Main Criteria: Structure and Style for Students

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 10

Structure and Style for Students

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

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

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

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	**9**	**Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.**
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	10	Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	15	Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		**LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

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

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

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**EXPRESSION – SPEAKING**
RELATED CONTENT / EXPECTATION	10	Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.

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

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

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

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

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

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

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

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

STRAND / DOMAIN		**LANGUAGE LITERACY**
OBJECTIVE / CATEGORY		**Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.**
STANDARD		**EXPRESSION – SPEAKING**

RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**
STANDARD		**EXPRESSION – SPEAKING**
RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**EXPRESSION – SPEAKING**
RELATED CONTENT / EXPECTATION	10	Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.

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

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

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

STRAND / DOMAIN		LANGUAGE LITERACY

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

STRAND / DOMAIN		LANGUAGE LITERACY

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

RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

STRAND / DOMAIN		RESEARCH LITERACY

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

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

STRAND / DOMAIN		RESEARCH LITERACY

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

RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception

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

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression

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

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

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

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

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

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

RELATED CONTENT / EXPECTATION	**9**	**Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.**
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**EXPRESSION – SPEAKING**
RELATED CONTENT / EXPECTATION	10	Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		**EXPRESSION – WRITING**
RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		**EXPRESSION – SPEAKING**
RELATED CONTENT / EXPECTATION	15	Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		**LANGUAGE LITERACY**

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

STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	20	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

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

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

STRAND / DOMAIN		DIGITAL LITERACY

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

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

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

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

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

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

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

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

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

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

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

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

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

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

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

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

RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.a.	Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
STRAND / DOMAIN		DIGITAL LITERACY

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

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

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Alabama Courses of Study

Language Arts

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

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

STRAND / DOMAIN		**DIGITAL LITERACY**

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

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

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

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

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

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

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

STRAND / DOMAIN		LANGUAGE LITERACY

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

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

STRAND / DOMAIN		RESEARCH LITERACY

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

RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies to locate credible sources.

STRAND / DOMAIN		RESEARCH LITERACY

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

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

RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN	RECURRING STANDARDS FOR GRADES 9-12

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

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

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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		**RECURRING STANDARDS FOR GRADES 9-12**
OBJECTIVE / CATEGORY		**Expression**
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

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

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

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

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Alabama Courses of Study
Language Arts
Grade **10** - Adopted: **2021/Effective 2022**

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

STRAND / DOMAIN		CRITICAL LITERACY

OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		**DIGITAL LITERACY**
OBJECTIVE / CATEGORY		**Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies to locate credible sources.
STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**
STANDARD		**EXPRESSION – WRITING**
RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

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

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

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

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Alabama Courses of Study

Language Arts

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

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

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

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

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

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

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

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

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

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

| RELATED CONTENT / EXPECTATION | 22 | Use a variety of search tools and research strategies to locate credible sources. |

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

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

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

| RELATED CONTENT / EXPECTATION | 25 | Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide. |

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

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Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

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

GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

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

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

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

STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies to locate credible sources.

STRAND / DOMAIN		**RESEARCH LITERACY**
OBJECTIVE / CATEGORY		**Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		**RECURRING STANDARDS FOR GRADES 9-12**
OBJECTIVE / CATEGORY		**Expression**
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**EXPRESSION – WRITING**

RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.
GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
GRADE EXPECTATION	9.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

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

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

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

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

RELATED CONTENT / EXPECTATION	22	Use a variety of search tools and research strategies to locate credible sources.

STRAND / DOMAIN		RESEARCH LITERACY

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

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception

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

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression

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

STRAND / DOMAIN		CRITICAL LITERACY

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

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

STRAND / DOMAIN		**CRITICAL LITERACY**

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

STRAND / DOMAIN		**DIGITAL LITERACY**

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

STRAND / DOMAIN		**DIGITAL LITERACY**

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

STRAND / DOMAIN		**LANGUAGE LITERACY**

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

RELATED CONTENT / EXPECTATION	16	Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

STRAND / DOMAIN		**RESEARCH LITERACY**

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

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

RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

OBJECTIVE / CATEGORY		Reception

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

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

OBJECTIVE / CATEGORY		Expression

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**

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

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.

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

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

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

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

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

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

STRAND / DOMAIN		**RESEARCH LITERACY**

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

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**

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

RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

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

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

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

STRAND / DOMAIN		DIGITAL LITERACY

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

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

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Alabama Courses of Study

Language Arts

Grade **10** - Adopted: **2021/Effective 2022**

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

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

STRAND / DOMAIN		CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	4	Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
RELATED CONTENT / EXPECTATION	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
RELATED CONTENT / EXPECTATION	6	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

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

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

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

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

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

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

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

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

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Alabama Courses of Study

Language Arts

Grade **10** - 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	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STRAND / DOMAIN		**CRITICAL LITERACY**

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

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

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