

**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 / 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.   |
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| STANDARD                      |   | <b>RECEPTION – READING</b>   |
| 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.   |
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| STANDARD                      |   | <b>EXPRESSION – WRITING</b>  |
| RELATED CONTENT / EXPECTATION | 9 | Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. |

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

**DIGITAL LITERACY**

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

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

**DIGITAL LITERACY**

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

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

**RESEARCH LITERACY**

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

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

**RECURRING STANDARDS FOR GRADES 9-12**



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| <b>STANDARD</b> |  | <b>RECEPTION – READING</b> |
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RELATED CONTENT / EXPECTATION 12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

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

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

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

|                             |  |   |
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| <b>OBJECTIVE / CATEGORY</b> |  | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b> |
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| <b>STANDARD</b> |  | <b>EXPRESSION – WRITING</b> |
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RELATED CONTENT / EXPECTATION 24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

RELATED CONTENT / EXPECTATION 25 Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

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

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**

|                             |  |                   |
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| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

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**

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

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

**DIGITAL LITERACY**

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

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

**RECURRING STANDARDS FOR GRADES 9-12**

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

**RECURRING STANDARDS FOR GRADES 9-12**

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

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

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

|                               |   |  |
|-------------------------------|---|--|
| RELATED CONTENT / EXPECTATION | 3 | Analyze how an author's cultural perspective influences style, language, and themes. |
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|                               |   |   |
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| RELATED CONTENT / EXPECTATION | 5 | Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. |
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| RELATED CONTENT / EXPECTATION | 7 | Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. |
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**STRAND / DOMAIN**                      **CRITICAL LITERACY**

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 10 | Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media. |
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**STRAND / DOMAIN**                      **DIGITAL LITERACY**

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

|                               |    |   |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 12 | Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.   |
| <b>STRAND / DOMAIN</b>        |    | <b>DIGITAL LITERACY</b>   |
| <b>OBJECTIVE / CATEGORY</b>   |    | <b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b> |
| <b>STANDARD</b>               |    | <b>EXPRESSION – WRITING</b>   |
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.   |
| <b>STRAND / DOMAIN</b>        |    | <b>DIGITAL LITERACY</b>   |
| <b>OBJECTIVE / CATEGORY</b>   |    | <b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b> |
| <b>STANDARD</b>               |    | <b>EXPRESSION – SPEAKING</b>  |
| RELATED CONTENT / EXPECTATION | 15 | Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  |
| <b>STRAND / DOMAIN</b>        |    | <b>LANGUAGE LITERACY</b>  |
| <b>OBJECTIVE / CATEGORY</b>   |    | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>   |
| <b>STANDARD</b>               |    | <b>EXPRESSION – SPEAKING</b>  |
| 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.   |
| <b>STRAND / DOMAIN</b>        |    | <b>RESEARCH LITERACY</b>  |
| <b>OBJECTIVE / CATEGORY</b>   |    | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>   |
| <b>STANDARD</b>               |    | <b>EXPRESSION – WRITING</b>   |
| 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**

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

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****RECURRING STANDARDS FOR GRADES 9-12**

|                                 |  |                   |
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| <b>OBJECTIVE /<br/>CATEGORY</b> |  | <b>Expression</b> |
|---------------------------------|--|-------------------|

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**

|                                 |  |   |
|---------------------------------|--|---|
| <b>OBJECTIVE /<br/>CATEGORY</b> |  | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b> |
| <b>STANDARD</b>                 |  | <b>RECEPTION – READING</b>  |

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**

|                                 |  |   |
|---------------------------------|--|---|
| <b>OBJECTIVE /<br/>CATEGORY</b> |  | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b> |
| <b>STANDARD</b>                 |  | <b>EXPRESSION – WRITING</b>   |

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

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

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

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

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

|                      |  |  |
|----------------------|--|--|
| OBJECTIVE / CATEGORY |  | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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. |
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**STRAND / DOMAIN**                      **LANGUAGE LITERACY**

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

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| RELATED CONTENT / EXPECTATION | 19 | Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. |
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| GRADE EXPECTATION | 19.a. | Exhibit stylistic consistency in writing. |
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**STRAND / DOMAIN**                      **LANGUAGE LITERACY**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b> |
| <b>STANDARD</b>             |  | <b>EXPRESSION – SPEAKING</b>  |

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

|                               |    |  |
|-------------------------------|----|--|
| 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**                      **RESEARCH LITERACY**

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

|                               |    |  |
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| 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. |
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

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

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

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

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

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

|                               |   |  |
|-------------------------------|---|--|
| 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. |
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**STRAND / DOMAIN**                      **CRITICAL LITERACY**

