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

Subject: Language Arts
Grade: 10

### Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

#### Alabama Courses of Study Language Arts

Grade 10 - Adopted: 2021/Effective 2022

<b>STRAND</b>	I
DOMAIN	

**EXPECTATION** 

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

DOMAIN		
OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
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 /	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task purpose, and audience

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

GRADE EXPECTATION	9.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.

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

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

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.
CONTENT /	9.b.	are clear and coherent, use an appropriate command of language, and demonstrate development,
CONTENT / EXPECTATION GRADE		are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively
GRADE EXPECTATION  STRAND /		are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.
GRADE EXPECTATION  STRAND / DOMAIN		are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  CRITICAL LITERACY
GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY		are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  CRITICAL LITERACY  Process and employ information for a variety of academic, occupational, and personal purposes.
CONTENT / EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY  STANDARD  RELATED CONTENT /	9.b.	are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  CRITICAL LITERACY  Process and employ information for a variety of academic, occupational, and personal purposes.  EXPRESSION - SPEAKING  Present research findings to peers, either formally or informally, integrating credible, accurate information from
GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY  STANDARD  RELATED CONTENT / EXPECTATION	9.b.	are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  CRITICAL LITERACY  Process and employ information for a variety of academic, occupational, and personal purposes.  EXPRESSION – SPEAKING  Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.
GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY  STANDARD  RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  OBJECTIVE /	9.b.	are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.  Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  CRITICAL LITERACY  Process and employ information for a variety of academic, occupational, and personal purposes.  EXPRESSION - SPEAKING  Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.  DIGITAL LITERACY  Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,

STRAND / DIGITAL LITERACY DOMAIN

EXPECTATION

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

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 / CRITICAL LITERACY

**EXPECTATION** 

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 /	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
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

Grade  $\bf 10$  - Adopted:  $\bf 2021/\!Effective~2022$ 

STRAND /	
DOMAIN	

STANDARD

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

RECEPTION - READING

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

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

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

OBJECTIVE / CATEGORY	Reception		
CALEGORY			

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

English conventions when indicated or appropriate.

CONTENT / EXPECTATION

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**

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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit 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  $\bf 10$  - Adopted:  $\bf 2021/\!Effective~2022$ 

#### STRAND / DOMAIN

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

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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit 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 8 Page 91-100
		Alabama Courses of Study  Language Arts  Crode 10. Adopted: 2021/Effective 2022
		Grade 10 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING ST ANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	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

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.

#### UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

# Alabama Courses of Study Language Arts

Grade  $\bf 10$  - Adopted:  $\bf 2021/\!Effective~2022$ 

#### STRAND / DOMAIN

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

RELATED CONTENT / EXPECTATION	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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine 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  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		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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit 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

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.
CONTENT /	5	Analyze how an author's cultural perspective influences style, language, and themes.  Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.
CONTENT / EXPECTATION  RELATED CONTENT /		

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

**EXPECTATION** 

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

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.

