

Main Criteria: Structure and Style for Students

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 7

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Reception

STANDARD

R1.

Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

STANDARD

R2.

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

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Expression

STANDARD

R4.

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

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

RELATED CONTENT / EXPECTATION

1

Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION

7

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

GRADE EXPECTATION

7.b.

Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

STRAND / DOMAIN **DIGITAL LITERACY**

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
|-------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |

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| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
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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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
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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 – SPEAKING |

| | | |
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| RELATED CONTENT / EXPECTATION | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
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STRAND / DOMAIN **RESEARCH LITERACY**

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

| | | |
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| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |
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| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
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STRAND / DOMAIN **VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
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| STANDARD | | RECEPTION – READING |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

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| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
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| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
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| STANDARD | | EXPRESSION – WRITING |
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| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
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UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

| | | |
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| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
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| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

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

CRITICAL LITERACY

| | | |
|----------------------|--|--|
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
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| STANDARD | | RECEPTION – READING |
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| | | |
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| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
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**STRAND /
DOMAIN****CRITICAL LITERACY**

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------------|---|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

GRADE
EXPECTATION

7.b.

Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

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

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

RELATED
CONTENT /
EXPECTATION

10

Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.

RELATED
CONTENT /
EXPECTATION

11

Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone.

RELATED
CONTENT /
EXPECTATION

15

Utilize digital tools and/or products to enhance meaning.

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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 – SPEAKING |

RELATED
CONTENT /
EXPECTATION

16

Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

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

| | | |
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| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

GRADE
EXPECTATION

17.c.

Evaluate the functions of phrases and clauses in general and their function in specific sentences.

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

| | | |
|-------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

GRADE
EXPECTATION

18.a.

Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

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

| | | |
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| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 21 | Create written work using standard English grammar, usage, and mechanics. |

GRADE
EXPECTATION

21.a.

Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.

GRADE
EXPECTATION

21.c.

Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

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

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

RELATED
CONTENT /
EXPECTATION

27

Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.

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

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| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
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| STANDARD | | EXPRESSION – SPEAKING |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

| | | |
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| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
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STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|----------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
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| | | |
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| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|----------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

| | | |
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| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |

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

RECURRING STANDARDS FOR GRADES 6-8

| | | |
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| OBJECTIVE / CATEGORY | | Expression |
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| | | |
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| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 3 | Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 9 | Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or 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 – SPEAKING |
| RELATED CONTENT / EXPECTATION | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |

**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 | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|-------|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |

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

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

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| RELATED CONTENT / EXPECTATION | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
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STRAND / DOMAIN **RESEARCH LITERACY**

| | | |
|--------------------------------------|-----------|---|
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

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| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
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STRAND / DOMAIN **VOCABULARY LITERACY**

| | | |
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| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
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| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
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STRAND / DOMAIN **VOCABULARY LITERACY**

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

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| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

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

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| OBJECTIVE / CATEGORY | | Reception |
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| | | |
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| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
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| | | |
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| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
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**STRAND /
DOMAIN**

RECURRING STANDARDS FOR GRADES 6-8

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

CRITICAL LITERACY

| | | |
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| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
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| STANDARD | | RECEPTION – READING |
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| | | |
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| RELATED CONTENT / EXPECTATION | 3 | Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. |
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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 – SPEAKING |
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| RELATED CONTENT / EXPECTATION | 9 | Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements. |
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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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| | | |
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| STANDARD | | RECEPTION – READING |
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| | | |
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| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
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| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
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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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
| 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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|--|-------|---|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
| 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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
| STRAND / DOMAIN | | RESEARCH LITERACY |
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

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

| | | |
|----------|-----|--|
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
|----------|-----|--|

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

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

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

**STRAND /
DOMAIN****CRITICAL LITERACY****OBJECTIVE /
CATEGORY**

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

STANDARD**RECEPTION – READING**

| | | |
|-------------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------------|---|---|

**STRAND /
DOMAIN****CRITICAL LITERACY****OBJECTIVE /
CATEGORY**

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

STANDARD**EXPRESSION – WRITING**

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

| | | |
|----------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|----------------------|------|---|

