

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Nine*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 108 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Nine Content Standards

Each content area completes the stem "Students will..."

Critical Literacy

<i>Process and employ information for a variety of academic, occupational, and personal purposes</i>					<i>Citations</i>
1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.	1	2	3	4	IE
2. Analyze information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>	1	2	3	4	IE
3. Analyze how an author's cultural perspective influences style, language, and themes.	1	2	3	4	IE
4. Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.	1	2	3	4	IE
5. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.	1	2	3	4	IE
6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.	1	2	3	4	IE
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.	1	2	3	4	IE

<p>8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.</p>	1	
<p>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.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.</p> <p><i>Examples: dialogue, pacing, description, reflection</i></p> <p>b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.</p> <p><i>Examples: relevant and sufficient facts, extended definitions, concrete details, quotations</i></p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.</p>	1	
<p>10. Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.</p> <p>11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	1	
<p>Digital Literacy</p> <p><i>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.</i></p>	1	<i>Chattions</i>
<p>12. Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.</p>	1	2 3 4 IE

13. Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.	1	2	3	4	IE	
14. Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.	1	2	3	4	IE	
15. Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.	1	2	3	4	IE	

Language Literacy

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

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.	1	2	3	4	IE	
17. Classify formality of language in order to comprehend, interpret, and respond appropriately.	1	2	3	4	IE	
18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.	1	2	3	4	IE	
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. <ol style="list-style-type: none"> a. Exhibit stylistic consistency in writing. 	1	2	3	4	IE	
20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.	1	2	3	4	IE	

Research Literacy

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

21. Locate and determine the usefulness of relevant and credible information	1	2	3	4	IE	<i>Citations</i>
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to answer a question, solve a problem, or defend a position.					
22. Use a variety of search tools and research strategies. <i>Examples: library databases, search engines, keyword search, boolean search</i>	1	2	3	4	IE
23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.	1	2	3	4	IE
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.	1	2	3	4	IE
25. Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	1	2	3	4	IE
26. Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	1	2	3	4	IE
27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.	1	2	3	4	IE

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Ten*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 108 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Ten Content Standards

Each content area completes the stem "Students will...."

Critical Literacy

<i>Process and employ information for a variety of academic, occupational, and personal purposes</i>					<i>Citations</i>
<p>1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.</p>	1	2	3	4	IE
<p>2. Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	1	2	3	4	IE
<p>3. Analyze how an author's cultural perspective influences style, language, and themes.</p>	1	2	3	4	IE
<p>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.</p>	1	2	3	4	IE
<p>5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.</p>	1	2	3	4	IE

<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.</p>	<p>1 2 3 4 IE</p>	
<p>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. <i>Examples: paragraphs, constructed responses, essays</i></p> <p>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. <i>Examples: dialogue, pacing, description, reflection; chronological order, flashbacks</i></p> <p>b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics. <i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i></p> <p>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.</p>	<p>1 2 3 4 IE</p>	
<p>10. Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.</p>	<p>1 2 3 4 IE</p>	
<p>11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	<p>1 2 3 4 IE</p>	
<p>Digital Literacy</p>		

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.

Citations

12. Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.	1	2	3	4	IE	
13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	1	2	3	4	IE	
14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.	1	2	3	4	IE	
15. Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>	1	2	3	4	IE	

Language Literacy

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Citations

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.	1	2	3	4	IE	
17. Classify formality of language in order to comprehend, interpret, and respond appropriately.	1	2	3	4	IE	
18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose. <i>Examples: Analyze Mahatma Gandhi's "Quit India" speech. Analyze "The Appeal of 18 June" by Charles de Gaulle.</i>	1	2	3	4	IE	
19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and	1	2	3	4	IE	

modifier usage; and					
20. Adapt speech to purpose and audience in a variety of contexts and tasks,	1	2	3	4	IE
Research Literacy					
<i>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</i>					<i>Citations</i>
21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.	1	2	3	4	IE
22. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines, keyword search, boolean search</i>	1	2	3	4	IE
23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.	1	2	3	4	IE
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.	1	2	3	4	IE
25. Integrate information from at least two sources into writing by quotations, paraphrases, or summarizes that consistently follow a particular style guide. <i>Examples: MLA, APA</i>	1	2	3	4	IE
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	1	2	3	4	IE
27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.	1	2	3	4	IE

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Eleven*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 120 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

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1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Eleven Content Standards

Each content area completes the stem "Students will..."