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b> |
| <b>STANDARD</b>             |  | <b>EXPRESSION – SPEAKING</b>  |

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**

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

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**

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

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 4 Page 39-46

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b> |
| <b>STANDARD</b>             |  | <b>EXPRESSION – SPEAKING</b>  |

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**

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

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**

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

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 5 Page 47-54

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b> |
| <b>STANDARD</b>             |  | <b>EXPRESSION – SPEAKING</b>  |

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**

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

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**

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

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 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

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

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

|                             |  |                  |
|-----------------------------|--|------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Reception</b> |
|-----------------------------|--|------------------|

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



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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

|          |     |   |
|----------|-----|---|
| 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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b> |
|-----------------------------|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>STANDARD</b> |  | <b>RECEPTION – READING</b> |
|-----------------|--|----------------------------|

|                               |   |  |
|-------------------------------|---|--|
| 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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b> |
|-----------------------------|--|---|

|                 |  |                             |
|-----------------|--|-----------------------------|
| <b>STANDARD</b> |  | <b>EXPRESSION – WRITING</b> |
|-----------------|--|-----------------------------|

|                               |      |   |
|-------------------------------|------|---|
| RELATED CONTENT / EXPECTATION | 9    | <b>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.</b> |
| 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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b> |
|-----------------------------|--|---|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>STANDARD</b> |  | <b>RECEPTION – READING</b> |
|-----------------|--|----------------------------|

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

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

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

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

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

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

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

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 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

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

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

|                             |  |                  |
|-----------------------------|--|------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Reception</b> |
|-----------------------------|--|------------------|

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

|          |     |   |
|----------|-----|---|
| 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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

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

|                               |   |   |
|-------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 9 | <b>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.</b> |
|-------------------------------|---|---|

|                   |      |   |
|-------------------|------|---|
| 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**

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

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

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

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

|                               |       |  |
|-------------------------------|-------|--|
| RELATED CONTENT / EXPECTATION | 14    | Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.  |
| <b>STRAND / DOMAIN</b>        |       | <b>LANGUAGE LITERACY</b>   |
| <b>OBJECTIVE / CATEGORY</b>   |       | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>  |
| <b>STANDARD</b>               |       | <b>EXPRESSION – WRITING</b>  |
| 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.  |

|                               |    |  |
|-------------------------------|----|--|
| <b>STRAND / DOMAIN</b>        |    | <b>RESEARCH LITERACY</b>   |
| <b>OBJECTIVE / CATEGORY</b>   |    | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>  |
| <b>STANDARD</b>               |    | <b>EXPRESSION – WRITING</b>  |
| 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

|                             |     |   |
|-----------------------------|-----|---|
| <b>STRAND / DOMAIN</b>      |     | <b>RECURRING STANDARDS FOR GRADES 9-12</b>  |
| <b>OBJECTIVE / CATEGORY</b> |     | <b>Expression</b>   |
| 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.  |

|                             |  |   |
|-----------------------------|--|---|
| <b>STRAND / DOMAIN</b>      |  | <b>CRITICAL LITERACY</b>  |
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b> |
| <b>STANDARD</b>             |  | <b>RECEPTION – READING</b>  |

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

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

|                               |   |  |
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| RELATED CONTENT / EXPECTATION | 9 | Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. |
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|                   |      |  |
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| GRADE EXPECTATION | 9.a. | Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques. |
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|-------------------|------|---|
| GRADE EXPECTATION | 9.b. | Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. |
|-------------------|------|---|

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

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

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

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

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

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

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

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 19 | Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. |
|-------------------------------|----|--|

|                               |       |  |
|-------------------------------|-------|--|
| GRADE EXPECTATION             | 19.a. | Exhibit stylistic consistency in writing.  |
| <b>STRAND / DOMAIN</b>        |       | <b>RESEARCH LITERACY</b>   |
| <b>OBJECTIVE / CATEGORY</b>   |       | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>  |
| <b>STANDARD</b>               |       | <b>EXPRESSION – WRITING</b>  |
| 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

|                             |     |   |
|-----------------------------|-----|---|
| <b>STRAND / DOMAIN</b>      |     | <b>RECURRING STANDARDS FOR GRADES 9-12</b>  |
| <b>OBJECTIVE / CATEGORY</b> |     | <b>Expression</b>   |
| STANDARD                    | R5. | Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience. |
| STANDARD                    | R7. | Use context clues to determine meanings of unfamiliar spoken or written words.  |

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

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

|                               |    |  |
|-------------------------------|----|--|
| 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**                      **RECURRING STANDARDS FOR GRADES 9-12**

