10: L3: 166; Adv10: L4: 172; Adv11: L1: 210; Adv11: L7: 241; Adv12: L7: 297; Adv12: L8: 301; Adv12: L9: 306 Draw Conclusions: Adv2: L2: 77; Adv2: L9: 115
31. Use information from a text to determine the author's purpose in different forms of informational and literary texts.	Author's Purpose: Adv2: L7: 105; Adv3: L4: 149; Adv3: L7: 165; Adv6: L8: 357; Adv12: L6: 295; Adv12: L8: 303
32. Identify rhyme schemes in poems or songs.	Phonological Awareness: Rhyming: Adv9: L8: 134; Adv9: L9: 138; Adv12: L3: 276
33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	This is beyond the scope of the program.
 34. Differentiate between fact and opinion in a text. a. Use prior knowledge and information gathered from research to evaluate opinions in texts. b. Use textual evidence and gathered research from reliable sources to prove facts. 	Facts and Details: Adv1: L4: 27; Adv1: L6: 37; Adv1: L7: 43; Adv1: L9: 55; Adv2: L1: 70; Adv2: L2: 77; Adv2: L6: 99; Adv2: L7: 104; Adv2: L8: 109; Adv3: L2: 137; Adv3: L3: 143; Adv3: L4: 149; Adv3: L6: 159; Adv3: L7: 165; Adv3: L8: 171; Adv4: L1: 193; Adv4: L7: 227; Adv5: L4: 273; Adv5: L6: 283; Adv6: L3: 329; Adv6: L9: 363; Adv8: L9: 83; Adv10: L7: 185; Adv10: L9: 194; Adv11: L9: 252 Verify Outcomes: Adv5: L2: 261



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35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.	Explicit and Implicit Questions: Adv1: L1: 9; Adv1: L2: 15; Adv2: L3: 82; Adv2: L4: 89; Adv3: L1: 131; Adv3: L3: 143; Adv3: L9: 177; Adv4: L6: 221; Adv5: L8: 295; Adv5: L9: 301; Adv6: L4: 335; Adv7: L1: 7; Adv7: L6: 27; Adv7: L8: 35; Adv8: L1: 53; Adv9: L1: 101; Adv10: L9: 196; Adv11: L4: 226
36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.	Language: Simple and Compound Sentences: Adv5: L4: A28
Writing	
 37. Write legibly. a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant. c. Form uppercase and lowercase letters in cursive. 	Provides opportunities: Adv1: L3: A3; Adv5: L1: A24; Adv6: L6: A36; Adv8: L1: A6; Adv8: L4: A7; Adv8: L6: A8; Adv11: L7: A26



- 38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
 - a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
 - Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et
 - c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.

 Examples: have, give, save; cage, rage, budge, lodge
 - d. Encode one- and two-syllable words with long and short vowel patterns.
 - e. Encode words with two- and three-consonant blends, including those containing digraphs.

 Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr
 - f. Encode words with consonant digraphs, trigraphs, and combinations.
 - Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu
 - g. Encode words with the common vowel teams, including diphthongs.
 - Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh

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Spelling: Adv1: L1: 7; Adv1: L2: 13; Adv1: L3: 19; Adv3: L3: 141; Adv1: L4: 25; Adv1: L6: 35; Adv1: L7: 41; Adv1: L8: 47; Adv1: L9: 53; Adv2: L1: 69; Adv2: L2: 75; Adv2: L3: 81; Adv2: L4: 87; Adv2: L6: 97; Adv2: L7: 103; Adv2: L8: 107; Adv2: L9: 113; Adv3: L1: 129; Adv3: L2: 135; Adv3: L4: 147; Adv3: L6: 157; Adv3: L7: 163; Adv3: L8: 169; Adv3: L9: 175; Adv4: L1: 191; Adv4: L2: 197; Adv4: L3: 203; Adv4: L4: 209; Adv4: L6: 219; Adv4: L7: 225; Adv4: L8: 231; Adv4: L9: 237; Adv5: L1: 253; Adv5: L2: 259; Adv5: L3: 265; Adv5: L4: 271; Adv5: L6: 281; Adv5: L7: 287; Adv5: L8: 293; Adv5: L9: 299; Adv6: L1: 315; Adv6: L2: 321; Adv6: L3: 327; Adv6: L4: 333; Adv6: L6: 343; Adv6: L7: 349; Adv6: L8: 355; Adv6: L9: 361



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h. Encode words with vowel-r combinations. Examples: ar, or, ir, er, ur, air, ear, oar i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. Examples: wild, cold, most, colt, mind j. Encode words with a after w read /ä/ and a before I read /â/. Examples: wash, water, wasp; tall, all, talk, small, fall k. Encode words with or after w read /er/. Examples: world, word, worm, worst, work l. Encode words with hard and soft c and g. Examples: carry, cent; game, giraffe m. 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 /ī/ sound for these words. Examples: fly, my; baby, happy; myth, gym n. 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	



