# Main Criteria: Investigations in Writing

## Secondary Criteria: Alabama Courses of Study

### Subject: Language Arts

### Grade: 6

## Investigations in Writing

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

## Alabama Courses of Study

### Language Arts

### Grade 6 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 20 | Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| STRAND /<br>DOMAIN | | DIGITAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED<br>CONTENT /<br>EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| STRAND /<br>DOMAIN | | DIGITAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| STRAND /<br>DOMAIN | | DIGITAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| STRAND /<br>DOMAIN | | LANGUAGE LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED<br>CONTENT /<br>EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE<br>EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| STRAND /<br>DOMAIN | | LANGUAGE LITERACY |
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| **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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

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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 – SPEAKING** |
| RELATED CONTENT / EXPECTATION | 20 | Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. |

Lesson 03: Unit 2: Writiing from Notes, p. 29-34

# Alabama Courses of Study

## Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

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|---|---|---|
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |
| **OBJECTIVE / CATEGORY** | | **Reception** |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

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|---|---|---|
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

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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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

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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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 7 | EXPRESSION – SPEAKING |

| RELATED CONTENT / EXPECTATION | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |
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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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |

| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |
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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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |

| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
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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 – SPEAKING |

| RELATED CONTENT / EXPECTATION | 20 | Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. |
|---|---|---|

| 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 – READING |

| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |
|---|---|---|

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |
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## Lesson 04: Unit 2: Writiing from Notes, p. 35-42

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## Alabama Courses of Study

### Language Arts

#### Grade 6 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
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| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| --- | --- | --- |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

## Alabama Courses of Study

### Language Arts

Grade 6 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | 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 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |
|---|---|---|

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |

| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |
|---|---|---|

| 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 | 8 | Participate in collaborative discussions using information from a source. |
|---|---|---|

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
|---|---|---|

| 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 | 20 | Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. |
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Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

## Alabama Courses of Study

### Language Arts

| | | |
|---|---|---|
| **Grade 6 - Adopted: 2021/Effective 2022** | | |

| STRAND /<br>DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | **Reception** |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND /<br>DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| STANDARD | | **RECEPTION – READING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 3 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| STANDARD | | **EXPRESSION – WRITING** |
| **RELATED<br>CONTENT /<br>EXPECTATION** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE<br>EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| STANDARD | | **EXPRESSION – SPEAKING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |

| STRAND /<br>DOMAIN | | **DIGITAL LITERACY** |
|---|---|---|
| OBJECTIVE /<br>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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
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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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

## Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

# Alabama Courses of Study

## Language Arts

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Reception** |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |

| | | |
|---|---|---|
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

## Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

## Alabama Courses of Study

### Language Arts

**Grade 6 - Adopted: 2021/Effective 2022**

| | | |
|---|---|---|
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |
| **OBJECTIVE / CATEGORY** | | **Reception** |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| **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 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |
| **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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |
| **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 | 8 | Participate in collaborative discussions using information from a source. |
|---|---|---|

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
|---|---|---|

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |
|---|---|---|

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |
|---|---|---|

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |

| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |
|---|---|---|

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

## Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |

| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
|---|---|---|
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| --- | --- | --- |
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |

| | | |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| | | |
|---|---|---|
| **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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

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## Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| | | |
|---|---|---|
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |

| | | |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | Reception |

| | | |
|---|---|---|
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| | | |
|---|---|---|
| **STRAND / DOMAIN** | | **RECURRING STANDARDS FOR GRADES 6-8** |

| | | |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | Expression |

| | | |
|---|---|---|
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| | | |
|---|---|---|
| **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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| | | |
|---|---|---|
| **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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| | |
|---|---|
| **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 | 8 | Participate in collaborative discussions using information from a source. |

| | |
|---|---|
| **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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| | |
|---|---|
| **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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| | |
|---|---|
| **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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| | |
|---|---|
| **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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |

| | | |
|---|---|---|
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|

| OBJECTIVE / CATEGORY | **Expression** |
|---|---|

| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
|---|---|---|

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|---|---|---|

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |

| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |
|---|---|---|

| 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 | 8 | Participate in collaborative discussions using information from a source. |
|---|---|---|

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
|---|---|---|

| | | |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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<br>CONTENT /<br>EXPECTATION | 20 | Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. |
| --- | --- | --- |

