Main Criteria: Structure and Style for Students Secondary Criteria: Alabama Courses of Study

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Alabama Courses of Study Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND	I
DOMAIN	

EXPECT ATION

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

RESPONSE TO LITERATURE Week 23 Page 249-262

Alabama Courses of Study
Language Arts
Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STRAND / DOMAIN		RECURRING ST ANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Timed Essay Week 24 Page 263-263

Alabama Courses of Study Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

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

STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND /	RECURRING STANDARDS FOR GRADES 9-12
DOMAIN	

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

STRAND / RECURRING STANDARDS FOR GRADES 9-12 DOMAIN

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

STRAND	
DOMAIN	

RESEARCH LITERACY

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

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Alabama Courses of Study Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RELATED CONTENT / EXPECTATION

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING

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

EXPECTATION Introduce and develop topics. STRAND / DOMAIN CRITICAL LITERACY OBJECTIVE / CATEGORY EXPRESSION - SPEAKING RELATED 10 Present research findings to a peer audience, either formally or informally, conveying credible, accure from multiple sources, including diverse media. EXPRESSION - SPEAKING STRAND / DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY TOMAIN OBJECTIVE / CATEGORY PRECEPTION - READING RECEPTION - READING RECEPTION - READING RECEPTION - READING Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STRAND / DOMAIN DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STRAND / DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and updated or shared writing products, taking advantage of technology's capacity to link to other interpret, to research, analyze, produce, publish, and updated to shared writing products, taking advantage of technology's capacity to link to other interpret, to research, analyze, produce, publish, and updated or shared writing products, taking advantage of technology's capacity to link to other interpret and the purpose and tone for their intended audience and occurrence and to display information flexibly and dynamically. STRAND INTERPRETATION DIGITAL LITERACY DIGI			
DOMAIN OBJECTIVE / Process and employ information for a variety of academic, occupational, and personal put CATEGORY STANDARD EXPRESSION - SPEAKING RELATED 10 Present research findings to a peer audience, either formally or informally, conveying credible, accure from multiple sources, including diverse media. STRAND / DOMAIN DIGITAL LITERACY DOMAI		9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
EXPRESSION - SPEAKING			CRITICAL LITERACY
RELATED 10 Present research findings to a peer audience, either formally or informally, conveying credible, accurate from multiple sources, including diverse media. STRAND / DOMAIN DIGITAL LITERACY DOBJECTIVE / CATEGORY DOBJECTION PRECEDITION PRODUCTS, taking advantage of technology's capacity to link to other interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STANDARD PRODUCTIVE / CATEGORY RECEPTION PREADING RECEPTION PREADING RELATED 12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STRAND / DOMAIN DIGITAL LITERACY DOBJECTIVE / CATEGORY DOBJECTIVE / CATEGORY STANDARD PRODUCTION PRODUCTS, taking advantage of technology's capacity to link to other interpret digital texts that are suitable in purpose and tone for their intended audience and occurrence of the products of the products of the product of th			Process and employ information for a variety of academic, occupational, and personal purposes.
CONTENT / EXPECTATION STRAND / DOMAIN DIGITAL LITERACY OBJECTIVE / CATEGORY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY STANDARD RECEPTION - READING RELATED 12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. CONTENT / EXPECTATION DIGITAL LITERACY DOMAIN DIGITAL LITERACY DOMAIN DIGITAL LITERACY DOMAIN DIGITAL LITERACY DOMAIN CATEGORY DIGITAL LITERACY DIGITAL	STANDARD		EXPRESSION - SPEAKING
DOMAIN OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and updat or shared writing products, taking advantage of technology's capacity to link to other interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STANDARD Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and updat or shared writing products, taking advantage of technology's capacity to link to other interpret digital texts that are suitable in purpose and tone for their intended audience and occurrence of the content	CONTENT /	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
CATEGORY or shared writing products, taking advantage of technology's capacity to link to other impeople, and resources and to display information flexibly and dynamically. RECEPTION - READING RECATED 12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. CONTENT / EXPECTATION DIGITAL LITERACY OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and updator shared writing products, taking advantage of technology's capacity to link to other impeople, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION - WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occurrence of the content of the			DIGIT AL LITERACY
RELATED CONTENT / EXPECTATION DIGITAL LITERACY EXPRESSION – WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occ CONTENT / EXPECTATION DIGITAL LITERACY			Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
CONTENT / EXPECTATION STRAND / DOMAIN DIGITAL LITERACY DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and updator shared writing products, taking advantage of technology's capacity to link to other interpretation people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION - WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occurrence of the content of the con	STANDARD		RECEPTION - READING
OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and updator shared writing products, taking advantage of technology's capacity to link to other interpretation people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION - WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occurrence of the purpose and tone for their intended audience and occurrence of the purpose and tone for their intended audience and occurrence of the purpose and tone for their intended audience and occurrence of the purpose and tone for their intended audience and occurrence of the purpose and tone for their intended audience and occurrence of the purpose and to other intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for its intended audience and occurrence of the purpose and tone for t	CONTENT /	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
CATEGORY or shared writing products, taking advantage of technology's capacity to link to other integrated people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – WRITING RELATED CONTENT / EXPECTATION DIGITAL LITERACY DIGITAL LITERACY OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update or shared writing products, taking advantage of technology's capacity to link to other integrated people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – SPEAKING Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended at occasion.			DIGIT AL LITERACY
RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occ CONTENT / EXPECTATION STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update or shared writing products, taking advantage of technology's capacity to link to other intended and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – SPEAKING Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended and occasion.			Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
CONTENT / EXPECTATION STRAND / DOMAIN DIGITAL LITERACY OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update or shared writing products, taking advantage of technology's capacity to link to other interpretation people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – SPEAKING RELATED 15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended at occasion.	STANDARD		EXPRESSION - WRITING
OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update or shared writing products, taking advantage of technology's capacity to link to other interpretation people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – SPEAKING RELATED 15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended at occasion.	CONTENT /	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
CATEGORY or shared writing products, taking advantage of technology's capacity to link to other integrated people, and resources and to display information flexibly and dynamically. STANDARD EXPRESSION – SPEAKING CONTENT / Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended at occasion.			DIGITAL LITERACY
RELATED 15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended at CONTENT / occasion.			Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
CONTENT / occasion.	STANDARD		EXPRESSION - SPEAKING
	CONTENT /	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / LANGUAGE LITERACY DOMAIN			LANGUAGE LITERACY
OBJECTIVE / Recognize and demonstrate command of the conventions of standard English grammar, and usage, including appropriate formality of language.			Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD EXPRESSION - WRITING	STANDARD		EXPRESSION - WRITING
RELATED 19 Apply conventions of language to communicate effectively with a target audience including	RELATED CONTENT /	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
Alahama Courses of Study		