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 o. 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) p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. Examples: their/they're/there; eight/ate; cent/scent/sent 	
39. Organize a list of words into alphabetical order according to first, second, and third letters.	Vocabulary: Alphabetize: Adv7: L1: A2; Adv8: L4: A7; Adv9: L3: A11; Adv11: L1: A22
40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.	Writing Projects: Adv10: A34–A37
41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.	Writing Projects: Adv12: A42–A45



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42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	Writing Projects: Adv11: A38–A41
 43. Write complete sentences demonstrating knowledge of punctuation conventions. a. Utilize commas with words in a series in a sentence. b. Use apostrophes to form contractions and possessives. Examples: contractions with am, is, has, not (I'm, she's, don't) c. Use punctuation to set off interjections. d. Expand sentences using frequently-occurring conjunctions. Examples: because, so, but 	Write in Response to Reading: Descriptive Sentences: Adv6: L7: A37 Language: Simple and Compound Sentences: Adv5: L4: A28
44. With prompting and support, compose and develop a well- organized paragraph with a topic sentence, details to support, and a concluding sentence.	Write in Response to Reading: Descriptive Writing: Adv1: L3: A3; Adv5: L1: A24; Adv6: L6: A36; Adv8: L1: A6; Adv8: L4: A7; Adv8: L6: A8; Adv11: L7: A26 Write in Response to Reading: Journal Entry: Adv4: L2: A18 Write in Response to Reading: Retell: Adv2: L8: A11 Write in Response to Reading: Extend the Story: Adv10: L7: A17



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 45. Demonstrate understanding of standard English language conventions when writing. a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es. c. Form and use simple present and past verb tenses. d. Form plurals by changing -y to -ies. e. Form and use frequently-occurring irregular plural nouns and verbs. f. Use plural possessives. 	Language: Irregular Plural Nouns: Adv6: L9: A38 Language: Irregular Past Tense Verbs: Adv4: L8: A23
 46. Gather and use research to answer questions to complete a research product. a. Create topics of interest for a research project. b. Create questions to gather information for a research project. c. Find information from a variety of sources. Examples: books, magazines, newspapers, digital media d. Define plagiarism and explain the importance of using their own words. 	Adv12: L6: A30; Writing Projects: Adv12: A42-A45



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Recurring Standards for K-3	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	Provides opportunities: Adv1: L3: 20; Adv1: L4: 26; Adv1: L6: 36; Adv1: L7: 40; Adv1: L8: 44; Adv1: L9: 50; Adv2: L1: 66; Adv2: L3: 78; Adv2: L7: 98; Adv2: L9: 110; Adv3: L1: 124; Adv3: L4: 141; Adv3: L6: 150; Adv3: L8: 158; Adv3: L9: 162; Adv4: L1: 176; Adv4: L3: 184; Adv4: L4: 190; Adv4: L6: 198; Adv5: L1: 227; Adv5: L8: 255; Adv6: L1: 273; Adv6: L6: 293; Adv6: L8: 301; Adv7: L1: 5; Adv7: L8: 33; Adv8: L1: 51; Adv8: L6: 71; Adv8: L8: 79; Adv9: L1: 97; Adv9: L6: 117; Adv9: L8: 125; Adv10: L1: 143; Adv10: L3: 151; Adv10: L8: 171; Adv11: L1: 189; Adv11: L3: 197; Adv11: L8: 217; Adv12: L3: 243; Adv12: L6: 255; Adv12: L8: 263
R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	Word Reading: Adv1: L5: 28; Adv1: L5: 30; Adv1: L10: 52; Adv2: L5: 86; Adv2: L5: 88; Adv2: L10: 112; Adv3: L5: 142; Adv3: L5: 144; Adv3: L10: 164; Adv4: L5: 192; Adv4: L5: 194; Adv4: L10: 216
R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.	Build Background Knowledge: Adv5: L6: 247; Adv6: L9: 305; Adv7: L3: 13; Adv12: L4: 247; Adv12: L9: 267
R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	Writing Projects: Adv11: A46, A49; Adv12: A53



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R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

