

2021 Alabama Course of Study: English Language Arts

2022 Zaner-Bloser Spelling Connections Grade 1

Grade 1 Content Standards	
Standard	Correlation
Writing	
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. <i>Examples: /k/=k before i, e, or y as in kit; /k/=c before a, o, u, or any consonant as in cup, cat cop; /k/=-ck after an accented short vowel as in duck, back, rock, pick, deck</i>	Student Edition: 1–6, 7–12, 13–18, 19–24, 25–30, 31–36, 37–42, 43–48, 49–54, 55–58, 61–66, 67–72, 73–78, 79–84, 85–90, 103–108, 113–114, 117
	Teacher Edition: 1–6, 7–12, 13–18, 19–24, 25–30, 31–36, 37–42, 43–48, 49–54, 55–58, 61–66, 67–72, 73–78, 79–84, 85–90, 103–108, 113–114, 117
b. Encode consonant (CV) words using knowledge of open syllable patterns. <i>Examples: he, me, she, go, no</i>	Student Edition: 59–60, 90, 109–112, 118, 133–136, 147
	Teacher Edition: 59–60, 90, 109–112, 118, 133–136, 147
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. <i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i>	Student Edition: 65–66, 73–78, 83–84, 87, 90, 95–96, 131–132, 143–144, 173–174, 185–186, 191–192, 203–204, 210
	Teacher Edition: 65–66, 73–78, 83–84, 87, 90, 95–96, 131–132, 143–144, 173–174, 185–186, 191–192, 203–204, 210
d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. <i>Examples: sh, th, ch, wh, ng, ck</i>	Student Edition: 77–78, 95–96, 107–108, 113–114, 167–168, 187–192, 193–198, 199–204, 206–208
	Teacher Edition: 77–78, 95–96, 107–108, 113–114, 167–168, 187–192, 193–198, 199–204, 206–208

Grade 1 Content Standards	
Standard	Correlation
e. Encode words with vowel-consonant-e syllable patterns. <i>Examples: hike, spike, joke, dime, make</i>	Student Edition: 121–126, 127–132, 145–146, 149–150, 151–156, 157–162, 163–168, 169–174, 175–180, 181–184
	Teacher Edition: 121–126, 127–132, 145–146, 149–150, 151–156, 157–162, 163–168, 169–174, 175–180, 181–184
f. With prompting and support, encode words with the common vowel teams and diphthongs. <i>Examples: ee, ea, oa, ai, ay, au, aw, oi, oy, ou, ow, oo, igh</i>	Student Edition: 77–78, 118, 127–132, 133–138, 139–144, 147–148, 181–186, 193–198, 203–204, 205, 207, 209–210
	Teacher Edition: 77–78, 118, 127–132, 133–138, 139–144, 147–148, 181–186, 193–198, 203–204, 205, 207, 209–210
g. With prompting and support, encode words with vowel-r combinations <i>ar, or, er, ir,</i> and <i>ur</i> .	Student Edition: 91–96, 97–102, 107–108, 115–116, 119–120
	Teacher Edition: 91–96, 97–102, 107–108, 115–116, 119–120
h. With prompting and support, encode words with final /ch/ sound spelled <i>-ch</i> and <i>-tch</i> . <i>Examples: /ch/=ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch</i> <i>/ch/=tch after a short vowel sound as in hatch, crutch, ditch</i>	Student Edition: 199–204, 208
	Teacher Edition: 199–204, 208
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. <i>Examples: cliff, hill, pass</i>	Student Edition: 23–24
	Teacher Edition: 23–24
j. Encode words with final /v/ sound, using knowledge that no English word ends with a v. <i>Examples: have, give, save</i>	Student Edition: 121–124, 145, 149–150, 173–174
	Teacher Edition: 121–124, 145, 149–150, 173–174