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

STRAND /

**CRITICAL LITERACY** 

DBJECTIVE / CATEGORY Use technology, including the internet, to research, analyze, produce, publish, and update individual or shared writing products; a king advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD RELATED 12 Interpret digital texts to determine subject, occasion, audience, purpose, lone, and credibility.  STRAND / DOMAIN  STRAND / DIGITAL LITERACY  DIGITAL LITERACY  DISPACE A 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 14 Constant)  STRAND / DOMAIN  LANGUAGE LITERACY  DOMAIN  CARGORY Recognize and edit collaborative digital texts that are suitable in purpose and time for their intended audience and occasion.  LANGUAGE LITERACY  DOMAIN  CATEGORY Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD EXPRESSION - WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence streture.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  Use a variety of search tools and research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  Use a variety of search tools and research strategies to locate credible sources.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESE	STRAND / DOMAIN		DIGITAL LITERACY
RELATED CONTENT/ EXPECTATION  DIGITAL LITERACY  DIGITAL LITERACY  Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD  EXPRESSION – WRITING  RELATED CONTENT/ EXPECTATION  LANGUAGE LITERACY  DIGITAL LITERACY  Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD  EXPRESSION – WRITING  RECATED CONTENT/ EXPECTATION  LANGUAGE LITERACY  DAISON ENT / EXPECTATION  EXPRESSION – WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including phorocomposity of language.  STANDARD  EXPRESSION – WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including phorocomposity of language, and effective sentence structure.  GRADE 19 Exhibit stylistic consistency in writing.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / CONTENT / EXPECTATION  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  CREATED 22  Lise a variety of search biols and research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			or shared writing products, taking advantage of technology's capacity to link to other information,
STRAND / DOMAIN  DIGITAL LITERACY  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  EXPRESSION - WRITING  RELATED  COMIENT / EXPECTATION  Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STRAND / DOMAIN  LANGUAGE LITERACY  DIGITAL LITERACY  DIGITAL LITERACY  TO STRAND / DOMAIN  LANGUAGE LITERACY  Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  Apply conventions of language to communicate effectively with a target audience, including purcutation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit sylistic consistency in writing.  STRAND / RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RELATED 22  CONTENT / EXPECTATION  RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN  DISTAND / RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DISTAND / RESEARCH LITERACY	STANDARD		RECEPTION - READING
DOMAIN  OBJECTIVE / Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STANDARD   EXPRESSION - WRITING  RELATED 14   Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STRAND / DOMAIN  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 / STANDARD   SECRETION   STANDARD   STANDARD   SECRETION   SECRETION   STANDARD   SECRETION   SECRETIO	CONTENT /	12	Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  EXPRESSION - WRITING  RELATED 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 / Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD  EXPRESSION - WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit stylistic consistency in writing.  STRAND / RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RECATED 22 Use a variety of search tools and research strategies to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STRAND / DOMAIN  OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			DIGITAL LITERACY
RELATED CONTENT / EXPECTATION  Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STRAND / DOMAIN  DBJECTIVE / 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  PAPPLY 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  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  RECEPTION - READING  RECEPTION - READING  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research strategies to locate credible sources.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			or shared writing products, taking advantage of technology's capacity to link to other information,
CONTENT / EXPECTATION  STRAND / DOMAIN  DBJECTIVE / 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  PApply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  STAND / DOMAIN  STRAND / DOMAIN  RESEARCH LITERACY  Bright findings in multiple modes.  STANDARD  RECEPTION - READING  RECEPTION - READING  RESEARCH LITERACY  Use a variety of search tools and research strategies to locate credible sources.  STRAND / DOMAIN  RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  Bright findings in multiple modes.  STRAND / DOMAIN  RESEARCH LITERACY  Bright findings in multiple modes.  STRAND / DOMAIN  RESEARCH LITERACY  Bright findings in multiple modes.	STANDARD		EXPRESSION - WRITING
DOMAIN  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 /	14	
STANDARD  EXPRESSION - WRITING  RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RESEARCH LITERACY  CONTENT / EXPECTATION  RESEARCH LITERACY  CONTENT / EXPECTATION  RESEARCH LITERACY  CATEGORY  RESEARCH LITERACY  CATEGORY  RECEPTION - READING  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATE			LANGUAGE LITERACY
RELATED CONTENT / EXPECTATION  19			
CONTENT / EXPECTATION punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit stylistic consistency in writing.  STRAND / DOMAIN  OBJECTIVE / CATEGORY  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RECEPTION - READING  RECEPTION - READING  STANDARD  Use a variety of search tools and research strategies to locate credible sources.  STAND / DOMAIN  STRAND / DOMAIN  RESEARCH LITERACY  OBJECTIVE / CATEGORY  CATEGORY  CATEGORY  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
STRAND / DOMAIN  OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STANDARD  RECEPTION - READING  RELATED 22 Use a variety of search tools and research strategies to locate credible sources.  STRAND / EXPECTATION  RESEARCH LITERACY  OBJECTIVE / CATEGORY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.	CONTENT /	19	punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence
DOMAIN  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 22 Use a variety of search tools and research strategies to locate credible sources.  STAND / EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.		19.a.	Exhibit stylistic consistency in writing.
CATEGORY  Credible findings in multiple modes.  RECEPTION - READING  RELATED CONTENT / EXPECTATION  COMAIN  RESEARCH LITERACY  COBJECTIVE / CATEGORY  Credible findings in multiple modes.  RESEARCH LITERACY  Content / Category			RESEARCH LITERACY
RELATED 22 Use a variety of search tools and research strategies to locate credible sources.  CONTENT / EXPECTATION  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.			
CONTENT / EXPECTATION  STRAND / DOMAIN  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
OBJECTIVE / CATEGORY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.	CONTENT /	22	Use a variety of search tools and research strategies to locate credible sources.
CATEGORY credible findings in multiple modes.			RESEARCH LITERACY
STANDARD EXPRESSION - WRITING			
	STANDARD		EXPRESSION - WRITING

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

suitable for a particular target audience and purpose.

RELATED

CONTENT /

EXPECTATION

24

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 7: INVENTIVE WRITING Week 13 Page 143-150
		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.
		UNIT 7: INVENTIVE WRITING Week 14 Page 151-156
		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 /	5	Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

**EXPECTATION** 

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 /	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 7: INVENTIVE WRITING Week 15 Page 157-160

Alabama Courses of Study

Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

EXPECTATION

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		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 /	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

# STRAND / CRITICAL LITERACY DOMAIN

EXPECTATION

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 8: FORMAL ESSAY MODELS Week 17 Page 167-174

#### Alabama Courses of Study Language Arts

Grade 10 - Adopted: 2021/Effective 2022

<b>STRAND</b>	I
DOMAIN	

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze 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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	14	Create and edit 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.