Adv1: L2: A2; Adv1: L3: A3; Adv1: L6: A4; Adv1: L7: A4; Adv1: L8: A5; Adv1: L9: A5; Adv2: L1: A6; Adv2: L4: A7; Adv2: L7: A8; Adv3: L1: A10; Adv3: L2: A11; Adv3: L3: A13; Adv3: L4: A13; Adv3: L7: A14; Adv3: L9: A15; Adv4: L1: A16; Adv4: L2: A16; Adv4: L3: A17; Adv4: L4: A17; Adv4: L6: A18; Adv4: L8: A19; Adv5: L1: A20; Adv5: L7: A22; Adv6: L1: A24; Adv6: L4: A25; Adv6: L6: A26; Adv6: L7: A26; Adv6: L9: A27; Adv7: L1: A2; Adv7: L2: A2; Adv7: L3: A3; Adv7: L7: A5; Adv8: L1: A8; Adv8: L4: A10; Adv8: L6: A11; Adv8: L7: A11; Adv8: L9: A12; Adv9: L1: A14-A15; Adv9: L2: A15; Adv9: L3: A16-A17; Adv9: L7: A19; Adv9: L9: A21; Adv10: A40-A45; Adv10: L1: A22; Adv10: L3: A23; Adv10: L4: A23; Adv10: L6: A24; Adv10: L8: A25; Adv11: A46-A49; Adv11: L1: A28-A29; Adv11: L2: A29; Adv11: L6: A31; Adv11: L9: A33; Adv12: A50-A53; Adv12: L3: A35; Adv12: L6: A36; Adv12: L8: A37; Adv12: L9: A37

Literacy Foundations

Oral Language

- 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

Comprehension: Adv1: L5: 29, 31; Adv1: L10: 53, 55, 57; Adv2: L5: 87, 89; Adv2: L10: 112, 115, 117; Adv3: L5: 143, 145; Adv3: L10: 165, 167, 169; Adv4: L5: 192, 195; Adv5: L5: 242, 245; Adv5: L10: 262, 265, 267; Adv6: L5: 288, 290; Adv6: L10: 308, 311, 313; Adv7: L5: 20, 22; Adv7: L10: 40, 43, 45; Adv8: L5: 66, 68; Adv8: L10: 86, 89, 91; Adv9: L5: 112, 115; Adv9: L10: 132, 135, 137; Adv10: L5: 158, 161; Adv10: L10: 178, 181, 183; Adv11: L5: 204, 207; Adv11: L10: 224, 226, 228; Adv12: L5: 250, 252; Adv12: L10: 270, 273, 27



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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.	Adv7: L4: A3
3. Apply oral literacy skills by participating in a variety of oral language activities. Examples: plays, dramas, choral readings, oral reports	Writing Projects: Adv10: A45; Adv11: A49; Adv12: A53
4. Ask and answer questions using complete sentences and grade-level vocabulary.	Generate Questions: Adv7: L4: 18; Adv7: L9: 39; Adv8: L9: 85; Adv10: L8: 172; Adv12: L8: 264; Adv10: L2: 148; Adv10: L4: 157; Adv11: L2: 194 Self-Monitor: Generate and answer questions: Adv3: L9: 163; Adv5: L3: 236; Adv5: L4: 240; Adv8: L8: 80; Adv9: L7: 122; Adv10: L8: 173
5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.	Provides opportunities: Adv1: L3: 21; Adv2: L8: 104; Adv2: L9: 111; Adv3: L3: 135; Adv3: L4: 141; Adv3: L7: 154; Adv4: L6: 199; Adv4: L9: 215; Adv5: L7: 251; Adv5: L9: 259; Adv6: L4: 285; Adv7: L4: 17; Adv7: L7: 31; Adv8: L3: 59; Adv8: L4: 63; Adv8: L7: 75; Adv8: L9: 83; Adv9: L2: 102; Adv9: L9: 129; Adv10: L1: 145; Adv10: L4: 156; Adv10: L7: 167; Adv11: L4: 201; Adv11: L6: 209Adv11: L9: 221; Adv12: L7: 259
6. Use digital tools to enhance oral presentations, working collaboratively.	This is beyond the scope of the program.



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Phonological Awareness/Phonemic Awareness

- 7. 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; train, rain, lane, lame, blame

Phonological Awareness: Phoneme Deletion: Adv1: L9: 46 Phonological Awareness: Phoneme Substitution: Adv1: L4: 22



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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	
 8. 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 	Adv1: L6: 32; Adv1: L7: 38; Adv1: L8: 42; Adv2: L4: 80; Adv2: L6: 90; Adv2: L8: 100; Adv3: L1: 122; Adv3: L2: 126; Adv3: L3: 132; Adv3: L4: 136; Adv3: L6: 146; Adv3: L9: 160; Adv4: L1: 174; Adv4: L2: 178; Adv4: L3: 182; Adv4: L4: 186; Adv4: L6: 196; Adv4: L7: 200; Adv4: L8: 204; Adv4: L9: 210



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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 f. Decode and encode words using 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	



