

Link to Alabama 2021 ELA COS Document									
ENGLISH LANGUAGE ARTS CROSSWALK							NAEP Correlations		
GRADE 6							For Teacher Use		
Literacy Type	Focus Area	Category	2021 Grade-level Standard Number	Grade-Specific Standards for 2021 Alabama ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 6 for 2016 Alabama ELA COS	Dates Taught/ Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)
RECURRING STANDARDS									
Recurring Standards	Reception		R1	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	31-36	31			
			R2	R2. Use context clues to determine meanings of unfamiliar spoken or written words.	40-42	40			
	Expression		R3	R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	21-30	28			
			R4	R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	1-20 21-30	24, 27			
			R5	R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.	21-42	24, 31, 39, 42			
			R6	R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1-42	36			
CRITICAL LITERACY									
Critical Literacy	Reception	Reading	1	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.	1-20	2, 4, 10, 20, 14, 17			
			2	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.	1-20	1, 11, 7, 8, 9, 10, 33, 34			
			3	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.	1-20	3, 10, 13, 20			
			4	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.	1-20	5, 10, 15, 20, 36			
	Listening	5	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.	31-33	2, 4, 6, 7, 8, 9, 10, 12, 15, 17, 20				
		6	6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.	31-33					
	Expression	Writing	7	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.	1-30, 37-39	1, 11, 18, 21			
			7a	a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.					
			7b	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.					
		7c	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.						
		Speaking	8	8. Participate in collaborative discussions using information from a source.	1-42	20, 31			
	9	9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.	1-42	4, 5, 31					
DIGITAL LITERACY									
Digital Literacy	Reception	Reading	10	10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.	1-20, 31-36	24, 32			
			10X	<i>Examples: online academic journals, social media, blogs, podcasts</i>					
			11	11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.	1-20, 31-39	10, 21, 39			
	Expression	Listening	12	12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.	1-20, 31-33, 37-39	10, 17, 20, 28, 32, 33			
			13	13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.	1-42	10, 17, 20, 28, 30, 32, 39, 42			
			13X	<i>Examples: social media posts, blog posts, podcast episodes, infographics</i>					
Speaking	14	14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.	1-42	10, 17, 20, 28, 30, 32, 39, 42					
	14X	<i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i>							
LANGUAGE LITERACY									
Language Literacy	Reception	Reading	15	15. Identify the conventions of standard English grammar and usage in published texts.	1-30, 37-42	10, 20, 37, 38, 39, 40			
			15a	a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.					
			15b	b. Evaluate pronoun usage for number and case.					
			15bx	<i>Examples: subjective, objective, possessive</i>					
			15c	c. Identify common errors in pronoun usage.					
			15cx	<i>Examples: person, number, ambiguous antecedents</i>					
	Listening	16	16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.	1-30, 37-39	10, 20, 37, 38, 39				
		16a	a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.						
		16ax	<i>Examples: poetry, informational texts, narratives</i>						
		17	17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.	1-42	1, 10, 24, 29, 39				
18	18. Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.	37-42	37-42						

	Expression	Writing	19	19. Demonstrate command of standard English grammar, usage, and mechanics when writing.	21-39	24, 39			
			19a	a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.					
			19b	b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.					
			19c	c. Compose and revise writing by using various pronouns and their antecedents correctly.					
		19cx	Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite						
	Speaking	20	20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.	1-42	36, 39				
RESEARCH LITERACY									
Research Literacy	Reception	Reading	21	21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.	1-42	17, 26, 32, 34, 39, 42			
			22	22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.	1-42	17, 21, 32, 33, 34, 39, 42			
		Listening	23	23. Use an audio or audio-visual source of information to obtain the answer to a question.	1-42	17, 21, 28, 32, 35, 39, 42			
	Expression	Writing	24	24. Write about research findings independently over short and/or extended periods of time.	1-30, 37-42	17, 21, 24, 28, 39, 42			
			25	25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.	1-42	10, 17, 21, 24, 25, 39, 42			
		Speaking	25x	<i>Example: MLA, APA</i>					
			26	26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations.	1-42	17, 21, 24, 25, 34, 39, 42			
	26a	a. Answer questions in discussions about their research findings.							
VOCABULARY LITERACY									
Vocabulary Literacy	Reception	Reading	27	27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.	1-20 40-42	1, 14, 17, 32, 36, 39, 40, 41, 42			
			28	28. Discover word meanings through active listening in various contexts.	1-42	1, 14, 31, 32, 36, 39, 40, 41, 42			
		28x	<i>Examples: classroom discussion, oral presentations, digital formats</i>						
	Expression	Writing	29	29. Use academic vocabulary in writing to communicate effectively.	21-36 40-42	4, 14, 24, 30, 40, 41, 42			
		Speaking	30	30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.	1-42	4, 14, 17, 26, 30, 33, 39, 42			