Grade 10 - Adopted: 2021/Effective 2022

<b>STRAND</b>	I
DOMAIN	

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	3	Analyze how an author's cultural perspective influences style, language, and themes.
RELATED CONTENT / EXPECTATION	5	Analyze 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

**EXPECTATION** 

presented.

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 8: FORMAL ESSAY MODELS Week 19 Page 185-188

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

		Grade 10 - Adopted. 2021Effective 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	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

DBJECTIVE / CATEGORY Use technology, including the internet, to research, analyze, produce, publish, and update individual or shared writing products; a king advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD RELATED 12 Interpret digital texts to determine subject, occasion, audience, purpose, lone, and credibility.  STRAND / DOMAIN  STRAND / DIGITAL LITERACY  DIGITAL LITERACY  DISPACE A 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 14 Constant)  STRAND / DOMAIN  LANGUAGE LITERACY  DOMAIN  CARGORY Recognize and edit collaborative digital texts that are suitable in purpose and time for their intended audience and occasion.  LANGUAGE LITERACY  DOMAIN  CATEGORY Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD EXPRESSION - WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence streture.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  Use a variety of search tools and research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  Use a variety of search tools and research strategies to locate credible sources.  STANDARD RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DOMAIN RESE	STRAND / DOMAIN		DIGITAL LITERACY
RELATED CONTENT/ EXPECTATION  DIGITAL LITERACY  DIGITAL LITERACY  Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD  EXPRESSION – WRITING  RELATED CONTENT/ EXPECTATION  LANGUAGE LITERACY  DIGITAL LITERACY  Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  STANDARD  EXPRESSION – WRITING  RECATED CONTENT/ EXPECTATION  LANGUAGE LITERACY  DAISON ENT / EXPECTATION  EXPRESSION – WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including phorocomposity of language.  STANDARD  EXPRESSION – WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including phorocomposity of language, and effective sentence structure.  GRADE 19 Exhibit stylistic consistency in writing.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / CONTENT / EXPECTATION  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  CREATED 22  Lise a variety of search biols and research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			or shared writing products, taking advantage of technology's capacity to link to other information,
STRAND / DOMAIN  DIGITAL LITERACY  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  DIGITAL LITERACY  DOMAIN  EXPRESSION - WRITING  RELATED  COMIENT / EXPECTATION  Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STRAND / DOMAIN  LANGUAGE LITERACY  DIGITAL LITERACY  DIGITAL LITERACY  TO STRAND / DOMAIN  LANGUAGE LITERACY  Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  EXPRESSION - WRITING  RELATED / SAPPLY CONVENTION (STANDARD)  Apply conventions of language to communicate effectively with a target audience, including purcutation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit sylistic consistency in writing.  STRAND / RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RELATED 22  CONTENT / EXPECTATION  RESEARCH LITERACY  DOMAIN  RESEARCH LITERACY  DOMAIN  DISTAND / RESEARCH LITERACY  DOMAIN RESEARCH LITERACY  DISTAND / RESEARCH LITERACY	STANDARD		RECEPTION - READING
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or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.  EXPRESSION - WRITING  RELATED 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 / Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.  STANDARD  EXPRESSION - WRITING  RELATED 19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit stylistic consistency in writing.  STRAND / RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RECATED 22 Use a variety of search tools and research strategies to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STRAND / DOMAIN  OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			DIGITAL LITERACY
RELATED CONTENT / EXPECTATION  Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  STRAND / DOMAIN  DBJECTIVE / 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  PAPPLY 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  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / CATEGORY  RECEPTION - READING  RECEPTION - READING  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research strategies to locate credible sources.  STRAND / DOMAIN  RESEARCH LITERACY  DOBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.			or shared writing products, taking advantage of technology's capacity to link to other information,
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STANDARD  EXPRESSION - WRITING  RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RESEARCH LITERACY  CONTENT / EXPECTATION  RESEARCH LITERACY  CONTENT / EXPECTATION  RESEARCH LITERACY  CATEGORY  RESEARCH LITERACY  CATEGORY  RECEPTION - READING  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATEGORY  CATEGORY  RESEARCH LITERACY  CATEGORY  CATE			LANGUAGE LITERACY
RELATED CONTENT / EXPECTATION  19			
CONTENT / EXPECTATION punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.  GRADE 19.a. Exhibit stylistic consistency in writing.  STRAND / DOMAIN  OBJECTIVE / CATEGORY  RESEARCH LITERACY  DOMAIN  RECEPTION - READING  RECEPTION - READING  RECEPTION - READING  STANDARD  Use a variety of search tools and research strategies to locate credible sources.  STAND / DOMAIN  STRAND / DOMAIN  RESEARCH LITERACY  OBJECTIVE / CATEGORY  CATEGORY  CATEGORY  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
STRAND / DOMAIN  OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  STANDARD  RECEPTION - READING  RELATED 22 Use a variety of search tools and research strategies to locate credible sources.  STRAND / EXPECTATION  RESEARCH LITERACY  OBJECTIVE / CATEGORY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.	CONTENT /	19	punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence
DOMAIN  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 22 Use a variety of search tools and research strategies to locate credible sources.  STAND / EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.		19.a.	Exhibit stylistic consistency in writing.
CATEGORY  Credible findings in multiple modes.  RECEPTION - READING  RELATED CONTENT / EXPECTATION  COMAIN  RESEARCH LITERACY  COBJECTIVE / CATEGORY  Credible findings in multiple modes.  RESEARCH LITERACY  Content / Category			RESEARCH LITERACY
RELATED 22 Use a variety of search tools and research strategies to locate credible sources.  CONTENT / EXPECTATION  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.			
CONTENT / EXPECTATION  STRAND / DOMAIN  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
OBJECTIVE / CATEGORY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.	CONTENT /	22	Use a variety of search tools and research strategies to locate credible sources.
CATEGORY credible findings in multiple modes.			RESEARCH LITERACY
STANDARD EXPRESSION - WRITING			
	STANDARD		EXPRESSION - WRITING