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

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

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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	STRAND / DOMAIN		DIGITAL LITERACY
RELATED 15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. STRAND / DOMAIN STRAND / DOMAIN CATEGORY CATEGORY Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. STANDARD EXPRESSION - SPEAKING RELATED 20 Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate. STRAND / DOMAIN RESEARCH LITERACY OBJECTIVE / CATEGORY Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. STANDARD EXPRESSION - WRITING RELATED 24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose. STRAND / DOMAIN OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and content products with a command of language suitable for a particular target audience and purpose. STRAND / DOMAIN OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and content products with a command of language suitable for a particular target audience and purpose.			or shared writing products, taking advantage of technology's capacity to link to other information,
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			RESEARCH LITERACY
STANDARD EXPRESSION - SPEAKING	STANDARD		EXPRESSION - SPEAKING

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Utilize responsible and ethical research practices to present clear, coherent products with a command of language

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RELATED

CONTENT / EXPECTATION

27

RECURRING STANDARDS FOR GRADES 9-12

suitable for a particular target audience and purpose.

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

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - SPEAKING

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

suitable for a particular target audience and purpose.

Utilize responsible and ethical research practices to present clear, coherent products with a command of language

Alabama Courses of Study

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND /	RECURRING STANDARDS FOR GRADES 9-12
DOMAIN	

27

RELATED

CONTENT /

EXPECTATION

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

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - SPEAKING

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

Alabama Courses of Study

Language Arts

Utilize responsible and ethical research practices to present clear, coherent products with a command of language

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RELATED

CONTENT / EXPECTATION

27

RECURRING STANDARDS FOR GRADES 9-12

suitable for a particular target audience and purpose.

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

STRAND / DOMAIN

DOMAIN

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
EXPECTATION		initiodate and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
STRAND /		
STRAND / DOMAIN OBJECTIVE /		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,
STRAND / DOMAIN OBJECTIVE / CATEGORY	12	Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

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

Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND /	RECURRING STANDARDS FOR GRADES 9-12
DOMAIN	

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

OBJECTIVE CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. RELATED RECEPTION - READING RELATED 3 Analyze how an author's cultural perspective influences style, language, and themes. CONTENT EXPECTATION RELATED 5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. CONTENT EXPECTATION RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. STRAND CRITICAL LITERACY DOMAIN CRITICAL LITERACY DOMAIN CRITICAL LITERACY DOMAIN EXPRESSION - WRITING RELATED Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, expectation RELATED STRAND DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or 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 Interpret digital lexis to determine their subject, occasion, audience, purpose, lone, and credibility. EXPECTATION DIGITAL LITERACY DIGITAL LITERACY Interpret digital lexis to determine their subject, occasion, audience, purpose, lone, and credibility. EXPRESSION DIGITAL LITERACY DIGITAL LITERACY			
OBJECTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. RELATED 3 Analyze how an author's cultural perspective influences style, language, and themes. CONTENT / EXPECTATION RELATED 5 Analyze the impact of context and organizational structures on theme, time, and the meaning of the work as a white. CONTENT / EXPECTATION RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines seat domain-specific vocabulary and content organization. STRAND / CRITICAL LITERACY OBJECTIVE / Process and employ information for a variety of academic, occupational, and personal purposes. CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. CONTENT / Compose both short and extended narrative, informative/explanatory, and argumentative writings that are relevant to task, purpose, and audience. PRECATION DIGITAL LITERACY OBJECTIVE / Compose both short and extended narrative, informative/explanatory, and argumentative writings that are relevant to task, purpose, and audience. Process and develop topics. STRAND / DIGITAL LITERACY DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or a shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. STRAND / DIGITAL LITERACY DIGITAL LITERACY DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or 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	R5.	
OBJECTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. RELATED 3 Analyze how an author's cultural perspective influences style, language, and themes. RELATED 5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. CONTENT / EXPECTATION RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. RELATED 7 CONTENT / Process and employ information for a variety of academic, occupational, and personal purposes. RELATED 8 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and solve that are relevant to task, purpose, and audience. RELATED 9 D. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. STRAND / DIGITAL LITERACY Use technology including the Internet, to research, analyze, produce, publish, and update individual or shared writing products , taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. RECEPTION - READING RECEPTION - READING DIGITAL LITERACY DI	STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
RELATED CONTENT? EXPECTATION Read, analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. RELATED CONTENT? EXPECTATION Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. STRAND / DOMAIN CRITICAL LITERACY OBJECTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. STRANDADD EXPRESSION – WRITING RELATED CONTENT / CONTENT / OF STRAND / DOMAIN DESTRAND / DOMAIN DESTRAND / DOMAIN DIGITAL LITERACY OBJECTIVE / COMPOSE both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. OBJECTIVE / CATEGORY 9 b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. STRAND / DOMAIN DIGITAL LITERACY DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.	STRAND / DOMAIN		CRITICAL LITERACY
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED S Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. CONTENT / EXPECTATION Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. RELATED CONTENT / CONTENT			Process and employ information for a variety of academic, occupational, and personal purposes.
RELATED 5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. CONTENT / EXPECTATION RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. STRAND / CRITICAL LITERACY DOBAICTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. STANDARD EXPRESSION - WRITING RELATED 9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. GRADE 9b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. STRAND / DOMAIN DIGITAL LITERACY OBJECTIVE / CATEGORY Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. STRAND / DOMAIN DIGITAL LITERACY	STANDARD		RECEPTION - READING
RELATED 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. STRAND / CRITICAL LITERACY Process and employ information for a variety of academic, occupational, and personal purposes. STANDARD EXPRESSION - WRITING RELATED 2 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. GRADE 9.b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. STRAND / DIGITAL LITERACY DIGITAL LITERACY DIGITAL TERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or 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 12 Interpret digital texts to determine their subject occasion, audience, purpose, tone, and credibility. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.	CONTENT /	3	Analyze how an author's cultural perspective influences style, language, and themes.
CONTENT / EXPECTATION CRITICAL LITERACY OBJECTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. STANDARD EXPRESSION - WRITING RELATED / COMPOSE both short and extended narrative, informative/explanatory, and argumentative writings that content of the process of the proc	CONTENT /	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
OBJECTIVE / CATEGORY Process and employ information for a variety of academic, occupational, and personal purposes. EXPRESSION - WRITING RELATED COMPOSE both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. GRADE 9.b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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 12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. DIGITAL LITERACY DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, products, taking advantage of technology's capacity to link to other information, products, taking advantage of technology's capacity to link to other information, products, taking advantage of technology's capacity to link to other information, prople, and resources and to display information flexibly and dynamically.	CONTENT /	7	
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EXPECTATION introduce and develop topics. STRAND / DOMAIN DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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 DIGITAL LITERACY DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.	CONTENT /	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
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OBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.	CONTENT /	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
CATEGORY or 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	STRAND / DOMAIN		DIGITAL LITERACY
	OBJECTIVE /		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Alabama Courses of Study Language Arts Grade 9 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION - READING