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

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

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

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

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

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

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

**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 / 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 | 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. |
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|----------|--|---------------------|
| STANDARD |  | RECEPTION – READING |
|----------|--|---------------------|

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

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

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

|                      |  |  |
|----------------------|--|--|
| OBJECTIVE / CATEGORY |  | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|----------------------|--|--|

|          |  |                      |
|----------|--|----------------------|
| 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. |
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| STANDARD |  | RECEPTION – READING |
|----------|--|---------------------|

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 22 | Use a variety of search tools and research strategies. |
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**STRAND / DOMAIN** **RESEARCH LITERACY**

|                      |  |  |
|----------------------|--|--|
| OBJECTIVE / CATEGORY |  | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
|----------------------|--|--|

|          |  |                      |
|----------|--|----------------------|
| STANDARD |  | EXPRESSION – WRITING |
|----------|--|----------------------|

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

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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. |
|----------------------|--|--|

|          |  |                      |
|----------|--|----------------------|
| 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**

|                             |     |   |
|-----------------------------|-----|---|
| <b>OBJECTIVE / CATEGORY</b> |     | <b>Expression</b>   |
| 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**

|                               |      |  |
|-------------------------------|------|--|
| <b>OBJECTIVE / CATEGORY</b>   |      | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>  |
| <b>STANDARD</b>               |      | <b>EXPRESSION – WRITING</b>  |
| 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**

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

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

|                                      |           |   |
|--------------------------------------|-----------|---|
| <b>RELATED CONTENT / EXPECTATION</b> | <b>19</b> | <b>Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.</b> |
|--------------------------------------|-----------|---|

|                   |       |   |
|-------------------|-------|---|
| GRADE EXPECTATION | 19.a. | Exhibit stylistic consistency in writing. |
|-------------------|-------|---|

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

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

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 24 | Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose. |
|-------------------------------|----|--|

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 25 | Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. |
|-------------------------------|----|--|

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

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

|          |     |   |
|----------|-----|---|
| 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**

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

|                               |   |   |
|-------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 9 | <b>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.</b> |
|-------------------------------|---|---|

|                   |      |   |
|-------------------|------|---|
| 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**

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

|                 |  |                             |
|-----------------|--|-----------------------------|
| <b>STANDARD</b> |  | <b>EXPRESSION – WRITING</b> |
|-----------------|--|-----------------------------|

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

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b> |
|-----------------------------|--|---|

|                 |  |                             |
|-----------------|--|-----------------------------|
| <b>STANDARD</b> |  | <b>EXPRESSION – WRITING</b> |
|-----------------|--|-----------------------------|

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

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b> |
|-----------------------------|--|---|

|                 |  |                             |
|-----------------|--|-----------------------------|
| <b>STANDARD</b> |  | <b>EXPRESSION – WRITING</b> |
|-----------------|--|-----------------------------|

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 15 Page 145-160

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

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**

|                                     |   |  |
|-------------------------------------|---|--|
| <b>OBJECTIVE /<br/>CATEGORY</b>     |   | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>  |
| <b>STANDARD</b>                     |   | <b>RECEPTION – READING</b>   |
| RELATED<br>CONTENT /<br>EXPECTATION | 3 | Analyze how an author's cultural perspective influences style, language, and themes.   |
| RELATED<br>CONTENT /<br>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<br>CONTENT /<br>EXPECTATION | 5 | Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.  |
| RELATED<br>CONTENT /<br>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**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

|                                     |    |  |
|-------------------------------------|----|--|
| <b>OBJECTIVE /<br/>CATEGORY</b>     |    | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>  |
| <b>STANDARD</b>                     |    | <b>EXPRESSION – WRITING</b>  |
| RELATED<br>CONTENT /<br>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<br>CONTENT /<br>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<br>CONTENT /<br>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 8: FORMAL ESSAY MODELS Week 17 Page 183-194

**Alabama Courses of Study****Language Arts**

Grade 9 - Adopted: 2021/Effective 2022

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

|                                 |     |   |
|---------------------------------|-----|---|
| <b>OBJECTIVE /<br/>CATEGORY</b> |     | <b>Expression</b>   |
| 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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

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

|                               |   |   |
|-------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 9 | <b>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.</b> |
|-------------------------------|---|---|

|                   |      |   |
|-------------------|------|---|
| 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**

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b> |
| <b>STANDARD</b>             |  | <b>RECEPTION – READING</b>  |

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 22 | Use a variety of search tools and research strategies. |
|-------------------------------|----|--|

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

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

|                               |    |  |
|-------------------------------|----|--|
| 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 8: FORMAL ESSAY MODELS Week 18 Page 195-206