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

suitable for a particular target audience and purpose.

RELATED

CONTENT /

EXPECTATION

24

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 9: FORMAL CRITIQUE Week 20 Page 189-228
		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.
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#### Alabama Courses of Study

#### Language Arts

Grade 10 - Adopted: 2021/Effective 2022

STRAND	I
DOMAIN	

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

#### **DOMAIN** OBJECTIVE / Use technology, including the Internet, to research, analyze, produce, publish, and update individual CATEGORY or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. **STANDARD RECEPTION - READING RELATED** 12 Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility. CONTENT / **EXPECTATION** STRAND / **DIGITAL LITERACY DOMAIN OBJECTIVE /** Use technology, including the Internet, to research, analyze, produce, publish, and update individual CATEGORY or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. **STANDARD EXPRESSION - WRITING RELATED** 14 Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and CONTENT / occasion **EXPECTATION DIGITAL LITERACY** STRAND / **DOMAIN** OBJECTIVE / Use technology, including the Internet, to research, analyze, produce, publish, and update individual CATEGORY or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically. **STANDARD EXPRESSION - SPEAKING RELATED** 15 Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended CONTENT audience and occasion **EXPECTATION** RESEARCH LITERACY STRAND / **DOMAIN** OBJECTIVE / Engage in inquiry through the research process to locate, acquire, refine, and present relevant and CATEGORY credible findings in multiple modes. **STANDARD EXPRESSION - WRITING** RELATED 24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language CONTENT / suitable for a particular target audience and purpose. **EXPECTATION** RFI ATFD 25 Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries CONTENT / that consistently follow a particular style guide. **EXPECTATION RFI ATFD** 26 Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-CONTENT / scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution **EXPECTATION** to a problem

STRAND /

**DIGITAL LITERACY** 

<b>STRAND</b>	ı
DOMAIN	

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

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

#### STRAND / DOMAIN

**EXPECTATION** 

introduce and develop topics.

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	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively

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		DIGIT AL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information,
		people, and resources and to display information flexibly and dynamically.
STANDARD		people, and resources and to display information flexibly and dynamically.  EXPRESSION – SPEAKING
ST ANDARD  RELATED CONTENT / EXPECTATION	15	
RELATED CONTENT /	15	EXPRESSION – SPEAKING  Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended
RELATED CONTENT / EXPECTATION STRAND /	15	EXPRESSION – SPEAKING  Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  OBJECTIVE /	15	EXPRESSION – SPEAKING  Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  RESEARCH LITERACY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and
RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY	15	EXPRESSION – SPEAKING  Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  RESEARCH LITERACY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
RELATED CONTENT / EXPECTATION  STRAND / DOMAIN  OBJECTIVE / CATEGORY  STANDARD  RELATED CONTENT /		EXPRESSION – SPEAKING  Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  RESEARCH LITERACY  Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.  EXPRESSION – WRITING  Utilize responsible and ethical research practices to write clear, coherent products with a command of language

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

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	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.

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  $\frac{1}{2}$ 

CONTENT /

RELATED

CONTENT /

**EXPECTATION** 

**EXPECTATION** 

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to a problem.