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 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. 	
Fluency	
9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	Adv1: L6: 32; Adv1: L7: 38; Adv1: L8: 42; Adv2: L4: 80; Adv2: L6: 90; Adv2: L8: 100; Adv3: L1: 122; Adv3: L2: 126; Adv3: L3: 132; Adv3: L4: 136; Adv3: L6: 146; Adv3: L9: 160; Adv4: L1: 174; Adv4: L2: 178; Adv4: L3: 182; Adv4: L4: 186; Adv4: L6: 196; Adv4: L7: 200; Adv4: L8: 204; Adv4: L9: 210



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10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	Read with Expression: Adv1: L4: A3; Adv1: L9: A5; Adv2: L4: A7; Adv2: L9: A9; Adv3: L4: A13; Adv3: L9: A15; Adv4: L4: A17; Adv4: L9: A19; Adv5: L4: A21; Adv5: L9: A23; Adv6: L4: A25; Adv6: L9: A27; Adv7: L4: A3; Adv7: L9: A7; Adv8: L4: A9; Adv8: L9: A12; Adv9: L4: A17; Adv9: L9: A21; Adv10: L4: A23; Adv10: L9: A25; Adv11: L4: A30; Adv11: L9: A32; Adv12: L9: A37 Timed Reading: Adv1: L2: A2; Adv1: L7: A4; Adv2: L2: A6; Adv2: L7: A8; Adv3: L2: A10; Adv3: L7: A14; Adv4: L2: A16; Adv4: L7: A18; Adv5: L2: A20; Adv5: L7: A22; Adv6: L2: A24; Adv6: L7: A26; Adv7: L2: A2; Adv7: L7: A5; Adv8: L2: A8; Adv8: L7: A11; Adv9: L2: A15; Adv9: L7: A18; Adv10: L2: A22; Adv10: L7: A24; Adv11: L2: A29; Adv11: L7: A31; Adv12: L2: A34; Adv12: L4: A35; Adv12: L7: A36
11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	This is beyond the scope of the program.
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.	Adv1: L1: 6; Adv1: L2: 12; Adv1: L3: 17; Adv1: L4: 24; Adv1: L5: 28; Adv1: L5: 31; Adv1: L6: 33; Adv1: L7: 39; Adv1: L8: 42; Adv1: L9: 48; Adv1: L10: 52, 54, 56; Adv2: L1: 64; Adv2: L2: 70; Adv2: L3: 76; Adv2: L4: 82; Adv2: L5: 86; Adv2: L5: 89; Adv2: L6: 92; Adv2: L7: 97; Adv2: L8: 102; Adv2: L9: 108; Adv2: L10: 112; Adv3: L1: 123; Adv3: L2: 127; Adv3: L3: 133; Adv3: L4: 137; Adv3: L5: 142; Adv3: L5: 145; Adv3: L6: 148; Adv3: L7: 153; Adv3: L8: 157; Adv3: L9: 160; Adv3: L10: 164, 167, 169; Adv4: L1: 175; Adv4: L2: 178; Adv4: L3: 183; Adv4: L4: 188; Adv4: L5: 192; Adv4: L5: 195; Adv4: L6: 197; Adv4: L7: 201; Adv4: L8: 206; Adv4: L9: 211; Adv4: L10: 216; Adv5: L10: 219, 221



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Vocabulary

- 13. 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.

