



# Grade 8 English Language Arts

---

## Alabama Educator Instructional Supports

---

**Alabama Course of Study Standards**

## Table of Contents

Introduction .....	3
1 .....	6
2 .....	8
3 .....	10
4 .....	11
5 .....	12
6 .....	14
7 .....	16
8a .....	18
8b .....	20
8c .....	22
19 .....	25
20 .....	26
25 .....	30
26 .....	32
28 .....	34
30 .....	36
31 .....	37

## 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 8 *ACAP Summative* English Language Arts assessment.

**Categories:** The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 8 *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. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.

#### **Instructional Outcomes:**

- Engage in reading to comprehend informational texts.
- Engage in reading to comprehend graphic text elements.
- Determine the central and supporting ideas of a text.
- Describe how a text uses allusions to develop central and supporting ideas.
- Identify the point of view in a text, using clues from the text.
- Identify the purpose and describe how purpose functions in informational and graphic text elements.
- Identify the characteristics of comparisons and describe how comparisons function in informational and graphic text elements.
- Identify the characteristics of categories and describe how categories function in informational and graphic text elements.
- Identify and describe how informational or graphic text elements use comparisons or categories to make connections and distinctions between central and supporting ideas.
- Use context to interpret figurative, connotative, and technical word meanings.
- Explain how figurative, connotative, and technical language is used to develop central and supporting ideas.

#### **Guiding Questions and Instructional Activities:**

**How do you determine the central idea of a text? How do you determine the supporting ideas of a text? How do you analyze the relationship between the central idea and supporting ideas?**

**What is an allusion? What are the four main types of allusions? How do allusions develop central and supporting ideas of an informational text?**

**How do you determine and analyze the point of view in a text? How does the point of view help develop the central and supporting ideas of an informational text?**

**How do you determine the purpose of a text? How do you analyze how the purpose helps develop the central and supporting ideas of an informational text?**

**How do you analyze how the purpose helps develop central and supporting ideas of graphic text elements?**

**How do texts use comparisons or categories to make distinctions between ideas? How do you analyze how comparisons or categories help develop central and supporting ideas in an informational text?**

**How do you analyze how comparisons and categories help develop central and supporting ideas in graphic text elements?**

**What is figurative language? What are some figures of speech examples? How does figurative language help develop central and supporting ideas?**

**What is connotation? What is denotation? How do you distinguish among connotations of words with similar denotations? How does connotative language help develop central and supporting ideas?**

**What is technical language? How do you determine the meaning of technical language? How does technical language help develop central and supporting ideas?**

### **Key Academic Terms:**

central idea, supporting ideas, allusion, point of view, purpose, comparisons, categories, figurative language, connotative language, technical language

### **Additional Resources:**

## 2

### Critical Literacy

#### Reading

#### Standard

2. Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence to draw logical conclusions about the author's perspective.

#### **Instructional Outcomes:**

- Engage in reading to comprehend informational texts.
- Make complex inferences from the structure of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.
- Make complex inferences from the content of a text to draw logical conclusions about the author's perspective.

#### **Guiding Questions and Instructional Activities:**

**What is an inference? What is a complex inference? How do you use textual evidence to make an inference from the content of a text?**

**What is structure? How do you analyze the structure of a text? How do you use the structure of a text to make an inference?**

**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? What are substantiated and unsubstantiated claims and evidence?**

**What is an author's perspective? How do you analyze content and structure to draw conclusions about the author's perspective?**



**Key Academic Terms:**

complex inference, structure, comparison and contrast, problem and solution, cause and effect, claims, evidence, substantiated, unsubstantiated, logical conclusion, author's perspective

**Additional Resources:**

### 3

#### Critical Literacy

#### Reading

#### Standard

3. Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.

#### **Instructional Outcomes:**

- Engage in reading of literary texts.
- Define key literary elements, including setting, plot, theme, characters, internal conflict, external conflict, dialogue, and point of view.
- Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning of a text.
- Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the purpose of a text.
- Use text evidence to analyze literary elements and interpret meaning.

