



Grade 7 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 7 *ACAP Summative* English Language Arts assessment.

Categories: The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 7 *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. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.
- Explain characteristics of categories in informational texts.
- Explain characteristics of point of view in informational texts.
- Define *point of view* with respect to informational texts.
- Define *purpose* with respect to informational texts.
- Define figurative word meanings, connotative word meanings, and technical word meanings with respect to informational texts.
- Define *central idea* and *supporting ideas* with respect to informational texts.
- Review and practice how to identify an author's point of view in a text, using clues from the text.
- Review and practice how to identify an author's purpose in a text, using clues from the text.
- Identify and evaluate how point of view is used to develop central and supporting ideas.
- Identify and evaluate how purpose is used to develop central and supporting ideas.
- Use context to determine figurative, connotative, and technical word meanings.
- Evaluate how figurative, connotative, and technical word meanings are used to develop central and supporting ideas.

Guiding Questions and Instructional Activities:

What is a central idea? What is a supporting idea?

What are categories in an informational text? How do you evaluate the contributions of categories in developing central and supporting ideas?

What is figurative meaning? What is connotative meaning? What is technical meaning? How do you evaluate the contributions of figurative, connotative, and technical word meanings in developing central and supporting ideas?

What is point of view in an informational text? How do you identify the author's point of view in a text? What is author's purpose in an informational text? How do you identify the author's purpose in a text? How do you evaluate the contributions of purpose and point of view in developing central and supporting ideas?

Key Academic Terms:

informational text, central idea, supporting idea, categories, evaluate, figurative word meaning, connotative word meaning, technical word meaning, point of view, purpose

Additional Resources:

2

Critical Literacy

Reading

Standard

2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.

Instructional Outcomes:

- Engage in reading to comprehend complete informational texts.
- Define and explain characteristics of compare and contrast text structure.
- Define and explain characteristics of problem and solution text structure.
- Define and explain characteristics of cause and effect text structure.
- Define and explain characteristics of claims and evidence text structure.
- Distinguish between substantiated and unsubstantiated claims.
- Identify the structure of an informational text.
- Evaluate the effectiveness of a text structure in achieving a purpose.

Guiding Questions and Instructional Activities:

What is a text structure? What is a comparison and contrast text structure? What is a problem and solution text structure? What is a cause and effect text structure? What is a claims and evidence text structure? How do you identify the structure of an informational text?

What is the difference between substantiated and unsubstantiated claims?

What is author's purpose? How do you identify an author's purpose? How do you evaluate the way an author uses text structure to achieve a purpose?

Key Academic Terms:

informational text, text structure, comparison and contrast, problem and solution, cause and effect, substantiated claims and evidence, unsubstantiated claims and evidence, purpose, evaluate

Additional Resources:

3

Critical Literacy

Reading

Standard

3. Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance 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.
- Explain how the author’s choice of setting contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of plot contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of characters contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of themes contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of conflict contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of dialogue contributes to and/or enhances the meaning or purpose of a text.
- Explain how the author’s choice of point of view contributes to and/or enhances 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 do you explain how the author’s choice of setting contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What is plot? How do you explain how the author’s choice of plot contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What are characters? How do you explain how the author’s choice of characters contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What is a theme? How do you explain how the author’s choice of themes contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What is conflict? How do you explain how the author’s choice of conflict contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What is dialogue? How do you explain how the author’s choice of dialogue contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

What is point of view? How do you explain how the author’s choice of point of view contributes to and/or enhances the meaning or purpose of prose and poetry? How do you use textual evidence to support your explanation?

Key Academic Terms:

literary text, explain, literary elements, setting, plot, characters, theme, conflict, dialogue, point of view, contribute to, enhance, meaning, purpose, prose, poetry, textual evidence

Additional Resources:

4

Critical Literacy

Reading

Standard

4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.

Instructional Outcomes:

- Engage in reading to comprehend literary texts.
- Define literary devices, such as simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.
- Differentiate between tone and mood in literary texts.
- Identify examples of literary devices, such as simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.
- Use context to interpret and explain literary devices, such as simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.
- Evaluate the use of literary devices in literary texts by using textual evidence to support interpretations.

Guiding Questions and Instructional Activities:

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

What is tone? What is mood? How do you differentiate between tone and mood?

How do you evaluate the use of literary devices to support interpretations of literary texts? How do you use textual evidence to support interpretations?

Key Academic Terms:

literary text, evaluate, literary device, simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, textual evidence

Additional Resources:

5

Critical Literacy

Listening

Standard

5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).