## Lesson 14: Unit 5 Writing from Pictures, p. 119-127

## Alabama Courses of Study

### Language Arts

### Grade **6** - Adopted: **2021/Effective 2022**

| STRAND /<br>DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
| --- | --- | --- |
| **OBJECTIVE /<br>CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
| --- | --- | --- |
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **RECEPTION – READING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 4 | Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
| --- | --- | --- |
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – WRITING** |
| **RELATED<br>CONTENT /<br>EXPECTATION** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE<br>EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
| --- | --- | --- |
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – SPEAKING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |

| STRAND /<br>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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|

| OBJECTIVE / CATEGORY | | Expression |
|---|---|---|
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 15 | **Identify the conventions of standard English grammar and usage in published texts.** |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| OBJECTIVE / CATEGORY | | **Reception** |
| STANDARD | R2. | 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| | | |
|---|---|---|
| **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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| | | |
|---|---|---|
| **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 | 8 | Participate in collaborative discussions using information from a source. |

| | | |
|---|---|---|
| **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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |

| | | |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| | | |
|---|---|---|
| **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 – READING** |

| | | |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| | | |
|---|---|---|
| **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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |

| | | |
|---|---|---|
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | **RECEPTION – READING** |
| RELATED CONTENT / EXPECTATION | **16** | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

| | | |
|---|---|---|
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING** |

| | | |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| --- | --- | --- |
| **OBJECTIVE / CATEGORY** | | **Reception** |
| STANDARD | R2. | 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | Write about research findings independently over short and/or extended periods of time. |
| RELATED CONTENT / EXPECTATION | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

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Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |

| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |
|---|---|---|

| 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 | 8 | Participate in collaborative discussions using information from a source. |
|---|---|---|

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |
|---|---|---|

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |
|---|---|---|

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

## Alabama Courses of Study

### Language Arts

#### Grade 6 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | **Identify the conventions of standard English grammar and usage in published texts.** |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

Lesson 21: Unit 7 Inventive Writing, p. 181-190

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | **Expression** |

| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
|---|---|---|

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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** | | **RECEPTION – READING** |

| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
|---|---|---|
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 22: Unit 7 Inventive Writing, p. 191-198

## Alabama Courses of Study

# Language Arts

| STRAND /<br>DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE /<br>CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| **STRAND /<br>DOMAIN** | | **CRITICAL LITERACY** |
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – WRITING** |
| **RELATED<br>CONTENT /<br>EXPECTATION** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE<br>EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |
| **STRAND /<br>DOMAIN** | | **CRITICAL LITERACY** |
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – SPEAKING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |
| **STRAND /<br>DOMAIN** | | **DIGITAL LITERACY** |
| **OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |
| **STRAND /<br>DOMAIN** | | **DIGITAL LITERACY** |
| **OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| STRAND /<br>DOMAIN | | LANGUAGE LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT /<br>EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| STRAND /<br>DOMAIN | | LANGUAGE LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT /<br>EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| STRAND /<br>DOMAIN | | LANGUAGE LITERACY |
|---|---|---|
| OBJECTIVE /<br>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 /<br>EXPECTATION | 19 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| STRAND /<br>DOMAIN | | RESEARCH LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT /<br>EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| STRAND /<br>DOMAIN | | RESEARCH LITERACY |
|---|---|---|
| OBJECTIVE /<br>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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| 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 – READING |
| RELATED CONTENT / EXPECTATION | 21 | Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. |

| STRAND /<br>DOMAIN | | RESEARCH LITERACY |
|---|---|---|
| OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

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**Lesson 24: Unit 8 Formal Essay Models, p. 205-214**

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND /<br>DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND /<br>DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| STRAND /<br>DOMAIN | | CRITICAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED<br>CONTENT /<br>EXPECTATION | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| STRAND /<br>DOMAIN | | CRITICAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED<br>CONTENT /<br>EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE<br>EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| STRAND /<br>DOMAIN | | **CRITICAL LITERACY** |
|---|---|---|
| **OBJECTIVE /<br>CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – SPEAKING** |
| RELATED<br>CONTENT /<br>EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |

| STRAND /<br>DOMAIN | | **DIGITAL LITERACY** |
|---|---|---|
| **OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED<br>CONTENT /<br>EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| STRAND /<br>DOMAIN | | **DIGITAL LITERACY** |
|---|---|---|
| **OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| STRAND /<br>DOMAIN | | **DIGITAL LITERACY** |
|---|---|---|
| **OBJECTIVE /<br>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<br>CONTENT /<br>EXPECTATION | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| STRAND /<br>DOMAIN | | **LANGUAGE LITERACY** |
|---|---|---|
| **OBJECTIVE /<br>CATEGORY** | | **Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.** |
| **STANDARD** | | **RECEPTION – READING** |

| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
|---|---|---|
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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 | Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | Write about research findings independently over short and/or extended periods of time. |
|---|---|---|
| RELATED CONTENT / EXPECTATION | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