ENGLISH LANGUAGE ARTS CROSSWALK							NAEP Correlations	For Teacher Use		
Grade 7										
Literacy Type	Focus Area	Category	2021 Grade-level Standard Number	Grade-Specific Standards for 2021 Alabama ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 7 for 2016 Alabama ELA COS	Dates Taught/Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)	
RECURRING STANDARDS										
Recurring Standards	Reception	R1	R1	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	30-38	30				
		R2	R2	R2. Use context clues to determine meanings of unfamiliar spoken or written words.	39-41	39				
	Expression	R3	R3	R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	20-29	20-29				
		R4	R4	R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	1-19, 20-29	23, 26				
		R5	R5	R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.	20-41	23, 30, 38, 41				
		R6	R6	R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1-41	35				
CRITICAL LITERACY										
Critical Literacy	Reception	Reading	1	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.	1-19	2, 4, 6, 10, 11, 13, 15, 19				
			2	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.	1-19	1, 7, 8, 9, 10, 11, 14, 17, 18, 19, 32, 33				
			3	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.	1-19	1, 3, 4, 6, 9, 10, 11, 12, 13, 15, 18, 19				
			4	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.	1-19	1, 4, 5, 9, 10, 13, 15, 19, 41				
	Listening	5	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).	1-41	2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 41					
		6	6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	1-19, 30-41	4, 13, 38, 41					
	Expression	Writing	7	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.	1-29, 36-40	1, 10, 20, 21, 22, 23, 24, 29, 36, 38, 40				
			7a	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).						
			7b	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.						
7c			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.							
Speaking		8	8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.	1-41	1, 10, 9, 19, 20, 22, 23, 25, 30					
9	9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.	1-41	1, 4, 5, 9, 10, 19, 30, 32, 33							
DIGITAL LITERACY										
Digital Literacy	Reception	Reading	10	10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.	1-35	7, 9, 16, 19, 23, 30, 31				
			10X	<i>Examples: online academic journals, social media, blogs</i>						
			11	11. Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.	1-19, 30-38	7, 8, 9, 10, 19, 20, 30, 31, 34, 38				
	Expression	Writing	12	12. Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.	1-19, 30-35	7, 10, 16, 17, 19, 27, 30, 31, 32, 34				
			13	13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.	1-19, 30-38	7, 10, 16, 17, 19, 27, 29, 30, 31, 34, 38, 41				
			14	14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.	1-30, 34-41	10, 17, 19, 27, 29, 30, 31, 34, 38, 41				
Speaking	15	15. Utilize digital tools and/or products to enhance meaning.	20-29, 33-35	23, 31, 34						
	15X	<i>Examples: hashtags, videos, slide presentations, audio clips, GIFs, memes; social media platforms</i>								
16	16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.	1-41	2, 24, 31, 35, 36, 37							
LANGUAGE LITERACY										
Language Literacy	Reception	Reading	17	17. Identify the conventions of standard English grammar and usage in writing.	20-29, 36-41	23, 35, 36, 37, 41				
			17a	a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence.						
			17b	b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text.						
			17c	c. Evaluate the functions of phrases and clauses in general and their function in specific sentences.						
			18	18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.	1-19, 20-29, 36-41	9, 19, 23, 35, 36, 37, 41				
			18a	a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.						
19	19. Evaluate a speaker's organizational choices to determine point of view, purpose, and effectiveness.	1-19, 21-35, 39-41	6, 15, 23, 35, 36, 37, 41							