Instructional Outcomes:

- Engage in active listening to comprehend presentations.
- Determine central ideas and supporting details in a presentation.
- Define different types of rhetorical strategies, including *point of view*, *purpose*, *comparison*, *categories*, and *word meanings*, and explain the characteristics of these strategies used in presentations.
- Explain how rhetorical strategies, including point of view, purpose, comparison, categories, and word meanings, can be used to develop central and supporting ideas in a presentation.
- Evaluate the use of rhetorical strategies in developing central and supporting ideas.

Guiding Questions and Instructional Activities:

How do you determine central ideas in a presentation? How do you determine supporting details in a presentation?

What is a rhetorical strategy?

What is point of view? How do you identify the point of view in a presentation? How can point of view be used as a rhetorical strategy to develop central and supporting ideas in a presentation?

What is purpose? How do you identify the purpose of a presentation? How can purpose be used as a rhetorical strategy to develop central and supporting ideas in a presentation?

What is a comparison? How can comparison be used as a rhetorical strategy to develop central and supporting ideas in a presentation?

What are categories? How can categories be used as a rhetorical strategy to develop central and supporting ideas in a presentation?

What is figurative meaning? What is connotative meaning? What is technical meaning?

How do you determine the meaning of figurative, connotative, and technical words and phrases in a presentation? How do you determine the impact of specific word choices on the meaning of a presentation?

How does the use of figurative, connotative, and technical language serve as a rhetorical strategy in a presentation?

How do you evaluate the use of rhetorical strategies in developing central and supporting ideas in a presentation?

Key Academic Terms:

evaluate, recorded presentation, live presentation, rhetorical strategy, central idea, supporting idea, presentation, point of view, purpose, comparison, categories, figurative word meaning, connotative word meaning, technical word meaning

Additional Resources:

6

Critical Literacy

Listening

Standard

6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

Instructional Outcomes:

- Engage in actively listening to a presentation.
- Define hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.
- Use context to interpret hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a presentation.
- Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a presentation.

Guiding Questions and Instructional Activities:

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

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

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

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

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

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

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

Key Academic Terms:

evaluate, interpret, live presentation, recorded presentation, hyperbole, irony, onomatopoeia, tone, mood, imagery, symbolism

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 to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).

Instructional Outcomes:

- Identify the characteristics of effective narratives.
- 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.
- Establish a clear purpose in narrative writing.
- Establish and maintain a point of view in narrative writing.
- Establish and develop a narrator and/or characters in narrative writing.
- Develop a coherent series of events in narrative writing.
- Review and practice how to incorporate narrative techniques (dialogue, pacing, description, reflection) in writing.
- Use transitional words, phrases, and clauses to convey sequence and signal time shifts in narrative writing.
- Use precise words, phrases, and sensory details to relate experiences and events.
- Develop a conclusion that follows the narrated experiences or events.

Guiding Questions and Instructional Activities:

What is narrative writing? How do you write narratives to develop real or imagined experiences?

What is context or purpose in narrative writing? How do you establish a context or purpose in narrative writing?

How do you establish point of view in narrative writing? How do you introduce and develop the narrator and/or characters in narratives?

What are narrative techniques? What are dialogue, pacing, description, and reflection? How do you use dialogue, pacing, description, and reflection to develop experiences or events effectively?

How do you sequence events coherently?

How do you choose transitional words and phrases to convey sequence and signal time shifts?

How do you use precise words and phrases, descriptive details, and sensory details to convey experiences and events?

How do you construct a conclusion that follows and reflects narrated experiences or events?

Key Academic Terms:

narrative writing, development, organization, style, tone, task, purpose, audience, context, point of view, sequence of events, coherent, narrator, characters, dialogue, pacing, description, reflection, precise words, descriptive details, sensory details, transitional words and phrases, time shifts, conclusion, chronological, flashback, command of language

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 to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.

Instructional Outcomes:

- Identify the characteristics of effective informative or explanatory text.
- 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 in an informative or explanatory text.
- Establish an organized structure in an informative or explanatory text.
- Use relevant facts, definitions, concrete details, quotations, or other information and examples from credible sources to develop the topic.
- Use precise vocabulary to develop informative or explanatory writing.
- Utilize appropriate transitional words, phrases, and clauses to clarify relationships between ideas and concepts.
- Identify the characteristics of a formal writing style and practice writing in this style.
- Write a conclusion that follows and supports the information or explanation provided.

Guiding Questions and Instructional Activities:

What is an informative or explanatory text? How do you write a coherent informative or explanatory text?

How do you introduce a topic or process clearly? How do you organize ideas or processes in informative or explanatory texts?

How do you develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples from credible sources?

How do you choose precise vocabulary to inform about or explain your topic/process?

How do you use appropriate transitions to clarify relationships between ideas and concepts?

What is a formal writing style? How do you establish and maintain a formal style in informative or explanatory writing?

How do you develop an effective conclusion for an informative or explanatory text?

