Main Criteria: University-Ready Writing

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 11

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

Alabama Courses of Study

Language Arts

Grade 11 - 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 explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Alabama Courses of Study

Language Arts

Grade **11** - 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	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	5	Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
RELATED CONTENT / EXPECTATION	7	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	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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	13	Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.
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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	18	Create and deliver an oral presentation, created collaboratively from individual contributions, 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	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English 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		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, 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		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources 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	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Alabama Courses of Study

Language Arts

Grade **11** - 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 explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

Alabama Courses of Study

Language Arts

Grade **11** - 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.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

Alabama Courses of Study

Language Arts

Grade **11** - 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.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	18	Create and deliver an oral presentation, created collaboratively from individual contributions, 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	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English 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		**RECEPTION – LISTENING**

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, 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		**EXPRESSION – WRITING**

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the 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	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Alabama Courses of Study

Language Arts

Grade **11** - 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		**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**EXPRESSION – WRITING**
RELATED CONTENT / EXPECTATION	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	**22**	**Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**

GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Alabama Courses of Study

Language Arts

Grade **11** - 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.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	18	Create and deliver an oral presentation, created collaboratively from individual contributions, 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	**22**	**Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English 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		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, 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		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources 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	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

Alabama Courses of Study

Language Arts

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

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

STRAND / DOMAIN		**CRITICAL LITERACY**
OBJECTIVE / CATEGORY		**Process and employ information for a variety of academic, occupational, and personal purposes.**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Alabama Courses of Study

Language Arts

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

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Expression
STANDARD	R4.	Use digital and electronic tools appropriately, safely, and ethically.

STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	7	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.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

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	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

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	13	Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 10: Thesis Statement; Abstract, p. 84-98

Alabama Courses of Study

Language Arts

Grade 11 - 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.

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	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	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 9-12
OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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 explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

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	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	18	Create and deliver an oral presentation, created collaboratively from individual contributions, 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	22	Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Alabama Courses of Study

Language Arts

Grade **11** - 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 explicitly exhibits his/her cultural perspective in developing style and meaning.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

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	**11**	**Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

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	15	Analyze digital texts and evaluate their effectiveness in terms of 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	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal 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	**22**	**Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
GRADE EXPECTATION	22.a.	Exhibit stylistic complexity and sophistication 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	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.