Grade 1 Content Standards	
Standard	Correlation
k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i>	Student Edition: 1–6, 7–12, 13–18, 19–24, 25–30, 31–34, 37–40, 43–46, 49–54, 55–58, 61–64, 67, 70, 73–78, 79–84, 85–90, 91–96, 97–100, 103–108, 109–114, 115–120, 121–126, 127–132, 133–137, 139–144, 145–150, 151–154, 157–162, 163–168, 169–174, 175–180, 181–186, 187–190, 193–196, 199–204, 205–210
	Teacher Edition: 1b, 1–6, 7b, 7–12, 13b, 13–18, 19b, 19–24, 25a, 25–30, 31b, 31–34, 37b, 37–40, 43b, 43–46, 49b, 49–54, 55a, 55–58, 61b, 61–64, 67b, 67–70, 73b, 73–78, 79b, 79–84, 85a, 85–90, 91b, 91–96, 97b, 97–100, 103b, 103–108, 109b, 109–114, 115a, 115–120, 121b, 121–126, 127b, 127–132, 133b, 133–137, 139b, 139–144, 145a,, 145–150, 151b, 151–154, 157b, 157–162, 163b, 163–168, 169b, 169–174, 175a, 175–180, 181b, 181–186, 187b, 187–190, 193b, 193–196, 199b, 199–204, 205a, 205–210
l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns <i>in all but one position</i> , pointing out the part of the word that does not follow the regular pattern. <i>Examples: said, are, to</i>	Student Edition: 101–102, 181–184, 205
	Teacher Edition: 97b, 101–102, 181b, 181–184, 205a, 205
m. Encode words with suffixes <i>-s, -es, -ing, -ed, -er, and -est</i> . <i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i>	Student Edition: 103–108, 109–114, 117–118
	Teacher Edition: 103–108, 109–114, 117–118
n. With prompting and support, encode words with common prefixes <i>re-, un-, and mis-</i> .	<i>Taught in Spelling Connections, Grades 2–6</i>

Grade 1 Content Standards	
Standard	Correlation
o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning. <i>Examples: hear/here; for/four; to/too/two</i>	<i>Taught in Spelling Connections, Grades 3 and 4</i>

2022 Zaner-Bloser *Spelling Connections* Grade 2

Grade 2 Content Standards	
Standard	Correlation
Writing	
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.	Student Edition: 6, 12–13, 18, 24, 30–31, 40–41, 52, 60–64, 74–75, 76–81, 82–87, 92, 94–98, 100–101, 108, 132, 142–143, 144–149, 156–161, 168–169, 171, 172–177, 182, 188–189, 194, 196–201, 204–205
	Teacher Edition: 6, 12–13, 18, 24, 30–31, 40–41, 52, 60–64, 74–75, 76–81, 82–87, 92, 94–98, 100–101, 108, 132, 142–143, 144–149, 156–161, 168–169, 171, 172–177, 182, 188–189, 194, 196–201, 204–205
b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et</i>	Student Edition: 6, 12–13, 18, 24, 30–31, 40–41, 52, 60–64, 74–75, 76–81, 82–87, 92, 94–98, 100–101, 108, 132, 142–143, 144–149, 156–161, 168–169, 171, 172–177, 182, 188–189, 194, 196–201, 204–205
	Teacher Edition: 6, 12–13, 18, 24, 30–31, 40–41, 52, 60–64, 74–75, 76–81, 82–87, 92, 94–98, 100–101, 108, 132, 142–143, 144–149, 156–161, 168–169, 171, 172–177, 182, 188–189, 194, 196–201, 204–205
c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. <i>Examples: have, give, save; cage, rage, budge, lodge</i>	Student Edition: 48–53, 54–57, 60–64, 67, 69, 88–91
	Teacher Edition: 48–53, 54–57, 60–64, 67, 69, 88–91
d. Encode one- and two-syllable words with long and short vowel patterns.	Student Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 144–149, 156–161, 168–169, 171, 196–201, 204–205