Critical Literacy

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

Citations

<p>1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.</p>	<p>1 2 3 4 IE</p>	
<p>2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	<p>1 2 3 4 IE</p>	
<p>3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.</p>	<p>1 2 3 4 IE</p>	
<p>4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.</p>	<p>1 2 3 4 IE</p>	
<p>5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.</p>	<p>1 2 3 4 IE</p>	
<p>6. Analyze a text's explicit and implicit meanings to make inferences about its</p>	<p>1 2 3 4 IE</p>	

theme and determine the author's purpose.					
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.	1	2	3	4	IE
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.	1	2	3	4	IE
9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i>	1	2	3	4	IE
10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	1	2	3	4	IE
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. <i>Examples: paragraphs, constructed responses, essays</i>					
a. Incorporate narrative techniques in other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, storytelling, sensory details, character development</i>					
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.	1	2	3	4	IE
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.					

<p>12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.</p>	<p>1 2 3 4 IE</p>	
<p>13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.</p>	<p>1 2 3 4 IE</p>	
<p>14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.</p>	<p>1 2 3 4 IE</p>	

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.

<p>15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.</p>	<p>1 2 3 4 IE</p>	
<p>16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: words, music, sound effects</i></p>	<p>1 2 3 4 IE</p>	

<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i></p>	<p>1 2 3 4 IE</p>	

Language Literacy

Citations

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.					Citations	
19. 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.	1	2	3	4	IE	
20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.	1	2	3	4	IE	
21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	1	2	3	4	IE	
22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. <ul style="list-style-type: none"> a. Exhibit stylistic complexity and sophistication in writing. 	1	2	3	4	IE	
23. Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate. <i>Examples: student-led conference, public meeting, community-based group</i>	1	2	3	4	IE	
Research Literacy						
Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.					Citations	
24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose. <ul style="list-style-type: none"> a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position. 	1	2	3	4	IE	
25. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines, keyword search, boolean search</i>	1	2	3	4	IE	

<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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. <i>Examples: MLA, APA</i></p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Twelve*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

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IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Twelve Content Standards

Each content area completes the stem "Students will...."

Critical Literacy

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

Citations

<p>1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view and cultural experiences, with an emphasis on works of literature from the British Isles.</p> <p style="padding-left: 40px;">a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.</p>	<p>1 2 3 4 IE</p>	
<p>2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.</p> <p style="padding-left: 40px;"><i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	<p>1 2 3 4 IE</p>	
<p>3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.</p>	<p>1 2 3 4 IE</p>	
<p>4. Evaluate how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.</p>	<p>1 2 3 4 IE</p>	
<p>5. Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which meaning is ironic or satirical.</p>	<p>1 2 3 4 IE</p>	

<p>6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i></p>	<p>1 2 3 4 IE</p>	
<p>10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.</p>	<p>1 2 3 4 IE</p>	
<p>11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <ol style="list-style-type: none"> a. Incorporate narrative techniques into other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i> 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 and style. c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text. 	<p>1 2 3 4 IE</p>	
<p>12. Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.</p>	<p>1 2 3 4 IE</p>	

<p>13. Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.</p> <p>14. Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>1 2 3 4 IE</p> <p>1 2 3 4 IE</p>	
<p>Digital Literacy</p>		
<p><i>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.</i></p>		
<p>15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.</p>	<p>1 2 3 4 IE</p>	
<p>16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> <p><i>Examples: words, music, sound effects</i></p>	<p>1 2 3 4 IE</p>	
<p>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.</p>	<p>1 2 3 4 IE</p>	
<p>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.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i></p>	<p>1 2 3 4 IE</p>	
<p>Language Literacy</p> <p><i>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</i></p>		
		<p><i>Citations</i></p>

<p>19. 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.</p>	<p>1 2 3 4 IE</p>	
<p>20. Evaluate the formality of language in a variety of audible sources in to comprehend, interpret, and respond appropriately.</p>	<p>1 2 3 4 IE</p>	
<p>21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.</p>	<p>1 2 3 4 IE</p>	
<p>22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.</p> <p>a. Exhibit stylistic complexity and sophistication in writing.</p>	<p>1 2 3 4 IE</p>	
<p>23. Deliver a speech suitable for a professional audience of college and or workforce stakeholders for a specific purpose, demonstrating command of formal English.</p>	<p>1 2 3 4 IE</p>	
<p>Research Literacy</p>		
<p><i>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</i></p>		
<p>24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.</p> <p>a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.</p>	<p>1 2 3 4 IE</p>	
<p>25. Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.</p> <p><i>Examples: library databases, search engines, keyword search, boolean search</i></p>	<p>1 2 3 4 IE</p>	
<p>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,</p>	<p>1 2 3 4 IE</p>	

Citations

and credibility.					
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.	1	2	3	4	IE
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. <i>Examples: MLA, APA</i>	1	2	3	4	IE
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.	1	2	3	4	IE
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.	1	2	3	4	IE

Total Points: _____