

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

5

Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED
CONTENT /
EXPECTATION

7

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

10

Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.

**STRAND /
DOMAIN** **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN** **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

**STRAND /
DOMAIN** **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN** **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	23	Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.

**STRAND /
DOMAIN** **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION

5

Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION

7

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION

10

Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION

12

Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	15	Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	23	Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.
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Alabama Courses of Study**Language Arts****Grade 11 - Adopted: 2021/Effective 2022****STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

30

Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Alabama Courses of Study**Language Arts**

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

5

Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED
CONTENT /
EXPECTATION

7

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE /
CATEGORY

Reception

STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE /
CATEGORY

Expression

STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND /
DOMAIN

CRITICAL LITERACY

OBJECTIVE /
CATEGORY

		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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STRAND /
DOMAIN

CRITICAL LITERACY

OBJECTIVE /
CATEGORY

		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R2.

Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

4

Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.

RELATED
CONTENT /
EXPECTATION

5

Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

9

Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE
EXPECTATION

9.a.

Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.

GRADE
EXPECTATION

9.b.

Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study**Language Arts**

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN**

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN**

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE
EXPECTATION

9.b.

Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		RECEPTION – READING
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RELATED
CONTENT /
EXPECTATION

12

Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED
CONTENT /
EXPECTATION

14

Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
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GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
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STANDARD		EXPRESSION – WRITING
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RELATED
CONTENT /
EXPECTATION

24

Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION 5 Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

RELATED
CONTENT /
EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION 9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION 5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION 5 Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

RELATED
CONTENT /
EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION 9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION 5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION 5 Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

RELATED
CONTENT /
EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION 9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

9

Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION

9.a.

Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.

GRADE EXPECTATION

9.b.

Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

9

Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION

9.a.

Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.

GRADE EXPECTATION

9.b.

Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

14

Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
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GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception

STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression

STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

24

Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED
CONTENT /
EXPECTATION

25

Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

26

Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study**Language Arts****Grade 10 - Adopted: 2021/Effective 2022****STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 16: Unit 7 Inventive Writing, p. 147-152

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
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GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
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GRADE
EXPECTATION

22.a.

Exhibit stylistic complexity, sophistication, and consistency in writing.

STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

29

Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 17: Unit 7 Inventive Writing, p. 153-158

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE
EXPECTATION

9.b.

Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study**Language Arts****Grade 10 - Adopted: 2021/Effective 2022****STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

11

Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE
EXPECTATION

11.b.

Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

GRADE
EXPECTATION

11.c.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception

STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression

STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 18: Unit 7 Inventive Writing, p. 159-166

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

14

Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND /
DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

STRAND /
DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

24

Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED
CONTENT /
EXPECTATION

25

Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

26

Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception

STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression

STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

14

Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND /
DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

STRAND /
DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

24

Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED
CONTENT /
EXPECTATION

25

Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

26

Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND /
DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		
CRITICAL LITERACY		
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		
DIGITAL LITERACY		
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		
LANGUAGE LITERACY		
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		
RESEARCH LITERACY		
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN	RESEARCH LITERACY
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OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12
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OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12
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OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R4.	Use digital and electronic tools appropriately, safely, and ethically.
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R4.	Use digital and electronic tools appropriately, safely, and ethically.
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R4.	Use digital and electronic tools appropriately, safely, and ethically.
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R4.	Use digital and electronic tools appropriately, safely, and ethically.
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

11

Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION 11.b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.

GRADE EXPECTATION 11.c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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STRAND / DOMAIN DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study**Language Arts**

Grade 10 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		
CRITICAL LITERACY		
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		
DIGITAL LITERACY		
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		
LANGUAGE LITERACY		
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		
RESEARCH LITERACY		
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

11

Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION

11.b.

Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.

GRADE EXPECTATION

11.c.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Lesson 23: Unit 8 Formal Essay Models, p. 201-206

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
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GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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STRAND / DOMAIN DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
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RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
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GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
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RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
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RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Alabama Courses of Study**Language Arts**

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

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Language Arts

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
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RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
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RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE
EXPECTATION

22.a.

Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Alabama Courses of Study**Language Arts**

Grade 9 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

Alabama Courses of Study**Language Arts**

Grade 10 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.

RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	4	Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.
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RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

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Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION

5

Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION

7

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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Alabama Courses of Study		
Language Arts		
Grade 10 - Adopted: 2021/Effective 2022		

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

12

Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

14

Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

24

Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED
CONTENT /
EXPECTATION

25

Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

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Language Arts

Grade 12 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12	
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN	CRITICAL LITERACY	
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
STRAND / DOMAIN	DIGITAL LITERACY	
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN	LANGUAGE LITERACY	
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN	RESEARCH LITERACY	
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Alabama Courses of Study**Language Arts****Grade 11 - Adopted: 2021/Effective 2022****STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN**

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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**STRAND /
DOMAIN**

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN**

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
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GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

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Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
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RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
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Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

15

Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

17

Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE
EXPECTATION

22.a.

Exhibit stylistic complexity and sophistication in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Alabama Courses of Study**Language Arts**

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION	3	Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
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GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – SPEAKING
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RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity, sophistication, and consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Alabama Courses of Study**Language Arts**

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12****OBJECTIVE /
CATEGORY****Reception**

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12****OBJECTIVE /
CATEGORY****Expression**

STANDARD

R5.

Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**STRAND /
DOMAIN****CRITICAL LITERACY****OBJECTIVE /
CATEGORY**

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD**EXPRESSION – WRITING****RELATED
CONTENT /
EXPECTATION**

9

Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE
EXPECTATION

9.c.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.

**STRAND /
DOMAIN****DIGITAL LITERACY****OBJECTIVE /
CATEGORY**

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD**EXPRESSION – WRITING**RELATED
CONTENT /
EXPECTATION

14

Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY****OBJECTIVE /
CATEGORY**

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

STANDARD**EXPRESSION – WRITING****RELATED
CONTENT /
EXPECTATION**

19

Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.

GRADE
EXPECTATION

19.a.

Exhibit stylistic consistency in writing.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

Alabama Courses of Study**Language Arts**

Grade 10 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
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STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN

LANGUAGE LITERACY

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication in writing.
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STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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Alabama Courses of Study

Language Arts

Grade 12 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

GRADE
EXPECTATION

22.a.

Exhibit stylistic complexity, sophistication, and consistency in writing.

STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.