**STRAND /
DOMAIN****DIGITAL LITERACY****OBJECTIVE /
CATEGORY**

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

STANDARD**RECEPTION – READING**

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------------|----|--|

| | | |
|-------------------------------------|--------------------------|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| STRAND / DOMAIN | DIGITAL LITERACY | |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | DIGITAL LITERACY | |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | LANGUAGE LITERACY | |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | LANGUAGE LITERACY | |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |

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

| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
|-------------------------------------|-------|--|
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |

**STRAND /
DOMAIN****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
| RELATED CONTENT / EXPECTATION | 30 | Read 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****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Reception

| | | |
|----------|-----|--|
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
|----------|-----|--|

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

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Expression

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

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

| | | |
|-------------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------------|---|---|

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

EXPRESSION – WRITING

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

| | | |
|----------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|----------------------|------|---|

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |

**STRAND /
DOMAIN**

DIGITAL LITERACY

| | | |
|-------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |

**STRAND /
DOMAIN**

DIGITAL LITERACY

| | | |
|-------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |

**STRAND /
DOMAIN**

LANGUAGE LITERACY

| | | |
|-------------------------------------|-------|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |

**STRAND /
DOMAIN**

LANGUAGE LITERACY

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

| | | |
|--------------------------------------|-----------|--|
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
|--------------------------------------|-----------|--|

GRADE
EXPECTATION

18.a.

Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

GRADE
EXPECTATION

21.a.

Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.

GRADE
EXPECTATION

21.c.

Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

STRAND / DOMAIN

RESEARCH LITERACY

| | | |
|--------------------------------------|-----------|---|
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

GRADE
EXPECTATION

28.a.

Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

RELATED
CONTENT /
EXPECTATION

29

Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

RELATED
CONTENT /
EXPECTATION

30

Read 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

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------------|----|--|

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|-------------------------------------|------|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| STRAND / DOMAIN | | DIGITAL LITERACY |

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

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
|-------------------------------|----|--|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------|----|---|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|-------------------|-------|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|--------------------------------------|-----------|---|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|-------------------|-------|--|

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|-------------------|-------|--|

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

STRAND / DOMAIN

RESEARCH LITERACY

| | | |
|--------------------------------------|-----------|---|
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
|-------------------|-------|--|

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
|-------------------------------|----|---|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|-------------------------------|----|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 6-8

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

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

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 6-8

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

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

STRAND / DOMAIN CRITICAL LITERACY

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

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

| | | |
|-------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------|---|---|

STRAND / DOMAIN CRITICAL LITERACY

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

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

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

| | | |
|-------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|-------------------|------|---|

STRAND / DOMAIN DIGITAL LITERACY

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

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
|-------------------------------|----|--|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------|----|---|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|-------------------|-------|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|--------------------------------------|-----------|---|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|-------------------|-------|--|

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|-------------------|-------|--|

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
|-------------------------------|----|---|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------|----|--|

UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100

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

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

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

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

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

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

STRAND / DOMAIN **CRITICAL LITERACY**

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

| | | |
|-------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------|---|---|

STRAND / DOMAIN **CRITICAL LITERACY**

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------|---|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

| | | |
|-------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|-------------------|------|---|

STRAND / DOMAIN **DIGITAL LITERACY**

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

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
|-------------------------------|----|--|

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |

| | | |
|-------------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------------|----|---|

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------------|----|--|

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|----------------------|-------|--|

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|----------------------|-------|--|

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|-------------------|-------|--|

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

| | | |
|-----------------------------|-----|--|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

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

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

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

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

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

| | | |
|-------------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------------|---|---|

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

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------------|---|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

| | | |
|----------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|----------------------|------|---|

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

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

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------------|----|--|

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

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

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------------|----|--|

| | | |
|-------------------------------------|-------|--|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
| 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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |

**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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |

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

| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
|-------------------------------------|-------|--|
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |

**STRAND /
DOMAIN****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
| RELATED CONTENT / EXPECTATION | 30 | Read 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****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 6-8

| OBJECTIVE / CATEGORY | | Reception |
|----------------------|-----|--|
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |