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

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

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

|          |     |   |
|----------|-----|---|
| 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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

|                               |      |   |
|-------------------------------|------|---|
| <b>OBJECTIVE / CATEGORY</b>   |      | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>   |
| <b>STANDARD</b>               |      | <b>EXPRESSION – WRITING</b>   |
| RELATED CONTENT / EXPECTATION | 9    | <b>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.</b> |
| 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**

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

**STRAND / DOMAIN**

**DIGITAL LITERACY**

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

|  |       |  |
|--|-------|--|
| <b>OBJECTIVE /<br/>CATEGORY</b>              |       | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.   |
| <b>STANDARD</b>                              |       | <b>EXPRESSION – WRITING</b>  |
| <b>RELATED<br/>CONTENT /<br/>EXPECTATION</b> | 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. |
| <b>GRADE<br/>EXPECTATION</b>                 | 19.a. | Exhibit stylistic consistency in writing.  |

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

|  |    |  |
|--|----|--|
| <b>OBJECTIVE /<br/>CATEGORY</b>              |    | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| <b>STANDARD</b>                              |    | <b>RECEPTION – READING</b>   |
| <b>RELATED<br/>CONTENT /<br/>EXPECTATION</b> | 22 | Use a variety of search tools and research strategies.   |

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

|  |    |  |
|--|----|--|
| <b>OBJECTIVE /<br/>CATEGORY</b>              |    | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.   |
| <b>STANDARD</b>                              |    | <b>EXPRESSION – WRITING</b>  |
| <b>RELATED<br/>CONTENT /<br/>EXPECTATION</b> | 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.   |
| <b>RELATED<br/>CONTENT /<br/>EXPECTATION</b> | 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.   |
| <b>RELATED<br/>CONTENT /<br/>EXPECTATION</b> | 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 8: FORMAL ESSAY MODELS Week 19 Page 207-219

**Alabama Courses of Study  
Language Arts**

Grade 9 - Adopted: 2021/Effective 2022

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

|                                 |     |   |
|---------------------------------|-----|---|
| <b>OBJECTIVE /<br/>CATEGORY</b> |     | <b>Expression</b>   |
| <b>STANDARD</b>                 | 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. |
| <b>STANDARD</b>                 | R7. | Use context clues to determine meanings of unfamiliar spoken or written words.  |

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

|                               |   |  |
|-------------------------------|---|--|
| <b>OBJECTIVE / CATEGORY</b>   |   | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>  |
| <b>STANDARD</b>               |   | <b>RECEPTION – READING</b>   |
| 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**

|                               |      |   |
|-------------------------------|------|---|
| <b>OBJECTIVE / CATEGORY</b>   |      | <b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>   |
| <b>STANDARD</b>               |      | <b>EXPRESSION – WRITING</b>   |
| RELATED CONTENT / EXPECTATION | 9    | <b>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.</b> |
| 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**

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

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

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

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

GRADE EXPECTATION 19.a. Exhibit stylistic consistency in writing.

**STRAND / DOMAIN RESEARCH LITERACY**

|                             |  |   |
|-----------------------------|--|---|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b> |
| <b>STANDARD</b>             |  | <b>RECEPTION – READING</b>  |

RELATED CONTENT / EXPECTATION 22 Use a variety of search tools and research strategies.

**STRAND / DOMAIN RESEARCH LITERACY**

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

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 RECURRING STANDARDS FOR GRADES 9-12**

|                             |  |                  |
|-----------------------------|--|------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Reception</b> |
|-----------------------------|--|------------------|

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

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

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

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

| OBJECTIVE / CATEGORY |  | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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. |
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

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

|                               |    |  |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 24 | Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose. |
|-------------------------------|----|--|

|                               |    |  |
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| RELATED CONTENT / EXPECTATION | 25 | Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. |
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**Alabama Courses of Study**  
**Language Arts**  
Grade 9 - Adopted: 2021/Effective 2022

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

|                             |  |                  |
|-----------------------------|--|------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Reception</b> |
|-----------------------------|--|------------------|

|          |     |   |
|----------|-----|---|
| 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**

|                             |  |                   |
|-----------------------------|--|-------------------|
| <b>OBJECTIVE / CATEGORY</b> |  | <b>Expression</b> |
|-----------------------------|--|-------------------|

|          |     |   |
|----------|-----|---|
| 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**

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

|                               |   |  |
|-------------------------------|---|--|
| 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**

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

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

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

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

|                               |    |   |
|-------------------------------|----|---|
| 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**

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

|                               |    |  |
|-------------------------------|----|--|
| 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**

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

|                               |    |  |
|-------------------------------|----|--|
| 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. |
|-------------------------------|----|--|