	Expression	Listening	20	20. Identify a speaker's formality of language in order to comprehend, interpret, and respond appropriately.	30-41	35, 36, 37, 41			
		Writing	21	21. Create written work using standard English grammar, usage, and mechanics.	1-29 37-41	8, 20, 21, 22, 23, 35, 36, 37, 38, 41			
			21a	a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.					
			21b	b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.					
21c	c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.								
	Speaking	22	22. Choose language that expresses ideas precisely and concisely.	1-28 31-41	8, 20, 21, 22, 25, 29, 31, 38, 41				
RESEARCH LITERACY									
Research Literacy	Reception	Reading	23	23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.	1-41	1, 8, 9, 10, 17, 19, 20, 21, 22, 25, 29, 31, 33, 38, 41			
			24	24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.	1-41	1, 8, 9, 10, 17, 19, 20, 21, 22, 25, 29, 31, 32, 33, 38, 41			
		Listening	25	25. Use active listening to acquire information and assess its relevance and credibility.	1-41	1, 8, 9, 10, 17, 19, 20, 21, 22, 25, 27, 29, 31, 34, 38, 41			
	Expression	Writing	26	26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.	1-29 36-41	8, 17, 20, 21, 22, 23, 25, 27, 29, 38, 41			
			26x	<i>Examples: a day or two, a single sitting</i>					
			27	27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.	1-29 33-35 37-41	1, 10, 20, 23, 24, 25, 29, 38, 41			
		27x	<i>Example: MLA, APA</i>						
		28	28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.	1-41	1, 10, 17, 20, 23, 24, 25, 30, 31, 33, 38, 41				
Speaking	28a	a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.							
VOCABULARY LITERACY									
Vocabulary Literacy	Reception	Reading	29	29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.	1-19 36-41	1, 4, 13, 14, 17, 31, 35, 38, 39, 40, 41			
			29x	<i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i>					
		30	30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.	1-41	1, 4, 9, 13, 14, 18, 19, 30, 31, 35, 38, 40, 41				
		Listening	31	31. Infer word meaning through active listening in various contexts for purposeful, effective communication.	1-41	4, 13, 14, 21, 29, 35, 39, 40, 41			
	31x		<i>Examples: classroom discussion, oral presentations, digital formats</i>						
	Expression	Writing	32	32. Apply vocabulary in writing to convey and enhance meaning.	1-29 36-41	4, 13, 21, 29, 39, 40, 41			
Speaking		33	33. Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.	1-42	4, 14, 17, 25, 29, 32, 38, 41				

[Link to Alabama ELA COS Document](#)

ENGLISH LANGUAGE ARTS CROSSWALK

NAEP Correlations

GRADE 8

For Teacher Use

Literacy Type	Focus Area	Category	2021 Grade-level Standard Number	Grade-Specific Standards for 2021 Alabama ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 8 for 2016 Alabama ELA COS	Dates Taught/ Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)	
RECURRING STANDARDS										
Recurring Standards	Reception		R1	R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	30-35	30				
			R2	R2. Use context clues to determine meanings of unfamiliar spoken or written words.	39-41	39				
	Expression		R3	R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	20-29	20-29				
			R4	R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	1-19, 20-29	23, 26				
			R5	R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.	20-41	30-41				
			R6	R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1-41	35				
CRITICAL LITERACY										
Critical Literacy	Reception		1	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.	1-19	2, 4, 6, 10, 11, 13, 15, 19				
			2	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.	1-19, 30-35	1, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19, 32, 33				
			3	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.	1-19	1, 3, 4, 6, 9, 10, 11, 12, 13, 19				
			4	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.	1-19	1, 4, 5, 9, 10, 13, 14, 15, 19, 41				
			5	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.	1-41	2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 41				
		Listening	6	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.	1-19, 30-41	4, 13, 38, 41				
		7	7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	1-41	4, 13, 17, 35, 38, 40, 41					
	Expression	Writing		8	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.	1-29, 36-40	1, 10, 18, 20, 21, 22, 23, 24, 29, 36, 38, 40			
				8a	a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.					
				8ax	<i>Examples: narratives – memoir, short story, personal narrative; techniques – dialogue, pacing, description, reflection; sequencing – chronological, reverse chronological, flashback</i>					
			8b	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.						
		8c	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.							
	Speaking	9	9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.	1-19, 20-35	1, 10, 9, 19, 20, 22, 23, 25, 30					
	10	10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.	1-19, 30-41	1, 4, 5, 9, 10, 16, 19, 30, 32, 33, 40						
DIGITAL LITERACY										
Digital Literacy	Reception	Reading	11	11. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.	1-35	7, 9, 16, 19, 23, 30, 31				
		Listening	12	12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.	1-19, 30-35	7, 10, 16, 17, 19, 27, 30, 31, 32, 34				
	Expression	Writing	13	13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.	1-41	10, 16, 17, 19, 27, 29, 30, 31, 34, 38, 41				
			14 14x	14. Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFs, memes, clips from social media</i>	1-29, 33-35	16, 23, 25, 31, 34				
		Speaking	15	15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.	1-41	2, 16, 24, 25, 31, 35, 36, 37				
			15x	<i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest</i>						
LANGUAGE LITERACY										
			16	16. Examine the use of conventions of standard English grammar and usage in writing.	20-29, 36-41	23, 35, 36, 37, 41				

