



Grade 6 English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

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Introduction

The *Alabama Educator Instructional Supports: English Language Arts* is a companion to the 2021 *Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the Alabama Course of Study content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: <https://www.alabamaachieves.org/>. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard’s instructional support includes the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2021 *Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase “Students will _____.”

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills they should know by the end of high school.

Types of Literacy: Types of Literacy are used to group standards that are closely related. Critical Literacy, Language Literacy, Research Literacy, and Vocabulary Literacy are the types of literacies on the Grade 6 *ACAP Summative* English Language Arts assessment.

Categories: The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 6 *ACAP Summative* English Language Arts assessment.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that students should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standard and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2021 *Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard. These activities will be available in Fall 2023.

Key Academic Terms

These academic terms are derived from the standard and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. These additional resources will be available in Fall 2023. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

Critical Literacy

1

Critical Literacy

Reading

Standard

1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Instructional Outcomes:

- Engage in reading to comprehend texts.
- Identify the characteristics of central and supporting ideas.
- Identify a central idea and supporting ideas of a text.
- Define different types of rhetorical choices, including *point of view*, *purpose*, *anecdotes*, and *figurative*, *connotative*, and *technical word meanings*.
- Review and practice how to identify an author’s point of view and author’s purpose in a text, using clues from the text.
- Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings.
- Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas.

Guiding Questions and Instructional Activities:

What is a central idea? What is a supporting idea? How are central and supporting ideas different?

What are rhetorical choices? What is point of view? What is purpose? What is an anecdote? What is the difference between figurative, connotative, and technical word meanings? How does an author use these rhetorical choices to develop central and supporting ideas?

Key Academic Terms:

central idea, supporting idea, rhetorical choice, point of view, purpose, anecdote, figurative word meaning, connotative word meaning, technical word meaning

Additional Resources:

2

Critical Literacy

Reading

Standard

2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.
- Differentiate between an inference and a conclusion.
- Make inferences and draw logical conclusions from content of an informational text.
- Define and explain characteristics of comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.
- Draw inferences and logical conclusions from the structures of an informational text.

Guiding Questions and Instructional Activities:

What is an inference? What is a logical conclusion? What is the difference between an inference and a conclusion? How do you make inferences from the content of an informational text? How do you draw logical conclusions from the content of an informational text?

What is a text structure? What is a comparison and contrast text structure? What is a problem and solution text structure? What is a claims and evidence text structure? What is a cause and effect text structure? What is a description text structure? What is a sequencing text structure? How do you identify the structures of an informational text? How do you make inferences from the structures of an informational text? How do you draw conclusions from the structures of an informational text?

Key Academic Terms:

informational text, inference, conclusion, text structure, comparison and contrast, problem and solution, claims and evidence, cause and effect, description, sequencing, logical conclusion

Additional Resources:

3

Critical Literacy

Reading

Standard:

3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.

Instructional Outcomes:

- Engage in reading to comprehend prose and poetry (literary text).
- Define and explain characteristics of setting in prose and poetry.
- Define and explain characteristics of plot in prose and poetry.
- Define and explain characteristics of characters in prose and poetry.
- Define and explain characteristics of themes in prose and poetry.
- Define and explain characteristics of conflict in prose and poetry.
- Define and explain characteristics of dialogue in prose and poetry.
- Define and explain characteristics of point of view in prose and poetry.
- Demonstrate plot development of prose and poetry.
- Explain how the author’s use of setting contributes to the meaning or purpose of a text.
- Explain how the author’s use of plot contributes to the meaning or purpose of a text.
- Explain how the author’s use of characters contributes to the meaning or purpose of a text.
- Explain how the author’s use of themes contributes to the meaning or purpose of a text.
- Explain how the author’s use of conflict contributes to the meaning or purpose of a text.
- Explain how the author’s use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author’s use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

Guiding Questions and Instructional Activities:

What is setting? How does an author use setting to contribute to the meaning and purpose of prose and poetry?

What is a plot? How is the plot developed? How does an author use plot to contribute to the meaning and purpose of prose and poetry?

What are characters? How does an author use characters to contribute to the meaning and purpose of prose and poetry?

What is a theme? How does an author use themes to contribute to the meaning and purpose of prose and poetry?

What is conflict? How does an author use conflict to contribute to the meaning and purpose of prose and poetry?

What is dialogue? How does an author use dialogue to contribute to the meaning and purpose of prose and poetry?

What is point of view? How does an author use point of view to contribute to the meaning and purpose of prose and poetry?

How do you choose textual evidence to support an explanation?

Key Academic Terms:

prose, poetry, plot, setting, characters, theme, conflict, literary text, dialogue, point of view, textual evidence, purpose

Additional Resources:

4

Critical Literacy

Reading

Standard

4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.