Vocabulary: Adv1: L1: 8; Adv1: L2: 14; Adv1: L3: 20; Adv1: L4: 26; Adv1: L5: 29: Adv1: L5: 31: Adv1: L6: 36: Adv1: L7: 40: Adv1: L8: 44: Adv1: L9: 50; Adv1: L10: 52; Adv2: L1: 66; Adv2: L2: 72; Adv2: L3: 78; Adv2: L4: 84; Adv2: L6: 94; Adv2: L7: 98; Adv2: L8: 104; Adv2: L9: 110; Adv3: L1: 124; Adv3: L2: 130; Adv3: L3: 134; Adv3: L4: 140; Adv3: L5: 142; Adv3: L5: 145; Adv3: L6: 150; Adv3: L7: 154; Adv3: L8: 158; Adv3: L9: 163; Adv3: L10: 164; Adv4: L1: 176; Adv4: L2: 180; Adv4: L3: 184; Adv4: L4: 190; Adv4: L5: 192; Adv4: L5: 195; Adv4: L6: 198; Adv4: L7: 202; Adv4: L9: 214; Adv4: L10: 216; Adv5: L1: 227; Adv5: L2: 231; Adv5: L3: 235; Adv5: L4: 239; Adv5: L5: 242; Adv5: L5: 244; Adv5: L6: 247; Adv5: L7: 251; Adv5: L9: 260; Adv5: L10: 262; Adv6: L1: 273; Adv6: L2: 277; Adv6: L3: 281; Adv6: L4: 285; Adv6: L5: 288; Adv6: L5: 290; Adv6: L6: 293; Adv6: L7: 297; Adv6: L9: 305; Adv6: L10: 308; Adv7: L1: 5; Adv7: L2: 9; Adv7: L3: 13; Adv7: L4: 17; Adv7: L5: 20; Adv7: L5: 22; Adv7: L6: 25; Adv7: L7: 29; Adv7: L9: 37; Adv7: L10: 40; Adv8: L3: 59; Adv8: L5: 66; Adv8: L5: 68; Adv8: L10: 86; Adv9: L1: 97; Adv9: L2: 102; Adv9: L3: 105; Adv9: L5: 112; Adv9: L5: 115; Adv9: L6: 117; Adv9: L7: 121; Adv9: L9: 129; Adv9: L10: 132; Adv10: L1: 143; Adv10: L2: 147; Adv10: L3: 151; Adv10: L4: 156; Adv10: L5: 158; Adv10: L5: 161; Adv10: L6: 163; Adv10: L7: 167; Adv10: L9: 175; Adv10: L10: 178; Adv11: L1: 189; Adv11: L2: 193; Adv11: L3: 197; Adv11: L4: 201; Adv11: L5: 204; Adv11: L5: 206; Adv11: L6: 209; Adv11: L7: 213; Adv11: L9: 221; Adv11: L10: 224; Adv12: L1: 235; Adv12: L2: 239; Adv12: L3: 243; Adv12: L4: 247; Adv12: L5: 250; Adv12: L5: 252; Adv12: L6: 255; Adv12: L7: 259; Adv12: L9: 267; Adv12: L10: 270



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- 14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
 - a. Determine meaning of words using synonyms in context.
 - b. Determine meaning of words using antonyms as a clue.
 - c. Describe the similarities and differences between related words.
 - d. Use knowledge of homophones to determine appropriate use of words.
 - e. Interpret figurative language.
 - f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use. *Examples*:

Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.

Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.

Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.

Vocabulary: Synonyms: Adv12: L7: A36 Vocabulary; Shades of Meaning: Adv9: L4: 109–110 Advanced Word Study: Homophones: Adv8: L8: 78

Advanced Word Study: Review Homophones: Adv8: L9: 82

Figurative Language: Adv11: L9: 223



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 15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. Examples: affixes -less, -ful, pro-, trans-; roots aqua, cent, port, form, ject, spect, dict, tend, fer b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words. e. Sort words with shared and varied suffixes by parts of speech. 	Prefix: Adv10: L3: 150; Adv10: L4: 154; Adv6: L3: 280; Adv6: L6: 292; Adv6: L8: 300; Adv6: L9: 304; Adv8: L6: 70; Adv8: L7: 74 Suffix: Adv5: L3: 234; Adv5: L4: 238; Adv5: L8: A23; Adv9: L1: 96; Adv9: L2: 100; Adv9: L6: 116; Adv9: L6: A18; Adv9: L7: 120; Adv10: L1: 142; Adv10: L2: 146; Adv10: L6: 162; Adv10: L7: 166; Adv11: L1: 188; Adv11: L2: 192 Root Words: Adv11: L6: 208; Adv11: L7: 212; Adv11: L8: 216; Adv11: L9: 220; Adv12: L1: 234; Adv12: L2: A34; Adv12: L2: 238; Adv12: L4: 246; Adv12: L6: 254; Adv12: L7: 258; Adv12: L8: 262; Adv12: L9: 266
16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	Vocabulary: Adv5: L8: 255; Adv6: L8: 301; Adv7: L8: 33; Adv8: L8: 79; Adv9: L8: 125; Adv10: L8: 171; Adv11: L8: 217; Adv12: L8: 263 Vocabulary Day 1: Adv1: L10: 55; Adv3: L10: 167; Adv5: L10: 219; Adv5: L10: 264; Adv6: L10: 311; Adv7: L10: 42; Adv8: L10: 88; Adv9: L10: 134; Adv10: L10: 181; Adv11: L10: 226; Adv12: L10: 272 Vocabulary Day 2: Adv1: L10: 57; Adv3: L10: 169; Adv5: L10: 221; Adv5: L10: 267; Adv6: L10: 313; Adv7: L10: 44; Adv8: L10: 90; Adv9: L10: 136; Adv10: L10: 182; Adv11: L10: 228; Adv12: L10: 275