Key Academic Terms:

informative writing, explanatory writing, task, purpose, audience, command of language, organized structure, formal style, processes, develop, transitions, precise vocabulary, credible, relevant, concrete details, coherent, utilize

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 defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.

Instructional Outcomes:

- Identify the characteristics of an argument and review how to introduce a claim in argumentative writing.
- Write a coherent argument that defends a position in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Write a coherent argument to defend a position in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Support a claim by organizing reasons and relevant evidence from accurate and credible sources.
- Acknowledge alternate or opposing claims in argumentative writing.
- Use appropriate transitional words to connect your ideas and clarify relationships between claims, opposing claims, reasons, and evidence.
- Develop a conclusion that follows and supports the argument presented.

Guiding Questions and Instructional Activities:

What is an argument? How do you write an argument?

How do you effectively introduce a claim in writing an argument? How do you acknowledge alternate or opposing claims in your writing?

How do you organize your reasons and evidence in your writing? How do you support a claim and develop a position with relevant evidence?

What is an accurate, credible source? How do you use accurate, credible sources to develop your argument?

What are the characteristics of cohesive writing? How do you choose words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence?

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

How do you develop an effective conclusion? How do you write an effective concluding statement that follows and supports the argument presented?

Key Academic Terms:

argument, argumentative writing, claim, alternate claim, opposing claim, support, organize, credible sources, accurate sources, relevant, evidence, cohesion, formal style, command of language, concluding statement, coherent

Additional Resources:

Language Literacy

19

Language Literacy

Listening

Standard

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

Instructional Outcomes:

- Engage in active listening to presentations.
- Determine a speaker's organizational choices in a presentation.
- Evaluate a speaker's organizational choices in a presentation.
- Determine a speaker's point of view in a presentation, using clues from the presentation.
- Determine a speaker's purpose in a presentation, using clues from the presentation.
- Evaluate the effectiveness of a presentation.

Guiding Questions and Instructional Activities:

What is the organizational structure of a presentation? How do you determine the organizational structure of a presentation? How do you evaluate a speaker's organizational choices?

How do you identify the speaker's point of view in a presentation? How do you identify the speaker's purpose in a presentation? How does a presentation convey a speaker's point of view or purpose?

How do you evaluate the effectiveness of a presentation?

Key Academic Terms:

evaluate, organizational choices, point of view, purpose, clues, effectiveness, convey

Additional Resources:

21

Language Literacy

Writing

Standard

21. Create written work using standard English grammar, usage, and mechanics.

- a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
- b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.
- c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

Instructional Outcomes:

- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Revise writing with a focus on correct usage of commas, apostrophes, quotation marks, colons, and semicolons.
- Identify the characteristics of simple, compound, complex, and compound-complex sentences.
- Describe the role of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and identify their use in written passages.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas in writing.
- Identify the characteristics of misplaced modifiers and dangling modifiers.
- Identify where to place phrases and clauses within a sentence to avoid misplaced and dangling modifiers.
- Identify the correct and incorrect placement of phrases and clauses to avoid misplaced and dangling modifiers in written passages.
- Practice embedding phrases and clauses correctly to avoid misplaced and dangling modifiers in writing.

Guiding Questions and Instructional Activities:

What is a comma? How are commas used correctly in writing?

What is an apostrophe? How are apostrophes used correctly in writing?

What are quotation marks? How are quotation marks used correctly in writing?

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

What are simple, compound, complex, and compound-complex sentences? How do you choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas?

What is a misplaced modifier? What is a dangling modifier? How do you embed phrases and clauses within a sentence to avoid misplaced and dangling modifiers?

Key Academic Terms:

revise, mechanics, comma, apostrophe, quotation marks, colon, semicolon, simple sentence, compound sentence, complex sentence, compound-complex sentence, misplaced modifier, dangling modifier, embed

Additional Resources:

Research Literacy

24

Research Literacy

Reading

Standard

24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.

Instructional Outcomes:

- Engage in reading of nonfiction and fictional printed and digital texts.
- Use search terms effectively to gather relevant information when researching.
- Explain the characteristics of relevant, reliable, and valid information.
- Determine the relevance, reliability, and validity of multiple print and digital texts.

Guiding Questions and Instructional Activities:

How do you gather relevant information about a topic from multiple print and digital texts?

What is a search term? How do you use search terms to gather relevant information when researching?

How do you determine the relevance, reliability, and validity of information from nonfiction and fictional printed and digital texts?

Key Academic Terms:

research, relevance, reliability, validity, printed text, digital text

Additional Resources:

26

Research Literacy

Writing

Standard

26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.