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

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 6-8

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

STRAND / DOMAIN CRITICAL LITERACY

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------|---|---|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

STRAND / DOMAIN CRITICAL LITERACY

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------|------|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |

STRAND / DOMAIN DIGITAL LITERACY

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

| | | |
|-------------------------------------|-------|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|----------------------|-------|--|

**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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
|-------------------------------------|----|--|

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

| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
|-------------------------------------|----|--|
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
|----------------------|-------|--|

**STRAND /
DOMAIN****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|---|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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 | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

| | | |
|-------------------------------------|-----|---|
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R3. | Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |

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

| | | |
|-------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|-------------------|------|---|

STRAND / DOMAIN

DIGITAL LITERACY

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

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------|----|--|

STRAND / DOMAIN

DIGITAL LITERACY

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

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
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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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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 | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

| | | |
|-------------------------------------|------|---|
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| STRAND / DOMAIN | | DIGITAL LITERACY |

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------|----|---|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|-------------------|-------|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|-------------------|-------|--|

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

STRAND / DOMAIN

RESEARCH LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
|-------------------|-------|--|

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-------------------------------|----|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

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

STRAND / DOMAIN

CRITICAL LITERACY

| | | |
|-------------------------------|---|---|
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

| | | |
|-------------------------------------|-------|--|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|----------------------|-------|--|

**STRAND /
DOMAIN****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 7: INVENTIVE WRITING Week 15 Page 155-163**Alabama Courses of Study****Language Arts****Grade 7 - Adopted: 2021/Effective 2022****STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 6-8**

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

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

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

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

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

| | | |
|-------------------------------------|------|--|
| RELATED CONTENT / EXPECTATION | 3 | Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| 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 | 9 | Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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

16

Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

GRADE
EXPECTATION

17.c.

Evaluate the functions of phrases and clauses in general and their function in specific sentences.

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

GRADE
EXPECTATION

18.a.

Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

GRADE
EXPECTATION

21.a.

Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.

GRADE
EXPECTATION

21.c.

Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

**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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

| | | |
|-----------------------------|-----|--|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

STRAND / DOMAIN

CRITICAL LITERACY

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------|---|---|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

STRAND / DOMAIN

CRITICAL LITERACY

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------|---|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

GRADE EXPECTATION

7.b.

Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

STRAND / DOMAIN

DIGITAL LITERACY

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
|-------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |

RELATED CONTENT / EXPECTATION

11

Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.

STRAND / DOMAIN

DIGITAL LITERACY

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |

RELATED CONTENT / EXPECTATION

15

Utilize digital tools and/or products to enhance meaning.

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN **LANGUAGE LITERACY**

| | | |
|--------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|-------------------|-------|--|

STRAND / DOMAIN **LANGUAGE LITERACY**

| | | |
|--------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|-------------------|-------|--|

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|-------------------|-------|--|

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |

STRAND / DOMAIN

RESEARCH LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |

GRADE EXPECTATION

28.a.

Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|----------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

RELATED CONTENT / EXPECTATION

29

Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

RELATED CONTENT / EXPECTATION

30

Read 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

VOCABULARY LITERACY

| | | |
|----------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

RELATED CONTENT / EXPECTATION

32

Apply vocabulary in writing to convey and enhance meaning.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

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

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

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

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

STRAND / DOMAIN

CRITICAL LITERACY

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

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

RELATED CONTENT / EXPECTATION 1 Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

STRAND / DOMAIN

CRITICAL LITERACY

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

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

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

GRADE EXPECTATION 7.b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

STRAND / DOMAIN

DIGITAL LITERACY

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

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

RELATED CONTENT / EXPECTATION 10 Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.