Language Literacy	Reception	Reading	16a	a. Identify gerunds, participles, infinitives, and clauses.		
			16b	b. Analyze the effects of active and passive voice and shifts in verb tense.		
			16c	c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.		
		17	17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.	1-19 20-29 36-41	9, 19, 23, 35, 36, 37, 41	
		17a	a. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.			
		18	18. Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately.	30-41	35, 36, 37, 41	
	Listening	18x	<i>Examples: active/passive voice, diction, syntax</i>			
		19	19. Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.	1-41	6, 15, 16, 23, 30, 35, 36, 37, 41	
		20	20. Produce writing that shows a command of standard English grammar, usage, and mechanics.	1-29 36-41	8, 17, 20, 21, 22, 23, 25, 27, 29, 38, 41	
	Expression	Writing	20a	a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.		
			20b	b. Compose writing using verbs in active and passive voice to establish mood.		
20c			c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.			
20d			d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
20e			e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.			
20f			f. Recognize and correct inappropriate shifts in verb tense.			
Speaking	21	21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	1-41	8, 16, 20, 21, 22, 25, 29, 31, 38, 41		
RESEARCH LITERACY						
Research Literacy	Reception	Reading	22	22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.	1-41	1, 8, 9, 10, 16, 17, 19, 20, 21, 22, 25, 29, 31, 33, 38, 41
			23	23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.	1-41	1, 8, 9, 10, 16, 17, 19, 17, 20, 21, 22, 25, 29, 31, 32, 33, 38, 41
		Listening	24	24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.	1-41	1, 8, 9, 10, 16, 17, 19, 20, 21, 22, 25, 27, 29, 31, 34, 38, 41
	Expression	Writing	25	25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.	1-41	1, 9, 10, 19, 23, 29, 35, 38, 41
			25x	<i>Examples: a day or two, a single sitting</i>		
			26	26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.	1-29 33-35 37-41	1, 10, 16, 17, 20, 23, 24, 25, 30, 31, 33, 38, 41
		26x	<i>Examples: MLA, APA</i>			
Speaking	27	27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.	1-41	1, 10, 16, 17, 20, 23, 24, 25, 30, 31, 33, 35, 38, 41		
VOCABULARY LITERACY						
Vocabulary Literacy	Reception	Reading	28	28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.	1-19 36-41	1, 4, 9, 13, 14, 17, 31, 35, 38, 39, 40, 41
			28x	<i>Examples: affixes, stems, Greek and Latin roots</i>		
		29	29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.	1-41	1, 4, 5, 9, 13, 14, 18, 19, 30, 31, 35, 38, 40, 41	
		Listening	30	30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.	1-41	4, 5, 13, 7, 16, 30, 31, 38, 41
	30x		<i>Examples: classroom discussion, oral presentations, digital formats</i>			
	Expression	Writing	31	31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.	1-29 39-41	4, 13, 29, 39, 40, 41
Speaking		32	32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.	1-19 39-41	4, 13, 7, 16, 25, 31, 35, 38, 41	

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ENGLISH LANGUAGE ARTS CROSSWALK