#### **Guiding Questions and Instructional Activities:**

**What are key literary elements used in literary texts? What is setting? What is plot? What is theme? What are characters? What is conflict? What is the difference between internal and external conflict? What is dialogue? What is point of view?**

**How do you analyze how literary elements contribute to the meaning of a text?  
How do you analyze how literary elements contribute to the purpose of a text?  
How do you select and use textual evidence that supports an analysis?**

#### **Key Academic Terms:**

literary text, literary element, setting, plot, theme, characters, internal conflict, external conflict, dialogue, point of view, analyze, meaning, purpose, textual evidence, support

#### **Additional Resources:**

## 4

### Critical Literacy

#### Reading

#### Standard

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

#### **Instructional Outcomes:**

- Engage in reading to comprehend literary texts.
- Identify and interpret literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, mood, symbolism, irony, and allusion, used in literary texts.
- Analyze the use of literary devices in literary texts, using textual evidence to support the analysis.

#### **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 tone? What is symbolism? What is irony? What is mood? What is allusion?**

**How do you interpret literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, in literary texts?**

**How do you analyze the use of literary devices in texts? How do you use textual evidence to support an analysis?**

#### **Key Academic Terms:**

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

#### **Additional Resources:**

## 5

### Critical Literacy

#### Reading

#### Standard

5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.

#### **Instructional Outcomes:**

- Engage in reading of a variety of types of texts with different perspectives.
- Identify features of fiction, nonfiction, informational, digital, and multimodal texts.
- Identify the perspectives in a variety of texts, using clues from the texts.
- Describe how a perspective can impact the way events are presented.
- Identify the characteristics of historical, cultural, and global viewpoints.
- Compare and contrast the perspectives in a variety of texts produced from diverse historical viewpoints.
- Compare and contrast the perspectives in a variety of texts produced from diverse cultural viewpoints.
- Compare and contrast the perspectives in a variety of texts produced from diverse global viewpoints.

#### **Guiding Questions and Instructional Activities:**

**What are features of fiction? What are features of nonfiction? What are features of an informational text? What are features of a digital text? What are features of a multimodal text?**

**What does a historical viewpoint entail? What does a cultural viewpoint entail? What does a global viewpoint entail?**

**What is perspective in a text? How do you determine the perspective in a text?**

**How does the perspective impact the way events and ideas are presented? How do you compare and contrast perspectives in texts?**

**Key Academic Terms:**

perspective, compare, contrast, fiction, nonfiction, informational, digital, multimodal, historical viewpoint, cultural viewpoint, global viewpoint

**Additional Resources:**

## 6

### Critical Literacy

#### Listening

#### Standard

6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.

#### **Instructional Outcomes:**

- Engage in active listening to comprehend presentations.
- Determine the central idea of a presentation.
- Identify the supporting ideas that help develop the central idea in a presentation.
- Explain the relationship between a central idea and its supporting ideas.
- Evaluate the development of the central idea and supporting ideas in a presentation.
- Identify and describe characteristics of rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, and allusions, as well as figurative, connotative, and technical word meanings.
- Examine the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, and allusions, as well as figurative, connotative, and technical word meanings.

#### **Guiding Questions and Instructional Activities:**

**How do you determine the central idea of a presentation? How do you identify the supporting ideas that help develop the central idea? How do you determine the relationship between the central idea and the supporting ideas? How do you evaluate the development of the central idea in a presentation? How do you evaluate the development of supporting ideas in a presentation?**

**What is a rhetorical strategy or choice? What is point of view? How do you examine the speaker’s rhetorical strategies regarding point of view?**

**What is purpose? How do you examine the speaker’s rhetorical strategies regarding purpose?**

**What are comparisons? How do you examine the speaker’s rhetorical strategies regarding comparisons?**

**What are categories? How do you examine the speaker’s rhetorical strategies regarding categories?**

**What are analogies? How do you examine the speaker’s rhetorical strategies regarding analogies? What are allusions? How do you examine the speaker’s rhetorical strategies regarding allusions?**

**What is figurative language? How do you examine the speaker’s rhetorical strategies regarding figurative language? What is connotative language? How do you examine the speaker’s rhetorical strategies regarding connotative language? What is technical language? How do you examine the speaker’s rhetorical strategies regarding technical language?**

### **Key Academic Terms:**

evaluate, central idea, supporting ideas, presentation, rhetorical strategy, point of view, purpose, comparisons, analogies, categories, allusions, figurative word meaning, connotative word meaning, technical word meaning

### **Additional Resources:**

## 7

### Critical Literacy

#### Listening

#### Standard

7. Critique the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

#### **Instructional Outcomes:**

- Engage in active listening to comprehend presentations.
- Define and explain characteristics of hyperbole.
- Critique the speaker’s use of hyperbole.
- Define and explain characteristics of onomatopoeia.
- Critique the speaker’s use of onomatopoeia.
- Define and explain characteristics of symbolism.
- Critique the speaker’s use of symbolism.
- Define and explain characteristics of imagery.
- Critique the speaker’s use of imagery.
- Define and explain characteristics of irony.
- Critique the speaker’s use of irony.
- Define and explain characteristics of tone.
- Critique the speaker’s use of tone.
- Define and explain characteristics of mood.
- Critique the speaker’s use of mood.