Grade 2 Content Standards	
Standard	Correlation
	Teacher Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 144–149, 156–161, 168–169, 171, 196–201, 204–205
e. Encode words with two- and three-consonant blends, including those containing digraphs. <i>Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr</i>	Student Edition: 2–6, 8–10, 12, 14–16, 18, 20–25, 26–30, 32–33, 35, 36–41, 42–47, 60–65, 66, 68–69, 74, 76–81, 82–86, 100, 110–112, 114–115, 116–121, 122–124, 126–127, 135, 138–140, 142, 150–155, 160, 169, 172–176, 178–180, 182, 200, 202, 205
	Teacher Edition: 2–6, 8–10, 12, 14–16, 18, 20–25, 26–30, 32–33, 35, 36–41, 42–47, 60–65, 66, 68–69, 74, 76–81, 82–86, 100, 110–112, 114–115, 116–121, 122–124, 126–127, 135, 138–140, 142, 150–155, 160, 169, 172–176, 178–180, 182, 200, 202, 205
f. Encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu</i>	Student Edition: 6–7, 12, 14–16, 36–41, 42–47, 52, 82–86, 88–92, 94–99, 100–103, 110–115, 120–121, 122–127, 134, 150–152, 156–160, 172–176, 178–182, 184–189, 190–195, 196–199, 203, 205
	Teacher Edition: 6–7, 12, 14–16, 36–41, 42–47, 52, 82–86, 88–92, 94–99, 100–103, 110–115, 120–121, 122–127, 134, 150–152, 156–160, 172–176, 178–182, 184–189, 190–195, 196–199, 203, 205
g. Encode words with the common vowel teams, including diphthongs. <i>Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh</i>	Student Edition: 60–65, 67–69, 70–75, 82–87, 88–91, 93, 94–96, 100–103, 104–109, 110–114, 116–121, 122–127, 128–133, 134–137, 138–143, 168, 171, 184–187, 189, 190–194, 196–200, 204
	Teacher Edition: 60–65, 67–69, 70–75, 82–87, 88–91, 93, 94–96, 100–103, 104–109, 110–114, 116–121, 122–127, 128–133, 134–137, 138–143, 168, 171, 184–187, 189, 190–194, 196–200, 204

Grade 2 Content Standards	
Standard	Correlation
h. Encode words with vowel- <i>r</i> combinations. <i>Examples: ar, or, ir, er, ur, air, ear, oar</i>	Student Edition: 12–13, 110–113, 134, 144–149, 171, 172–177, 178–183, 188, 196–200, 202, 204–205
	Teacher Edition: 12–13, 110–113, 134, 144–149, 171, 172–177, 178–183, 188, 196–200, 202, 204–205
i. Encode words that follow the <i>-ild</i> , <i>-ost</i> , <i>-old</i> , <i>-olt</i> , and <i>-ind</i> patterns. <i>Examples: wild, cold, most, colt, mind</i>	Student Edition: 40, 82–86, 101, 103
	Teacher Edition: 40, 82–86, 101, 103
j. Encode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i>	Student Edition: 36–41, 66, 69, 116–120, 135, 190–193, 196–199, 201
	Teacher Edition: 36–41, 66, 69, 116–120, 135, 190–193, 196–199, 201
k. Encode words with <i>or</i> after <i>w</i> read /er/. <i>Examples: world, word, worm, worst, work</i>	<i>Taught in Spelling Connections, Grade 5</i>
l. Encode words with hard and soft <i>c</i> and <i>g</i> . <i>Examples: carry, cent; game, giraffe</i>	Student Edition: 6, 12–13, 58–59, 76–80, 100, 108, 200
	Teacher Edition: 6, 12–13, 58–59, 76–80, 100, 108, 200
m. Encode words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i>	Student Edition: 6, 12–13, 18, 24, 30, 60–64, 76–80, 100, 103, 126, 182, 190–194, 196–200
	Teacher Edition: 6, 12–13, 18, 24, 30, 60–64, 76–80, 100, 103, 126, 182, 190–194, 196–200
n. Encode words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-, -ful, -less, -ed, -ing, -es, -er,</i>	Student Edition: 104–109, 110–115, 116–121, 122–127, 134–135, 137, 150–155, 169, 171, 194

Grade 2 Content Standards	
Standard	Correlation
<i>-est, -en, -y, -ly</i>	Teacher Edition: 104–109, 110–115, 116–121, 122–127, 134–135, 137, 150–155, 169, 171, 194
o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <i>Examples: decodable – number, way, my, than, word</i> <i>decodable except for irregularity – other (o is schwa);</i> <i>from- (o is schwa); what- (a is schwa or short o</i> <i>depending on dialect)</i>	Student Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 104–109, 110–115, 128–133, 134, 136, 138–143, 144–148, 162–167, 168, 170, 172–176, 178–182, 184–186, 189, 190–195, 202–203
	Teacher Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 104–109, 110–115, 128–133, 134, 136, 138–143, 144–148, 162–167, 168, 170
p. Encode contractions with <i>am, is, has, not, have, would</i> and <i>will</i> , using apostrophes appropriately. <i>Examples: I’m, he’s, she’s, isn’t, don’t, I’ve, he’d, they’ll</i>	Student Edition: 162–167, 170–171
	Teacher Edition: 162–167, 170–171
q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. <i>Examples: their/they’re/there; eight/ate, cent/scent/sent</i>	Student Edition: 129
	Teacher Edition: 129