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

GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
		Alabama Courses of Study Language Arts Grade 9 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Alabama Courses of Study Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	RECEPTION - READING Analyze how an author's cultural perspective influences style, language, and themes.

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

Alabama Courses of Study Language Arts

Grade 9 - Adopted: 2021/Effective 2022

STRAND	I
DOMAIN	

STANDARD

RELATED CONTENT / EXPECTATION

RECURRING STANDARDS FOR GRADES 9-12

EXPRESSION - WRITING

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

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

DOBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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) EXPRESSION - WRITING RELATED OBJECTIVE / Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion. EXPRESSION - WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion. EXPRESSION - WRITING RELATED 15 Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. STANDARD EXPRESSION - WRITING RELATED 20 Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. STANDARD EXPRESSION - WRITING RELATED 20 RECOGNIZED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence EXPRECTATION RESEARCH LITERACY DIMAN RESEARCH LITERACY Use a vaniety of search bools and research strategies. EXTEND / RESEARCH LITERACY Use a vaniety of search bools and research strategies.			
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CATEGORY credible findings in multiple modes.	STRAND / DOMAIN		RESEARCH LITERACY
STANDARD EXPRESSION - WRITING			
	STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Alabama Courses of Study
		Language Arts
		Grade 9 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING

Analyze how an author's cultural perspective influences style, language, and themes.

those disciplines treat domain-specific vocabulary and content organization.

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

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how

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

Compose both short and extended narrative, informative/explanatory, and argumentative writings that

are clear and coherent, use an appropriate command of language, and demonstrate development,

organization, style, and tone that are relevant to task, purpose, and audience.

RELATED

RELATED

RELATED

STRAND /

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CONTENT /

EXPECTATION

OBJECTIVE /

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STANDARD

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CONTENT / EXPECTATION

CONTENT / EXPECTATION

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CRITICAL LITERACY

EXPRESSION - WRITING

DOBJECTIVE / CATEGORY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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) EXPRESSION - WRITING RELATED OBJECTIVE / Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion. EXPRESSION - WRITING RELATED 14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion. EXPRESSION - WRITING RELATED 15 Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. STANDARD EXPRESSION - WRITING RELATED 20 Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. STANDARD EXPRESSION - WRITING RELATED 20 RECOGNIZED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence EXPRECTATION RESEARCH LITERACY DIMAN RESEARCH LITERACY Use a vaniety of search bools and research strategies. EXTEND / RESEARCH LITERACY Use a vaniety of search bools and research strategies.			
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CATEGORY credible findings in multiple modes.	STRAND / DOMAIN		RESEARCH LITERACY
STANDARD EXPRESSION - WRITING			
	STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Alabama Courses of Study
		Language Arts
		Grade 9 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Alabama Courses of Study