RELATED CONTENT / EXPECTATION 11 Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------|----|---|

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
|-------------------------------|----|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
|-------------------|-------|--|

STRAND / DOMAIN

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
|-------------------|-------|--|

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |

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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------|----|--|

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

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

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

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

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

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

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

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

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

| | | |
|-------------------------------------|---|---|
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
|-------------------------------------|---|---|

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

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------------|---|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |

| | | |
|----------------------|------|---|
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
|----------------------|------|---|

| | | |
|----------------------|------|--|
| GRADE EXPECTATION | 7.c. | Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources. |
|----------------------|------|--|

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

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

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
|-------------------------------------|----|--|

| | | |
|-------------------------------------|--------------------------|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| STRAND / DOMAIN | DIGITAL LITERACY | |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | DIGITAL LITERACY | |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | LANGUAGE LITERACY | |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | LANGUAGE LITERACY | |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

| | | |
|----------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|----------------------|-------|--|

**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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
|-------------------------------------|----|--|

**STRAND /
DOMAIN****VOCABULARY LITERACY**

| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
|-------------------------------------|----|---|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization. |
|-------------------------------------|----|--|

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

Alabama Courses of Study**Language Arts**

Grade 7 - Adopted: 2021/Effective 2022

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

| OBJECTIVE / CATEGORY | | Reception |
|-------------------------------|---|--|
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| STRAND / DOMAIN | RECURRING STANDARDS FOR GRADES 6-8 | |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | CRITICAL LITERACY | |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
| STRAND / DOMAIN | CRITICAL LITERACY | |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| STRAND / DOMAIN | DIGITAL LITERACY | |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| RELATED CONTENT / EXPECTATION | 12 | Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources. |

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

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

| | | |
|-------------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
|-------------------------------------|----|---|

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|-------|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |

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

| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
|-------------------------------------|-------|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |

**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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
|-------------------|-------|--|

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
|-------------------|-------|--|

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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
|-------------------------------|----|---|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
|-------------------------------|----|--|

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------|----|---|
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
|-------------------------------|----|---|

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------|----|--|

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Reception

STANDARD

R2.

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

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Expression

STANDARD

R4.

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

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

1

Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

7

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

GRADE
EXPECTATION

7.b.

Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

10

Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.

| | | |
|-------------------------------------|-------|--|
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| RELATED CONTENT / EXPECTATION | 12 | Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |

| | | |
|--------------------------------------|-----------|--|
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
|--------------------------------------|-----------|--|

GRADE
EXPECTATION

18.a.

Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

GRADE
EXPECTATION

21.a.

Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.

GRADE
EXPECTATION

21.c.

Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |

RELATED
CONTENT /
EXPECTATION

27

Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

RELATED
CONTENT /
EXPECTATION

29

Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

RELATED
CONTENT /
EXPECTATION

30

Read 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

VOCABULARY LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------------|----|--|

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
|-------------------------------------|------|---|
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |
| RELATED CONTENT / EXPECTATION | 4 | Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |

**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 |

| | | |
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| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| RELATED CONTENT / EXPECTATION | 12 | Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources. |

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

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

| | | |
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| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |

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

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

| | | |
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| RELATED CONTENT / EXPECTATION | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

| | | |
|-------------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
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| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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 | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

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| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Reception |
| STANDARD | R1. | Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. |
| STANDARD | R2. | Use context clues to determine meanings of unfamiliar spoken or written words. |
| STRAND / DOMAIN | | RECURRING STANDARDS FOR GRADES 6-8 |
| OBJECTIVE / CATEGORY | | Expression |
| STANDARD | R4. | Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. |
| STRAND / DOMAIN | | CRITICAL LITERACY |
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 3 | Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. |
| RELATED CONTENT / EXPECTATION | 4 | Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood. |

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

| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
|-------------------------------------|------|---|
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.a. | Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback). |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |

**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 | 9 | Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements. |

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

| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
|-------------------------------------|----|--|
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
| RELATED CONTENT / EXPECTATION | 12 | Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources. |

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

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

| | | |
|-------------------------------------|-------|--|
| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
| STRAND / DOMAIN | | DIGITAL LITERACY |
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |
| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
| STRAND / DOMAIN | | LANGUAGE LITERACY |
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
| 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 | 21 | Create written work using standard English grammar, usage, and mechanics. |
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |

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| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
| 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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
| STRAND / DOMAIN | | RESEARCH LITERACY |
| OBJECTIVE / CATEGORY | | Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes. |
| STANDARD | | EXPRESSION – SPEAKING |
| RELATED CONTENT / EXPECTATION | 28 | Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. |
| GRADE EXPECTATION | 28.a. | Collect information through the research process to answer follow-up questions and participate in discussions about their research findings. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |
| STRAND / DOMAIN | | VOCABULARY LITERACY |
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Reception

STANDARD

R2.