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## Lesson 26: Unit 8 Formal Essay Models, p. 225-230

## Alabama Courses of Study

### Language Arts

**Grade 6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | **RECEPTION – READING** |
| RELATED CONTENT / EXPECTATION | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | **RECEPTION – READING** |
| RELATED CONTENT / EXPECTATION | **16** | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |
| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |
| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

Lesson 27: Unit 9 Formal Critique, p. 231-242

# Alabama Courses of Study

## Language Arts

### Grade 6 - Adopted: 2021/Effective 2022

| STRAND /<br>DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND /<br>DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| STRAND /<br>DOMAIN | | CRITICAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT /<br>EXPECTATION | 3 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |

| STRAND /<br>DOMAIN | | CRITICAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT /<br>EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| STRAND /<br>DOMAIN | | CRITICAL LITERACY |
|---|---|---|
| OBJECTIVE /<br>CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT /<br>EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |

| STRAND /<br>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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |

| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |
|---|---|---|

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|---|---|---|

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### Lesson 28: Unit 9 Formal Critique, p. 243-250

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## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|

| OBJECTIVE / CATEGORY | | **Reception** |
|---|---|---|
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|

| OBJECTIVE / CATEGORY | | **Expression** |
|---|---|---|
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|---|---|---|

| RELATED CONTENT / EXPECTATION | 3 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |
|---|---|---|

| 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 | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |
|---|---|---|

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |

| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |
|---|---|---|

| 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** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **16** | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |

| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |
|---|---|---|

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|---|---|---|

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

Lesson 29: Unit 9 Formal Critique, p. 251-260

## Alabama Courses of Study

# Language Arts

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Reception** |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|
| **OBJECTIVE / CATEGORY** | | **Expression** |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |

| 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 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| 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 | 8 | Participate in collaborative discussions using information from a source. |

| 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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |

| 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 | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

| 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 | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 15 | Identify the conventions of standard English grammar and usage in published texts. |
| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

| 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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 16 | Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. |

| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |
|---|---|---|

| 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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|---|---|---|

| 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 | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |
|---|---|---|

## Lesson 30: Unit 9 Formal Critique, p. 261-267

## Alabama Courses of Study

### Language Arts

Grade **6** - Adopted: **2021/Effective 2022**

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|

| OBJECTIVE / CATEGORY | | **Reception** |
|---|---|---|

| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
|---|---|---|

| STRAND / DOMAIN | | **RECURRING STANDARDS FOR GRADES 6-8** |
|---|---|---|

| OBJECTIVE / CATEGORY | | **Expression** |
|---|---|---|

| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
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| STRAND / DOMAIN | | **CRITICAL LITERACY** |
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| OBJECTIVE / CATEGORY | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
|---|---|---|
| **STANDARD** | | **RECEPTION – READING** |

| RELATED CONTENT / EXPECTATION | 1 | Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
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| RELATED CONTENT / EXPECTATION | 3 | Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |

| 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** | **7** | **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.** |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. |

| STRAND / DOMAIN | | CRITICAL LITERACY |
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| **OBJECTIVE / CATEGORY** | | **Process and employ information for a variety of academic, occupational, and personal purposes.** |
| **STANDARD** | | **EXPRESSION – SPEAKING** |
| RELATED CONTENT / EXPECTATION | 8 | Participate in collaborative discussions using information from a source. |

| STRAND / DOMAIN | | DIGITAL LITERACY |
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| **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 | 10 | Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions. |

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

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| RELATED CONTENT / EXPECTATION | 13 | Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. |

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

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| **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** |

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| RELATED CONTENT / EXPECTATION | 14 | Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. |

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

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| **OBJECTIVE / CATEGORY** | | **Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.** |
| **STANDARD** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **15** | **Identify the conventions of standard English grammar and usage in published texts.** |

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| GRADE EXPECTATION | 15.c. | Identify common errors in pronoun usage. |

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

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| **OBJECTIVE / CATEGORY** | | **Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.** |
| **STANDARD** | | **RECEPTION – READING** |
| **RELATED CONTENT / EXPECTATION** | **16** | **Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.** |

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| GRADE EXPECTATION | 16.a. | Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. |

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

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| **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** | **Demonstrate command of standard English grammar, usage, and mechanics when writing.** |

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| GRADE EXPECTATION | 19.b. | Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

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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 |
| RELATED CONTENT / EXPECTATION | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |

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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. |
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| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 25 | Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. |