Instructional Outcomes:

- Engage in reading to comprehend prose and poetry (literary texts).
- Identify characteristics of different literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood.
- Interpret the meaning of literary devices.
- Identify words and phrases that can help determine the tone of a text.
- Identify words and phrases that can help determine the mood of a text.
- Describe the use of literary devices in prose and poetry.
- Determine how literary devices support interpretations of the text.

Guiding Questions and Instructional Activities:

What is a literary device? What is a simile? What is a metaphor? What is personification? What is onomatopoeia? What is hyperbole? What is imagery? What is irony? What is symbolism?

How do you identify simile, metaphor, personification, onomatopoeia, hyperbole, imagery, irony, and symbolism? How do you use context clues to interpret these literary devices? How are these literary devices used in prose and poetry?

What is tone? How do you determine the tone of a text?

What is mood? How do you determine the mood of a text?

How does the use of a literary device support the interpretation of a text?

Key Academic Terms:

prose, poetry, literary device, simile, metaphor, personification, onomatopoeia, hyperbole, imagery, irony, symbolism, tone, mood, interpretation

Additional Resources:

5

Critical Literacy

Listening

Standard

5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.

Instructional Outcomes:

- Engage in active listening to comprehend presentations.
- Explain characteristics of a central idea and supporting ideas.
- Identify central and supporting ideas in recorded or live presentations.
- Define and explain characteristics of rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.
- Identify the speakers' rhetorical choices in presentations.
- Evaluate the development of central and supporting ideas in presentations by examining the speakers' rhetorical choices.

Guiding Questions and Instructional Activities:

What is a central idea? What is a supporting idea? How are central and supporting ideas different? How do you use details to determine both central and supporting ideas in presentations?

What is a rhetorical choice? What is point of view? What is purpose? What are anecdotes? What is figurative language? What is connotative word meanings? What is technical language? How do you examine the use of rhetorical choices in a presentation?

By examining the speaker's rhetorical choices how do you evaluate the development of central and supporting ideas?

Key Academic Terms:

presentation, examine, evaluate, central idea, supporting idea, rhetorical choice, point of view, purpose, anecdote, figurative word meaning, connotative word meaning, technical word meaning

Additional Resources:

6

Critical Literacy

Listening

Standard

6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.

Instructional Outcomes:

- Engage in active listening to a presentation.
- Identify the characteristics of hyperbole, symbolism, imagery, irony, onomatopoeia, tone, and mood in presentations.
- Use context clues to interpret hyperbole, symbolism, imagery, irony, onomatopoeia, tone, and mood in presentations.
- Identify words and phrases that can help determine tone.
- Identify words and phrases that can help determine mood.
- Examine how the speaker's use of hyperbole, symbolism, imagery, irony, onomatopoeia, tone, and mood can support an interpretation of a presentation.

Guiding Questions and Instructional Activities:

What is hyperbole? How do you interpret the speaker's use of hyperbole in a presentation?

What is symbolism? How do you interpret the speaker's use of symbolism in a presentation?

What is imagery? How do you interpret the speaker's use of imagery in a presentation?

What is irony? How do you interpret the speaker's use of irony in a presentation?

What is onomatopoeia? How do you interpret the speaker's use of onomatopoeia in a presentation?

What is tone? How do you determine the tone of a presentation? How do you interpret the speaker's use of tone in a presentation?

What is mood? How do you determine the mood of a presentation? How can the tone or mood support an interpretation of a presentation? How do you interpret the speaker's use of mood in a presentation?

Key Academic Terms:

interpret, examine, speaker, presentation, hyperbole, symbolism, imagery, irony, onomatopoeia, tone, mood, context clues, figurative language, literary device

Additional Resources:

7a

Critical Literacy

Writing

Standard

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

a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.

Instructional Outcomes:

- Identify the characteristics of effective narratives.
- Identify the characteristics of effective narrator development and character development.
- Write a coherent narrative in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Use key literary elements, including characters, plot, setting, point of view, and resolution of a conflict when writing narratives.
- Use details to engage the reader.
- Organize and use well-structured sequences of events when writing narratives.
- Use narrative techniques, such as dialogue, to help develop characters and events in narratives.
- Use sensory details to develop characters and events in narratives.
- Use a variety of transitional words, phrases, and clauses to signal time shifts or to convey sequence of events.
- Write a conclusion that follows from narrated experiences or events.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective narrative?

How do you create narratives that engage the reader?

How do you introduce and develop the narrator and/or characters in narratives?

How do you use dialogue to develop experiences, events, and/or characters effectively?

How do you use sensory details to convey experiences and events?