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

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 6-8

OBJECTIVE / CATEGORY

Expression

STANDARD

R4.

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

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

3

Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.

RELATED
CONTENT /
EXPECTATION

4

Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

STANDARD

EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

7

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

GRADE
EXPECTATION

7.a.

Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).

GRADE
EXPECTATION

7.b.

Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

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

| STANDARD | | EXPRESSION – SPEAKING |
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| RELATED CONTENT / EXPECTATION | 9 | Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements. |
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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. |
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| STANDARD | | RECEPTION – READING |
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| | | |
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| RELATED CONTENT / EXPECTATION | 10 | Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. |
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| RELATED CONTENT / EXPECTATION | 11 | Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. |
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| RELATED CONTENT / EXPECTATION | 12 | Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources. |
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**STRAND /
DOMAIN**

DIGITAL LITERACY

| | | |
|-------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. |
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| STANDARD | | EXPRESSION – WRITING |
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| | | |
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| RELATED CONTENT / EXPECTATION | 14 | Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. |
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| RELATED CONTENT / EXPECTATION | 15 | Utilize digital tools and/or products to enhance meaning. |
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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. |
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| STANDARD | | EXPRESSION – SPEAKING |
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| RELATED CONTENT / EXPECTATION | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
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**STRAND /
DOMAIN**

LANGUAGE LITERACY

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 17 | Identify the conventions of standard English grammar and usage in writing. |

| | | |
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| GRADE EXPECTATION | 17.c. | Evaluate the functions of phrases and clauses in general and their function in specific sentences. |
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STRAND / DOMAIN **LANGUAGE LITERACY**

| | | |
|-------------------------------|----|--|
| OBJECTIVE / CATEGORY | | Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 18 | Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 18.a. | Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing. |
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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 | 21 | Create written work using standard English grammar, usage, and mechanics. |

| | | |
|-------------------|-------|--|
| GRADE EXPECTATION | 21.a. | Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
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| | | |
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| GRADE EXPECTATION | 21.c. | Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. |
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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 | 26 | Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. |
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| | | |
|-------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 27 | Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. |
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STRAND / DOMAIN **VOCABULARY LITERACY**

| | | |
|-------------------------------|----|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 29 | Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. |

STRAND / DOMAIN

VOCABULARY LITERACY

| | | |
|-------------------------------|----|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273

Alabama Courses of Study

Language Arts

Grade 7 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

CRITICAL LITERACY

| | | |
|-------------------------------|---|---|
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | RECEPTION – READING |
| RELATED CONTENT / EXPECTATION | 1 | Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. |

STRAND / DOMAIN

CRITICAL LITERACY

| | | |
|-------------------------------|------|---|
| OBJECTIVE / CATEGORY | | Process and employ information for a variety of academic, occupational, and personal purposes. |
| STANDARD | | EXPRESSION – WRITING |
| RELATED CONTENT / EXPECTATION | 7 | Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. |
| GRADE EXPECTATION | 7.b. | Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |

STRAND / DOMAIN

DIGITAL LITERACY

| | | |
|-----------------------------|--|--|
| OBJECTIVE / CATEGORY | | Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared 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 products that are appropriate in subject, occasion, audience, purpose, and tone. |
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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 | 16 | Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. |
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**STRAND /
DOMAIN**

VOCABULARY LITERACY

| | | |
|-------------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | RECEPTION – READING |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 30 | Read 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**

VOCABULARY LITERACY

| | | |
|-------------------------|--|---|
| OBJECTIVE / CATEGORY | | Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion. |
| STANDARD | | EXPRESSION – WRITING |

| | | |
|-------------------------------------|----|--|
| RELATED CONTENT / EXPECTATION | 32 | Apply vocabulary in writing to convey and enhance meaning. |
|-------------------------------------|----|--|