#### **Guiding Questions and Instructional Activities:**

**What is hyperbole? How do you critique the speaker’s use of hyperbole in a presentation?**

**What is onomatopoeia? How do you critique the speaker’s use of onomatopoeia in a presentation?**



**What is symbolism? How do you critique the speaker’s use of symbolism in a presentation?**

**What is imagery? How do you critique the speaker’s use of imagery in a presentation?**

**What is irony? How do you critique the speaker’s use of irony in a presentation?**

**What is tone? How do you critique the speaker’s use of tone in a presentation?**

**What is mood? How do you critique the speaker’s use of mood in a presentation?**

**Key Academic Terms:**

critique, speaker, presentation, hyperbole, tone, symbolism, imagery, mood, irony, onomatopoeia

**Additional Resources:**

## 8a

### Critical Literacy

### Writing

#### Standard

8. 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 that establish a clear purpose, use narrative techniques, and sequence events coherently.

*Examples: narrative – memoir, short story, personal narrative  
techniques – dialogue, pacing, description, reflection  
sequencing – chronological, reverse chronological, flashback*

### Instructional Outcomes:

- Write a narrative in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Establish a context or clear purpose in narrative writing.
- Establish and develop a narrator and/or characters in narrative writing.
- Establish and maintain a point of view in narrative writing.
- Develop a coherent event sequence in narrative writing.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use transitional words, phrases, and clauses that convey sequence, signal time shifts, and show relationships among experiences and events in narrative writing.
- Use precise words and sensory language to capture action and to convey experiences and events in narrative writing.
- Write a conclusion that follows and reflects the experiences or events.

### Guiding Questions and Instructional Activities:

**What is narrative writing? How do you write narratives to develop experiences or events?**

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

**How do you establish a point of view in narrative writing? How do you use context and point of view to engage the reader?**

**How do you effectively develop a coherent event sequence, using different chronological techniques?**

**How do you use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters?**

**How do you use a variety of transitional words, phrases, and clauses to convey sequence and signal time shifts? How do you use a variety of transitional words, phrases, and clauses to show relationships among experiences and events?**

**How do you use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events?**

**How do you write an ending that follows and reflects the narrated experiences or events?**

### **Key Academic Terms:**

narrative writing, context, task, purpose, audience, point of view, coherent, event sequences, narrator, character, development, dialogue, description, pacing, transitional words and phrases, sequence, time shifts, precise words and phrases, reflection, conclusion, chronological, establish

### **Additional Resources:**

## 8b

### Critical Literacy

### Writing

#### Standard

8. 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 to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.

### Instructional Outcomes:

- Write an 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.
- Establish and maintain a topic clearly.
- Develop the topic with relevant information effectively.
- Use relevant information or data from credible sources to develop the topic.
- Identify the characteristics of appropriate transitions.
- Use varied and appropriate transitions to create clear and coherent relationships among ideas.
- Use precise vocabulary to develop writing.
- 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 an informative or explanatory text?**

**How do you introduce a topic clearly? How do you organize ideas, concepts, and information?**

**How do you develop a topic by using relevant information or data from credible sources?**

**What is a transition in writing? How do you use transitions to create cohesion and to clarify relationships among ideas? How do you select appropriate and varied transitions for a piece of writing?**

**How do you choose precise vocabulary to inform or explain your topic?**

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

**How do you construct a concluding statement or section that follows and supports the information or explanation presented?**

**Key Academic Terms:**

informative writing, explanatory writing, task, purpose, audience, topic, topic development, conclusion, varied, appropriate, transitions, coherent, relevant information, credible source, precise vocabulary, formal style, convey

**Additional Resources:**

**8c**

## Critical Literacy

## Writing

## Standard

8. 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 a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.

**Instructional Outcomes:**

- Identify the characteristics of arguments and review how to introduce claims in argumentative writing.
- 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.
- Write an argument that defends a position.
- Distinguish claims from opposing claims in argumentative writing.
- Present counterclaims and reasons in argumentative writing.
- Organize reasons and evidence logically in argumentative writing.
- Support claim(s) by citing accurate, relevant textual evidence from credible sources.
- Use transitional words and phrases to create clear and coherent relationships between claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Construct a conclusion that relates to and supports the argument presented.