How do you use a variety of transitional words, phrases, and clauses to convey sequence of events? How do you use a variety of transitional words, phrases, and clauses to signal shifts from one time frame or setting to another?

How do you construct a conclusion from the narrated experiences or events and resolve the conflict?

Key Academic Terms:

narrative, literary element, narrator, characters, plot, setting, point of view, conflict, resolution, transitional words, time frame, dialogue, sensory details, coherent, effective, convey

Additional Resources:

7b

Critical Literacy

Writing

Standard

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

b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.

Instructional Outcomes:

- Identify the characteristics of effective informative or explanatory texts.
- Write informative explanatory texts.
- Write a coherent informative or explanatory text in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Introduce a topic effectively.
- Use a focused point of view.
- Use credible evidence to develop the topic.
- Use an organized structure.
- Identify the characteristics of a formal style and write formally.
- Use appropriate transitional words and phrases to clarify relationships among ideas.
- Use technical words to inform about or explain the topic.
- Write a conclusion that follows from the information or explanation presented.

Guiding Questions and Instructional Activities:

What are the characteristics of effective informative or explanatory texts? How do you convey ideas, concepts, and information in informative or explanatory texts?

How do you incorporate a focused point of view in informative or explanatory writing? How do you convey a clear purpose in informative or explanatory writing?

How do you examine a topic, and when is it used in writing? How do you introduce a topic in writing? How do you develop a topic with credible evidence? What organized structure was used?

How do you use appropriate transitional words and phrases to clarify relationships among ideas and to create coherence? How do you use technical words to inform about or to explain a topic?

How do you establish and maintain a formal style in writing?

How do you write a conclusion from the information or explanation presented?

Key Academic Terms:

informative writing, explanatory writing, topic, coherence, organized structure, focused point of view, clear purpose, credible evidence, transitional words and phrases, technical word meanings, formal style

Additional Resources:

7c

Critical Literacy

Writing

Standard

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

c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.

Instructional Outcomes:

- Identify the characteristics of effective argumentative texts.
- Write an argumentative text that convinces the reader to take an action or adopt a position.
- Write a coherent argument in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- State claims clearly and effectively.
- Support claims with relevant, well-organized evidence from credible sources.
- Use transitional words and phrases that clarify relationships among claims and reasons.
- Write a conclusion that relates to the arguments provided.

Guiding Questions and Instructional Activities:

What is an argument? How do you write an argument? What makes an argumentative piece effective?

How do you effectively introduce claims in your writing? How do you support claims with relevant, well-organized evidence?

What is the meaning of the term *credible*? How do you determine if a source is credible?

How do you choose transitional words and phrases to clarify relationships among claims and reasons?

How do you provide a conclusion from the argument presented?

Key Academic Terms:

argumentative writing, claim, reason, position, support, evidence, credible source, relevant, well-organized, clarify, transitional words and phrases, introduce, conclusion

Additional Resources:

Language Literacy

17

Language Literacy

Listening

Standard

17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.

Instructional Outcomes:

- Engage in active listening to presentations.
- Determine point of view in a presentation, using clues from the presentation.
- Determine purpose in a presentation, using clues from the presentation.
- Explain organizational choices in presentations.
- Assess organizational choices to determine point of view and purpose in presentations.
- Assess organizational choices to determine effectiveness of presentations.

Guiding Questions and Instructional Activities:

What is point of view in a presentation? How do you determine the speaker's point of view in a presentation? How does a presentation convey the speaker's point of view?

What is the purpose of a presentation? How do you determine the speaker's purpose in a presentation? How does a presentation convey a speaker's purpose?

What organizational choices may be evident in a presentation? How do these choices impact the effectiveness of a presentation?

Key Academic Terms:

assess, determine, organizational choices, point of view, purpose, effectiveness, convey

Additional Resources:

19

Language Literacy

Writing

Standard

19. Demonstrate command of standard English grammar, usage, and mechanics when writing.
- Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.
 - Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
 - Compose and revise writing by using various pronouns and their antecedents correctly.
Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite

Instructional Outcomes:

- Define *nonrestrictive elements* and *parenthetical elements*.
- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

Guiding Questions and Instructional Activities:

What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? When do you use dashes to set off nonrestrictive or parenthetical elements?

How are commas used correctly in writing? How are apostrophes used correctly in writing? How are quotation marks correctly used in writing?

What is a colon? How are colons used correctly in writing? What is a semicolon? How are semicolons used correctly in writing?

What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly?

What are personal pronouns, and how are they used correctly? What are intensive pronouns, and how are they used correctly?

What are reflexive pronouns, and how are they used correctly? What are demonstrative pronouns, and how are they used correctly?