17. Use grade-level academic and domain-specific vocabulary in writing.

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Vocabulary: Adv1: L1: 8; Adv1: L2: 14; Adv1: L3: 20; Adv1: L4: 26; Adv1: L5: 29; Adv1: L5: 31; Adv1: L6: 36; Adv1: L7: 40; Adv1: L8: 44; Adv1: L9: 50; Adv1: L10: 52; Adv2: L1: 66; Adv2: L2: 72; Adv2: L3: 78; Adv2: L4: 84; Adv2: L6: 94; Adv2: L7: 98; Adv2: L8: 104; Adv2: L9: 110; Adv3: L1: 124; Adv3: L2: 130; Adv3: L3: 134; Adv3: L4: 140; Adv3: L5: 142; Adv3: L5: 145; Adv3: L6: 150; Adv3: L7: 154; Adv3: L8: 158; Adv3: L9: 163; Adv3: L10: 164; Adv4: L1: 176; Adv4: L2: 180; Adv4: L3: 184; Adv4: L4: 190; Adv4: L5: 192; Adv4: L5: 195; Adv4: L6: 198; Adv4: L7: 202; Adv4: L9: 214; Adv4: L10: 216; Adv5: L1: 227; Adv5: L2: 231; Adv5: L3: 235; Adv5: L4: 239; Adv5: L5: 242; Adv5: L5: 244; Adv5: L6: 247; Adv5: L7: 251; Adv5: L9: 260; Adv5: L10: 262; Adv6: L1: 273; Adv6: L2: 277; Adv6: L3: 281; Adv6: L4: 285; Adv6: L5: 288; Adv6: L5: 290; Adv6: L6: 293; Adv6: L7: 297; Adv6: L9: 305; Adv6: L10: 308; Adv7: L1: 5; Adv7: L2: 9; Adv7: L3: 13; Adv7: L4: 17; Adv7: L5: 20; Adv7: L5: 22; Adv7: L6: 25; Adv7: L7: 29; Adv7: L9: 37; Adv7: L10: 40; Adv8: L3: 59; Adv8: L5: 66; Adv8: L5: 68; Adv8: L10: 86; Adv9: L1: 97; Adv9: L2: 102; Adv9: L3: 105; Adv9: L5: 112; Adv9: L5: 115; Adv9: L6: 117; Adv9: L7: 121; Adv9: L9: 129; Adv9: L10: 132; Adv10: L1: 143; Adv10: L2: 147; Adv10: L3: 151; Adv10: L4: 156; Adv10: L5: 158; Adv10: L5: 161; Adv10: L6: 163; Adv10: L7: 167; Adv10: L9: 175; Adv10: L10: 178; Adv11: L1: 189; Adv11: L2: 193; Adv11: L3: 197; Adv11: L4: 201; Adv11: L5: 204; Adv11: L5: 206; Adv11: L6: 209; Adv11: L7: 213; Adv11: L9: 221; Adv11: L10: 224; Adv12: L1: 235; Adv12: L2: 239; Adv12: L3: 243: Adv12: L4: 247: Adv12: L5: 250: Adv12: L5: 252: Adv12: L6: 255: Adv12: L7: 259: Adv12: L9: 267: Adv12: L10: 270



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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.	Comprehension: Adv1: L5: 29, 31; Adv1: L10: 53, 55, 57; Adv2: L5: 87, 89; Adv2: L10: 112, 115, 117; Adv3: L5: 143, 145; Adv3: L10: 165, 167, 169; Adv4: L5: 192, 195; Adv5: L5: 242, 245; Adv5: L10: 262, 265, 267; Adv6: L5: 288, 290; Adv6: L10: 308, 311, 313; Adv7: L5: 20, 22; Adv7: L10: 40, 43, 45; Adv8: L5: 66, 68; Adv8: L10: 86, 89, 91; Adv9: L5: 112, 115; Adv9: L10: 132, 135, 137; Adv10: L5: 158, 161; Adv10: L10: 178, 181, 183; Adv11: L5: 204, 207; Adv11: L10: 224, 226, 228; Adv12: L5: 250, 252; Adv12: L10: 270, 273, 27
19. Determine the explicit or implied main idea and supporting details of a text.a. Explain how supporting details contribute to the main idea, using textual evidence.b. Recount or summarize the key ideas from the text.	Adv6: L3: 282; Adv6: L6: 294; Adv6: L7: 298; Adv7: L1: 6; Adv7: L2: 10; Adv7: L3: 15; Adv7: L6: 26; Adv7: L7: 30; Adv9: L3: 106; Adv12: L7: 260
20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose	Adv2: L1: 67; Adv3: L1: 125; Adv3: L2: 131; Adv3: L3: 135; Adv3: L6: 151; Adv3: L8: 159; Adv4: L2: 180; Adv4: L6: 199; Adv4: L9: 214; Adv7: L7: 29; Adv9: L3: 105; Adv10: L6: 163