Language Arts Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
DELATED		
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
CONTENT /	9.b.	are clear and coherent, use an appropriate command of language, and demonstrate development,
CONTENT / EXPECTATION		are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively

STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

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STRAND / DOMAIN

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R6.	Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	6	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		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

Utilize responsible and ethical research practices to write clear, coherent products with a command of language

suitable for a particular target audience and purpose.

RELATED

CONTENT /

EXPECTATION

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STRAND	I
DOMAIN	

EXPECTATION

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT /	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

STRAND / DOMAIN	
OBJECTIVE / CATEGORY	
STANDARD	
RELATED CONTENT / EXPECTATION	14
STRAND / DOMAIN	

DIGITAL LITERACY

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

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

LANGUAGE LITERACY

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

STRAND /

EXPECTATION

RESEARCH LITERACY

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

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STRAND /

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

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	2	Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	0.0	
	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
STRAND / DOMAIN	9.0.	
	9.0.	sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
OBJECTIVE /	9.0.	Sufficient evidence, transitions, and a concluding statement or section that follows from the information presented. DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,
OBJECTIVE / CATEGORY	12	Sufficient evidence, transitions, and a concluding statement or section that follows from the information presented. DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. RECEPTION – READING
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. RECEPTION - READING Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Sufficient evidence, transitions, and a concluding statement or section that follows from the information presented. DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. RECEPTION - READING Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility. DIGITAL LITERACY Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

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STRAND / DOMAIN

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

RELATED CONTENT / EXPECTATION	2	Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies.
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.

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

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Grade 9 - Adopted: 2021/Effective 2022

STRAND /	RECURRING STANDARDS FOR GRADES 9-12
DOMAIN	

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

STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED 3 CONTENT / EXPECTATION RELATED 5 CONTENT / EXPECTATION RELATED 7 CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	Process and employ information for a variety of academic, occupational, and personal purposes. RECEPTION – READING Analyze how an author's cultural perspective influences style, language, and themes. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how
CATEGORY STANDARD RELATED 3 CONTENT / EXPECTATION RELATED 5 CONTENT / EXPECTATION RELATED 7 CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	RECEPTION – READING Analyze how an author's cultural perspective influences style, language, and themes. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
RELATED 3 CONTENT / EXPECTATION RELATED 5 CONTENT / EXPECTATION RELATED 7 CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	Analyze how an author's cultural perspective influences style, language, and themes. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
CONTENT / EXPECTATION RELATED 5 CONTENT / EXPECTATION RELATED 7 CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
CONTENT / EXPECTATION RELATED 7 CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how
OBJECTIVE / CATEGORY STANDARD	those disciplines treat domain-specific vocabulary and content organization.
STANDARD	CRITICAL LITERACY
	Process and employ information for a variety of academic, occupational, and personal purposes.
	EXPRESSION - WRITING
RELATED 9 CONTENT / EXPECTATION	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE 9.b. EXPECTATION	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.
STRAND / DOMAIN	DIGITAL LITERACY
OBJECTIVE / CATEGORY	Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD	RECEPTION - READING
RELATED 12 CONTENT / EXPECTATION	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN	DIGITAL LITERACY
OBJECTIVE / CATEGORY	
STANDARD	Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

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

STRAND / LANGUAGE LITERACY DOMAIN

14

RELATED

CONTENT / EXPECTATION

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	19	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
GRADE EXPECTATION	19.a.	Exhibit stylistic consistency in writing.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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Grade 9 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

STRAND / DOMAIN

OBJECTIVE /		Expression
CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - SPEAKING

RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
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STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.

Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point

of view to create and convey meaning in a variety of texts.

4

RELATED CONTENT /

EXPECTATION

RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.