What are relative pronouns, and how are they used correctly? What are interrogative pronouns, and how are they used correctly? What are indefinite pronouns, and how are they used correctly?

Key Academic Terms:

grammar, usage, mechanics, commas, parentheses, dashes, nonrestrictive, parenthetical, pronoun, antecedent, revise, personal pronoun, intensive pronoun, reflexive pronoun, demonstrative pronoun, relative pronoun, interrogative pronoun, indefinite pronoun

Additional Resources:

Research Literacy

22

Research Literacy

Reading

Standard

22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.

Instructional Outcomes:

- Engage in reading of multiple print and/or digital texts.
- Gather relevant information from print and/or digital texts.
- Assess the relevance of information from print and/or digital texts.
- Identify the characteristics of relevant information found in print and/or digital texts.
- Assess the reliability of information from print and/or digital texts.
- Identify the characteristics of reliable information found in print and/or digital texts.
- Assess the validity of information from print and/or digital texts.
- Identify the characteristics of valid information found in print and/or digital texts.

Guiding Questions and Instructional Activities:

What is relevant information? How do you gather relevant information about a topic from print and/or digital texts?

What is reliable information? How do you assess the reliability of information from print and/or digital texts?

What is valid information? How do you assess the validity of information from print and/or digital texts?

Key Academic Terms:

research, relevance, reliability, validity, print text, digital text, assess

Additional Resources:

24

Research Literacy

Writing

Standard

24. Write about research findings independently over short and/or extended periods of time.

Instructional Outcomes:

- Gather information from sources.
- Conduct short and extended research projects.
- Research using literary and informational texts.
- Engage in reading of multiple print and/or digital literary and informational texts.
- Identify key details from literary and informational texts that are relevant to research.

Guiding Questions and Instructional Activities:

What is research? How do you use literary or informational texts to support research? What does it mean to “draw evidence”? How do you draw evidence from literary or informational texts to support research?

Key Academic Terms:

sources, research findings, short research project, extended research project, literary text, informational text, evidence, relevant

Additional Resources:

25

Research Literacy

Writing

Standard

25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.

Example: MLA, APA

Instructional Outcomes:

- Define and explain how to quote, paraphrase, and summarize when researching.
- Define and explain the characteristics of plagiarism.
- Explain how to avoid plagiarism when quoting and paraphrasing the data and conclusions of others.
- Quote, paraphrase, and summarize a variety of print and digital sources without plagiarizing.
- Explain the characteristics of a citation style.
- Follow an appropriate citation style (e.g., MLA, APA).

Guiding Questions and Instructional Activities:

How do you quote from sources? How do you paraphrase from sources? How do you summarize from sources? What is plagiarism? How do you avoid plagiarism? How do you quote, paraphrase, and summarize the data and conclusions of others while avoiding plagiarism?

What is a citation style? How do you cite information from others using an appropriate style? How do you provide bibliographic information?

Key Academic Terms:

quote, paraphrase, summarize, plagiarism, citation style, bibliography

Additional Resources:

Vocabulary Literacy

27

Vocabulary Literacy

Reading

Standard

27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

Instructional Outcomes:

- Identify the meanings of common word parts, including roots and affixes.
- Analyze word parts, including roots and affixes, to determine the meanings of words.
- Recognize and explain connotations and denotations of words.
- Distinguish between connotations and denotations of words.
- Use connotations and denotations to distinguish between meanings of closely related words.
- Use print or digital reference tools to verify meanings of words.

Guiding Questions and Instructional Activities:

What are common word parts, such as roots and affixes? What are the meanings of *common roots and affixes*? How do you analyze word parts, such as roots and affixes, to determine the meanings of words?

What is a connotation? What is a denotation? How do you distinguish between connotations of words with similar denotations?

What are print and digital reference tools that can help determine or clarify word meanings? How do you use print and digital reference tools to verify word meanings?

Key Academic Terms:

analyze, root, affix, connotation, denotation, print reference tool, digital reference tool

Additional Resources:

28

Vocabulary Literacy

Listening

Standard

28. Discover word meanings through active listening in various contexts.

Examples: classroom discussion, oral presentations, digital formats

Instructional Outcomes:

- Explain the meaning of *active listening* and how to engage in active listening.
- Explain the meaning of *context* and use different contexts to determine the meanings of words.
- Identify and practice nonverbal components of active listening.
- Identify and practice verbal components of active listening.

Guiding Questions and Instructional Activities:

What is active listening? How can active listening help you to determine word meanings?

How do you determine word meanings via classroom discussions? How do you determine word meanings via oral presentations? How do you determine word meanings via oral digital formats?

Key Academic Terms:

context, active listening, classroom discussion, oral presentation, digital format

Additional Resources:

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