**Guiding Questions and Instructional Activities:**

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

**What are claims in an argument? How do you effectively introduce claims in writing an argument? How do you distinguish your claims from opposing claims in your writing?**

**How do you logically organize your reasons and evidence in your writing? How do you support claims with logical reasons and relevant evidence?**

**What is an accurate, credible source? How do you use accurate, credible sources to support your claims?**

**What is a counterclaim? How do you use transitional words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence?**

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

**How do you construct a concluding statement or section that follows and supports the argument presented?**

### **Key Academic Terms:**

argument, argumentative writing, defend, position, introduce, claim, opposing claim, counterclaim, reason, support, organize, logical reason, cite, accurate evidence, relevant evidence, credible sources, transitional words and phrases, coherent, clarify, formal style, conclusion

### **Additional Resources:**

# Language Literacy



# 19

## Language Literacy

### Listening

#### Standard

19. Evaluate a speaker’s rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.

#### **Instructional Outcomes:**

- Engage in active listening to comprehend presentations.
- Identify point of view and purpose in a presentation.
- Explain what makes a presentation effective.
- Identify and explain rhetorical and organizational choices in a presentation.
- Evaluate a speaker’s rhetorical and organizational choices to determine point of view.
- Evaluate a speaker’s rhetorical and organizational choices to determine purpose.
- Evaluate a speaker’s rhetorical and organizational choices to determine effectiveness.

#### **Guiding Questions and Instructional Activities:**

**What is a rhetorical choice? What is point of view? How do you evaluate a speaker’s rhetorical choices to determine point of view? What is purpose? How do you evaluate a speaker’s rhetorical choices to determine purpose? What is effectiveness in a presentation? How do you evaluate a speaker’s rhetorical choices to determine effectiveness?**

**What is an organizational choice? How do you evaluate a speaker’s organizational choices to determine point of view? How do you evaluate a speaker’s organizational choices to determine purpose? How do you evaluate a speaker’s organizational choices to determine effectiveness?**

#### **Key Academic Terms:**

evaluate, speaker, rhetorical choice, organizational choice, point of view, purpose, effectiveness

#### **Additional Resources:**

**20**

## Language Literacy

## Writing

## Standard

20. Produce writing that shows a command of standard English grammar, usage, and mechanics.

- a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.
- b. Compose writing using verbs in active and passive voice to establish mood.
- c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
- d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.
- f. Recognize and correct inappropriate shifts in verb tense.

**Instructional Outcomes:**

- Form and use verbals in sentences, paragraphs, and essays.
- Explain characteristics of active voice and passive voice.
- Form and use active voice and passive voice in writing to establish mood in writing.
- Revise writing for correct mechanics, focusing on commas, apostrophes, quotation marks, colons, and semicolons.
- Describe how simple, compound, complex, and compound-complex sentences signal differing relationships among ideas, and identify the use of these types of sentences in written passages.
- Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas in writing.
- Identify correct and incorrect formation and use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods in writing.
- Recognize and correct inappropriate shifts in verb tense.

**Guiding Questions and Instructional Activities:**

**What is a verbal? How do you form and use verbals?**

**What are the characteristics of active voice? What are the characteristics of passive voice? How do you form and use verbs in the active voice and in the passive voice? How do you use active voice and passive voice to establish a particular mood?**

**How do you use commas correctly in writing?**

**How do you use apostrophes correctly in writing?**

**How do you use quotation marks correctly in writing?**

**How do you use colons correctly in writing?**

**How do you use semicolons correctly in writing?**

**How do you use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood 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 verb mood? How do you form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods?**

**What is a shift in verb tense? How do you recognize and correct inappropriate shifts in verb tense?**

**How do you revise writing using correct mechanics?**

**Key Academic Terms:**

mechanics, verbals, active voice, passive voice, mood, simple sentence, compound sentence, complex sentence, compound-complex sentence, signal, indicative mood, imperative mood, interrogative mood, conditional mood, subjunctive mood, verb tense

**Additional Resources:**

# Research Literacy

## 25

### Research Literacy

#### Writing

#### Standard

25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.