Examples: a day or two, a single sitting

Instructional Outcomes:

- Engage in reading of multiple printed and digital texts.
- Research using literary and informational texts.
- Reflect upon literary and informational texts.
- Produce research writing, using information from literary and informational texts.
- Revise research writing, using information from literary and informational texts.
- Explain how to gather evidence from texts to support research.
- Identify key details from literary and informational texts that are relevant to research.
- Explain how to gather evidence from texts to support reflection.
- Identify key details from literary and informational texts that are relevant to reflection.
- Explain how to gather evidence from texts to revise research writing.

Guiding Questions and Instructional Activities:

What is research? What does it mean to gather evidence from texts? How do you gather evidence from literary or informational texts to support research?

What is reflection? How do you effectively reflect upon literary or informational texts?

What does it mean to gather evidence from texts? How do you gather evidence from literary or informational texts to support reflection?

What is revision? How do you effectively revise research writing?

Key Academic Terms:

literary text, informational text, evidence, research, reflection, revise

Additional Resources:

27

Research Literacy

Writing

Standard

27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.

Example: MLA, APA

Instructional Outcomes:

- Identify the concepts of quoting, paraphrasing, summarizing, and presenting findings.
- Define the concept of plagiarism and demonstrate what it means to plagiarize.
- Determine how to avoid plagiarism when quoting, summarizing, and paraphrasing the data and conclusions of others.
- Quote, paraphrase, and summarize a variety of print and digital sources without plagiarizing.
- Explain characteristics of a citation style.
- Use an appropriate citation style for research projects.

Guiding Questions and Instructional Activities:

What is quoting? What is paraphrasing? What is summarizing? What does it mean to present findings?

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

What is a citation style? How do you follow an appropriate citation style?

Key Academic Terms:

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

Additional Resources:

Vocabulary Literacy

29

Vocabulary Literacy

Reading

Standard

29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary

Instructional Outcomes:

- Use context to determine the meanings of words and phrases.
- Define and explain different types of context clues.
- Identify the meanings of common Greek and Latin affixes and roots.
- Use the meanings of common Greek and Latin affixes and roots to determine the meanings of unknown and multiple-meaning words and phrases.
- Distinguish between connotations and denotations.
- Practice using connotations and denotations in writing to distinguish between the meanings of closely related words.
- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries, and distinguish how each is used.
- Use print and digital reference tools to check meanings of words derived from Greek and Latin affixes and roots.
- Use print and digital reference tools to verify predicted meanings of words and phrases.

Guiding Questions and Instructional Activities:

What strategies can you use to determine or clarify the meanings of unknown and multiple-meaning words and phrases? What are different types of context clues? How do you use context to determine the meaning of a word or phrase?

What are affixes and roots? What are stems? How do you use the meanings of common Greek and Latin affixes and roots to determine the meaning of a word?

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

What are characteristics of a dictionary entry? What are characteristics of a glossary entry? What are characteristics of a thesaurus entry? How do you use each type of reference tool?

What are the types of print and digital reference tools that can help determine the meanings of words and phrases? How do you verify your prediction about the meaning of a word or phrase?

Key Academic Terms:

multiple-meaning words, context, affix, root, connotation, denotation, dictionary, glossary, thesaurus, print reference tool, digital reference tool, verify

Additional Resources:

31

Vocabulary Literacy

Listening

Standard

31. Infer word meaning through active listening in various contexts for purposeful, effective communication.

Examples: classroom discussion, oral presentations, digital formats

Instructional Outcomes:

- Define *active listening*.
- Identify and practice nonverbal components of active listening.
- Identify and practice verbal components of active listening.
- Use various contexts to infer word meanings in presentations.

Guiding Questions and Instructional Activities:

What is active listening? How does active listening promote purposeful, effective communication?

What are the nonverbal components of active listening? What are the verbal components of active listening?

What strategies can you use to determine or clarify the meanings of unknown and multiple-meaning words and phrases? How do you use various contexts to determine the meaning of a word or phrase?

Key Academic Terms:

active listening, nonverbal components, verbal components, contexts, purposeful effective communication, infer

Additional Resources:

32

Vocabulary Literacy

Writing

Standard

32. Apply vocabulary in writing to convey and enhance meaning.

Instructional Outcomes:

- Define and explain characteristics of precise vocabulary.
- Define and explain characteristics of academic vocabulary.
- Define and explain characteristics of domain-specific vocabulary.
- Review and practice how to choose precise, grade-appropriate vocabulary to convey and enhance meaning in writing.
- Review and practice how to choose academic and domain-specific vocabulary to convey and enhance meaning in writing.

Guiding Questions and Instructional Activities:

What is precise vocabulary? How do you choose precise vocabulary to convey and enhance meaning in writing?

What is academic vocabulary? What is domain-specific vocabulary? How do you choose academic and domain-specific vocabulary to convey and enhance meaning in writing?

Key Academic Terms:

precise vocabulary, academic vocabulary, domain-specific vocabulary, convey, enhance

Additional Resources:

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