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21. Identify and interpret various cohesive devices that link words and sentences to one another within the text. Examples: pronoun references, conjunctions, word substitution using synonyms Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.	Text Connections: Adv4: L6: 199; Adv8: L3: 59; Adv11: L6: 209
 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. 	Comprehension: Story Elements and Theme: Adv3: L2: A12; Adv6: L9: A27–A28 Comprehension: Theme: Adv10: L9: A26–A27 Compare and Contrast: Adv4: L4: 191; Adv6: L1: 275; Adv6: L2: 278; Adv9: L9: 131; Adv10: L4: 157
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.	Text Features: Adv2: L2: 73; Adv2: L4: 85; Adv2: L7: 99; Adv2: L8: 104; Adv3: L2: 130; Adv3: L3: 134; Adv3: L7: 155; Adv6: L8: 302; Adv6: L9: 307; Adv7: L8: 34; Adv7: L9: 38; Adv8: L3: 60; Adv10: L6: 165; Adv9: L1: 98; Adv9: L4: 110; Adv11: L1: 190; Adv11: L2: 193



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 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. 	Provides opportunities: Adv1: L3: 21; Adv2: L8: 104; Adv2: L9: 111; Adv3: L3: 135; Adv3: L4: 141; Adv3: L7: 154; Adv4: L6: 199; Adv4: L9: 215; Adv5: L7: 251; Adv5: L9: 259; Adv6: L4: 285; Adv7: L4: 17; Adv7: L7: 31; Adv8: L3: 59; Adv8: L4: 63; Adv8: L7: 75; Adv8: L9: 83; Adv9: L2: 102; Adv9: L9: 129; Adv10: L1: 145; Adv10: L4: 156; Adv10: L7: 167; Adv11: L4: 201; Adv11: L6: 209Adv11: L9: 221; Adv12: L7: 259
25. Identify statements in informational texts as facts or opinions.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.b. Use information gathered from research to evaluate opinions.	Comprehension: Facts and Details: Adv1: L2: 15; Adv1: L3: 21; Adv1: L4: 27; Adv1: L8: 45; Adv2: L2: 73; Adv2: L3: 79; Adv3: L2: 131; Adv3: L6: 151; Adv4: L1: 177; Adv4: L4: A17; Adv8: L2: 57
 26. Use text comparisons (text to text, text to self, and text to world) to make meaning. a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. b. Compare different versions of the same story. 	Adv2: L6: 95; Adv4: L4: 191; Adv6: L1: 275; Adv6: L2: 278; Adv10: L4: 157
27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile	Comprehension: Elements of a Drama: Adv7: L7: A6
28. Identify the narration of a literary text as first person or third person.	Adv8: L9: A13; Adv12: L4: 249
29. Determine the main idea of a text read aloud or information presented in an audible format.	Adv6: L3: 282; Adv6: L6: 294; Adv6: L7: 298; Adv7: L1: 6; Adv7: L2: 10; Adv7: L3: 15; Adv7: L6: 26; Adv7: L7: 30; Adv9: L3: 106; Adv12: L7: 260



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30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.	Vocabulary: Sentence Writing: Adv5: L9: A23; Adv7: L6: A4	
Writing		
31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.	Each writing task provides opportunities for teachers to require and students to demonstrate legible cursive writing: Adv7: L6: A4; Adv7: L8: A7; Adv9: L4: A17; Adv10: L9: A25; Adv10: L2: A22; Adv12: L4: A35; Writing Projects: Adv10: A40–A45; Adv11: A46–A49; Adv12: A50–A53	



- 32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
 - a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. *Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et*
 - b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.
 - c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent letter combinations, and contractions.
 - d. Encode words with less common prefixes, suffixes, and common Latin roots.

Examples:

prefixes: fore-, pro-, intra-, inter-, trans-, non-, over, sub-, super-, semi-, anti-, mid-, ex-, post-

- suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer
- e. Encode frequently confused homophones accurately, using context to determine correct spelling.

 Examples: hear/here; night/knight; tacks/tax

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Spelling: Adv1: L1: 7; Adv1: L1: A2; Adv1: L2: 13; Adv1: L3: 19; Adv1: L4: 25; Adv1: L6: 35; Adv1: L7: 39; Adv1: L8: 43; Adv1: L9: 49; Adv2: L1: 65; Adv2: L2: 71; Adv2: L3: 77; Adv2: L4: 83; Adv2: L6: 93; Adv2: L7: 97; Adv2: L8: 103; Adv2: L9: 109; Adv3: L1: 123; Adv3: L2: 129; Adv3: L3: 133; Adv3: L4: 139; Adv3: L6: 149; Adv3: L7: 153; Adv3: L8: 157; Adv3: L9: 161; Adv4: L1: 175; Adv4: L2: 179; Adv4: L3: 183; Adv4: L4: 189; Adv4: L6: 197; Adv4: L7: 201; Adv4: L8: 207; Adv4: L9: 213