*Examples: a day or two, a single sitting*

#### **Instructional Outcomes:**

- Engage in reading and inquiry by using literary and informational texts.
- Identify the characteristics of research and define how they are used when thinking about literary and informational texts.
- Identify the characteristics of reflection and define how they are used when thinking about literary and informational texts.
- Identify the characteristics of revision and define how they are used when thinking about 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 support revision.
- Identify key details from literary and informational texts that are relevant to revision.
- Produce independent writing over shorter time frames.

#### **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? How do you identify key details that are relevant to research?**

**What is reflection? How do you gather evidence from literary or informational texts to support reflection? How do you identify key details that are relevant to reflection?**

**What is revision? How do you gather evidence from literary or informational texts to support revision? How do you identify key details that are relevant to revision?**

**How do you use research, reflection, and revision to write independent writings?**

**Key Academic Terms:**

literary text, informational text, research, reflection, revision, evidence, key details

**Additional Resources:**

## 26

### Research Literacy

#### Writing

#### Standard

26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.

*Examples: MLA, APA*

#### **Instructional Outcomes:**

- Engage in reading of print and digital sources.
- Explain characteristics of responsible and ethical research practices.
- Define *plagiarism* and understand what it means to plagiarize.
- Determine how to avoid plagiarism when quoting, paraphrasing, and summarizing the data, ideas, and conclusions of others.
- Present findings by quoting, paraphrasing, and summarizing a variety of print and digital sources without plagiarizing.
- Explain characteristics of a recognized citation style.
- Present findings by following a recognized and standard citation style for research.

#### **Guiding Questions and Instructional Activities:**

**What do responsible and ethical research practices entail? What is plagiarism? How do you avoid plagiarism? What is quoting? What is paraphrasing? What is summarizing? How do you quote, paraphrase, or summarize the data, ideas, or conclusions of others while avoiding plagiarism?**

**What is a recognized citation style? How do you present findings, following a recognized citation style?**

#### **Key Academic Terms:**

quote, paraphrase, summarize, present findings, citation style, plagiarism, responsible and ethical research practices

#### **Additional Resources:**



# Vocabulary Literacy

## 28

### Vocabulary Literacy

#### Reading

#### Standard

28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.

*Examples: affixes, stems, Greek and Latin roots*

#### **Instructional Outcomes:**

- Explain different types of context clues as a way to determine word meanings.
- Use context to determine the meanings of unknown and multiple-meaning words and phrases.
- 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.
- Use connotations and denotations to distinguish between the meanings of closely related words.
- Identify the characteristics of print and digital tools, such as dictionary entries, glossary entries, and thesaurus entries, and distinguish how each is used.
- 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 or multiple-meaning words and phrases? What are context clues? What are different types of context clues? How do you use context to determine the meaning of a word or phrase?**

**What are word parts? What are stems? What are affixes and roots? How do you use the meanings of common, grade-appropriate 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 the types of print and digital reference tools that can help determine or clarify the meanings of words and phrases? How do you verify your prediction about the meaning of a word or phrase?**

**Key Academic Terms:**

context, affix, stem, root, connotation, denotation, dictionary entry, glossary entry, thesaurus entry, print reference tool, digital reference tool

**Additional Resources:**

## 30

### Vocabulary Literacy

#### Listening

#### Standard

30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.

*Examples: classroom discussion, oral presentations, digital formats*

#### **Instructional Outcomes:**

- Describe the characteristics of purposeful, effective communication.
- Describe the skills that characterize active listening.
- Explain how active listening allows one to analyze and connect word meanings.
- Practice analyzing and connecting word meanings in various oral contexts.

#### **Guiding Questions and Instructional Activities:**

**What are the characteristics of active listening? What is purposeful, effective communication?**

**How do you use active listening to analyze and connect word meanings? How do you practice analyzing and connecting word meanings in various oral contexts?**

#### **Key Academic Terms:**

analyze, connect, active listening, contexts, purposeful, effective

#### **Additional Resources:**

## 31

### Vocabulary Literacy

#### Writing

#### Standard

31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.

#### **Instructional Outcomes:**

- Explain how vocabulary can create specific effects and communicate purposefully in writing.
- Integrate the use of effective vocabulary in writing.

#### **Guiding Questions and Instructional Activities:**

**What is effective vocabulary?**

**How is effective vocabulary intergraded into writing to create specific effects and communicate purposefully?**

#### **Key Academic Terms:**

integrate, effective vocabulary, precise, domain-specific, sensory, tone, mood, specific effect, communicate purposefully

#### **Additional Resources:**

---

Copyright © 2022 by the Alabama State Department of Education. The materials contained in this publication may be duplicated by Alabama educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.

---