2022 Zaner-Bloser *Spelling Connections* Grade 3

Grade 3 Content Standards	
Standard	Correlation
Writing	
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. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i>	Student Edition: 6–7, 14–19, 24–25, 26–29, 33–34, 42–47, 48–50, 52, 54–59, 60–65, 66–69, 74–75, 76–81, 82–87, 88–93, 94–98, 100–103, 104–108, 110–114, 116–121, 128–133, 134, 136–137, 138–143, 144–149, 150–155, 156–161, 168–169, 171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
	Teacher Edition: 6–7, 14–19, 24–25, 26–29, 33–34, 42–47, 48–50, 52, 54–59, 60–65, 66–69, 74–75, 76–81, 82–87, 88–93, 94–98, 100–103, 104–108, 110–114, 116–121, 128–133, 134, 136–137, 138–143, 144–149, 150–155, 156–161, 168–169, 171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant -le, and odd or <i>schwa</i> syllables.	Student Edition: 6–7, 14–19, 24–25, 26–29, 33–34, 42–47, 48–50, 52, 54–59, 60–65, 66–69, 74–75, 76–81, 82–87, 88–93, 94–98, 100–103, 104–108, 110–114, 116–121, 128–133, 134, 136–137, 138–143, 144–149, 150–155, 156–161, 168–169, 171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
	Teacher Edition: 6–7, 14–19, 24–25, 26–29, 33–34, 42–47, 48–50, 52, 54–59, 60–65, 66–69, 74–75, 76–81, 82–87, 88–93, 94–98, 100–103, 104–108, 110–114, 116–121, 128–133, 134, 136–137, 138–143, 144–149, 150–155, 156–161, 168–169, 171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205

Grade 3 Content Standards	
Standard	Correlation
c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>igh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.	Student Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–80, 82–86, 88–92, 94–99, 100–103, 104–108, 110–114, 116–121, 122–127, 128–133, 134–137, 138–142, 144–148, 150–154, 156–160, 162–167, 168–171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
	Teacher Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–80, 82–86, 88–92, 94–99, 100–103, 104–108, 110–114, 116–121, 122–127, 128–133, 134–137, 138–142, 144–148, 150–154, 156–160, 162–167, 168–171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
d. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-</i> <i>suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i> <i>Latin roots: port, form, ject, spect, dict, tend, fer</i>	Student Edition: 144–148, 168, 190–195, 196–201, 203–205
	Teacher Edition: 144–148, 168, 190–195, 196–201, 203–205
e. Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here, night/knight, tacks/tax</i>	Student Edition: 30, 34, 40, 46, 52, 58, 108, 114, 118, 122–127, 135, 137, 166
	Teacher Edition: 30, 34, 40, 46, 52, 58, 108, 114, 118, 122–127, 135, 137, 166

2022 Zaner-Bloser *Spelling Connections* Grade 4

Grade 4 Content Standards	
Standard	Correlation
Phonics	
Writing	
4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.	Student Edition: 2–4, 14–16, 18, 26–29, 32, 60–62, 104–109, 116–121, 134–135, 137, 144–149, 150–155, 156–161, 162–167, 168–171, 172–177, 184–189, 196–201, 202–205
	Teacher Edition: 2–4, 14–16, 18, 26–29, 32, 60–62, 104–109, 116–121, 134–135, 137, 144–149, 150–155, 156–161, 162–167, 168–171, 172–177, 184–189, 196–201, 202–205

2022 Zaner-Bloser *Spelling Connections* Grade 5

Grade 5 Content Standards	
Standard	Correlation
Phonics	
1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.	
Writing	
4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.	Student Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 104–109, 110–115, 116–121, 122–127, 128–133, 134–137, 138–143, 144–149, 150–155, 156–161, 162–167, 168–171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205
	Teacher Edition: 2–7, 8–13, 14–19, 20–25, 26–31, 32–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–69, 70–75, 76–81, 82–87, 88–93, 94–99, 100–103, 104–109, 110–115, 116–121, 122–127, 128–133, 134–137, 138–143, 144–149, 150–155, 156–161, 162–167, 168–171, 172–177, 178–183, 184–189, 190–195, 196–201, 202–205