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33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.	Adv1: L3: A3; Adv2: L4: A7; Adv2: L7: A8; Adv3: L1: A10; Adv3: L3: A13; Adv3: L7: A14; Adv3: L9: A15; Adv4: L1: A16; Adv4: L3: A17; Adv4: L4: A17; Adv5: L1: A20; Adv6: L1: A24; Adv6: L4: A25; Adv6: L6: A26; Adv6: L7: A26; Adv6: L9: A27; Adv7: L1: A2; Adv7: L2: A2; Adv7: L7: A5; Adv8: L1: A8; Adv8: L9: A12; Adv9: L1: A14–A15; Adv9: L2: A15; Adv9: L7: A19; Adv9: L9: A21; Adv10: L1: A22; Adv10: L3: A23; Adv10: L4: A23; Adv10: L6: A24; Adv10: L8: A25; Adv10: A40–A45; Adv11: L6: A31; Adv11: L9: A33; Adv12: L3: A35; Adv12: L6: A36; Adv12: L9: A37
34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.	Adv1: L2: A2; Adv1: L6: A4; Adv1: L7: A4; Adv1: L8: A5; Adv1: L9: A5; Adv2: L1: A6; Adv3: L2: A11; Adv3: L4: A13; Adv4: L2: A16; Adv4: L6: A18; Adv4: L8: A19; Adv5: L7: A22; Adv7: L3: A3; Adv8: L4: A10; Adv8: L6: A11; Adv8: L7: A11; Adv9: L3: A16–A17; Adv11: L1: A28–A29; Adv11: L2: A29; Adv11: A46–A49; Adv12: L8: A37
35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.	Writing Projects: Adv12: A50–A53



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 36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence 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. 	Each writing task provides opportunities. See for example: Writing Projects: Adv10: A44; Adv11: A49; Adv12: A52–A53
37. Compose simple, compound, and complex sentences with correct subject-verb agreement.a. Identify and correct sentence fragments and run-on sentences.b. Identify the subject and predicate of a sentence.	Each writing task provides opportunities.
38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	Adv1: L2: A2; Adv1: L6: A4; Adv1: L7: A4; Adv1: L8: A5; Adv1: L9: A5; Adv2: L1: A6; Adv3: L2: A11; Adv3: L4: A13; Adv4: L2: A16; Adv4: L6: A18; Adv4: L8: A19; Adv5: L7: A22; Adv7: L3: A3; Adv8: L4: A10; Adv8: L6: A11; Adv8: L7: A11; Adv9: L3: A16-A17; Adv11: L1: A28-A29; Adv11: L2: A29; Adv12: L8: A37



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39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. a. Avoid plagiarism by using their own words and utilizing digital sources ethically.	Writing Projects: Adv11: A46–A49
40. Use grade-level and domain-appropriate vocabulary in writing.a. Use specific vocabulary to develop a story.b. Use specific vocabulary to explain or inform on a topic.	Adv1: L2: A2; Adv1: L6: A4; Adv1: L7: A4; Adv1: L8: A5; Adv1: L9: A5; Adv2: L1: A6; Adv3: L2: A11; Adv3: L4: A13; Adv4: L2: A16; Adv4: L6: A18; Adv4: L8: A19; Adv5: L7: A22; Adv7: L3: A3; Adv8: L4: A10; Adv8: L6: A11; Adv8: L7: A11; Adv9: L3: A16-A17; Adv11: L1: A28-A29; Adv11: L2: A29; Adv11: A46-A49; Adv12: L8: A37
41. Use words and phrases in writing for effect and elaboration. a. Use transition words and phrases for sentence variety.	Write in Response to Reading: Creative Writing: Adv1: L3: A3; Adv2: L4: A7; Adv2: L7: A8; Adv3: L1: A10; Adv3: L3: A13; Adv3: L7: A14; Adv3: L9: A15; Adv4: L1: A16; Adv4: L3: A17; Adv4: L4: A17; Adv5: L1: A20; Adv6: L1: A24; Adv6: L4: A25; Adv6: L6: A26; Adv6: L7: A26; Adv6: L9: A27; Adv7: L1: A2; Adv7: L2: A2; Adv7: L7: A5; Adv8: L1: A8; Adv8: L9: A12; Adv9: L1: A14-A15; Adv9: L2: A15; Adv9: L7: A19; Adv9: L9: A21; Adv10: L1: A22; Adv10: L3: A23; Adv10: L4: A23; Adv10: L6: A24; Adv10: L8: A25; Adv11: L6: A31; Adv11: L9: A33; Adv12: L3: A35; Adv12: L6: A36; Adv12: L9: A37
42. Write poetry or prose in response to visual images to interpret their meanings.	This is beyond the scope of the program.