GRADE 9

For Teacher Use

Literacy Type	Focus Area	Category	Standard Number	Grade- Specific Standards for the 2021 ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 9 for 2016 Alabama ELA COS	Dates Taught/ Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)
RECURRING STANDARDS									
Recurring Standard	Reception	R1	R1	R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.	1-19	10, 11, 13			
		R1X	R1X	<i>Examples: emails, directions, diagrams, charts, other common workplace documents</i>					
		R2	R2	R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.	1-19	2, 4, 9, 19			
		R2X	R2X	<i>Examples: short and long prose texts, poetry, dramas</i>					
	Expression	R3	R3	R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.	31-36	31			
		R4	R4	R4. Use digital and electronic tools appropriately, safely, and ethically.	34	34			
		R5	R5	R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.	21-30 and 37-42	23, 29, 36, 37			
Expression	R6	R6	R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.	36-41	36, 37				
	R6X	R6X	<i>Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language</i>						
	R7	R7	R7. Use context clues to determine meanings of unfamiliar spoken or written words.	1-19 & 39-41	13, 39				
CRITICAL LITERACY									
Critical Literacy	Reception	Reading	1	1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.	1-19	1, 2, 6, 10, 11			
			2	2. Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.	1-19	16			
			2X	2X <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>					
			3	3. Analyze how an author's cultural perspective influences style, language, and themes.	1-19	4, 6			
			4	4. Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.	1-19	3, 4			
			5	5. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.	1-19	5, 12			
			6	6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.	1-19	7, 15, 16, 18			
	Expression	Listening	8	8. Through active listening, evaluate tone, organization, content, and nonverbal cues to determine the purpose and credibility of a speaker.	1-19, 30-35	30, 32			
			Writing	9	9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.	1-29, 36-41	20, 21, 22		
				9X	9X <i>Examples: paragraphs, constructed responses, essays</i>				
				9A	a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.				
Speaking	Writing	9AX	9AX <i>Examples: dialogue, pacing, description, reflection</i>						
		9B	b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.						
		9BX	9BX <i>Examples: relevant and sufficient facts, extended definitions, concrete details, quotations</i>						
Speaking	Speaking	9C	c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.						
		10	10. Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.	33-35	33				
Speaking	Speaking	11	11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.	33-35	33				
		DIGITAL LITERACY							
Digital Literacy	Reception	Reading	12	12. Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.	1-19, 34	16			
			13	13. Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.	1-19, 30-35	31			
	Expression	Writing	14	14. Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.	1-29, 34	25			
			15	15. Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.	33-35	33, 34			
			15X	15X <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>					
LANGUAGE LITERACY									
Language Literacy	Reception	Reading	16	16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	1-19, 34-41	4, 15, & 36			
			17	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.	1-19, 30-41	30			
	Expression	Listening	18	18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.	1-29, 36-41	36, 37			
			19	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.	20-29, 36-41	36, 37			
Expression	Writing	19A	a. Exhibit stylistic consistency in writing.						

		Speaking	20	20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.	1-19, 30-36	33, 36			
				RESEARCH LITERACY					
Research Literacy	Reception	Reading	21	21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.	1-29, 34-41	26, 34			
			22	22. Use a variety of search tools and research strategies.	1-19, 26-28	27			
		22x	<i>Examples: library databases, search engines; keyword search, boolean search</i>						
	Listening	23	23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.	1-29, 30-41	30-35				
		Writing	24	24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.	1-29, 30-41	26, 27			
	25		25. Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.	1-29, 30-41	27				
	25x		<i>Examples: MLA, APA</i>						
	26		26. Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	1-29, 30-41	28				
Speaking	27	27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.	1-41	26					

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ENGLISH LANGUAGE ARTS CROSSWALK

GRADE 10

For Teacher Use

Literacy Type	Focus Area	Category	Standard Number	Grade- Specific Standards for the 2021 ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 10 for 2016 Alabama ELA COS	Taught/ Revisited/ Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)
Recurring Standard	Reception	R1	R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.	1-20	10, 11, 13			
		R1x	<i>Examples: emails, directions, diagrams, charts, other common workplace documents</i>					
		R2	R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.	1-20	2, 4, 9, 20			
		R2x	<i>Examples: short and long prose texts, poetry, dramas</i>					
	R3	R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.	31-36	31				
	Expression	R4	R4. Use digital and electronic tools appropriately, safely, and ethically.	35	35			
		R5	R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.	21-30 & 37-42	24, 30, 37, 38			
		R6	R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.	37-42	37, 38			
		R6x	<i>Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language</i>					
	R7	R7. Use context clues to determine meanings of unfamiliar spoken or written words.	1-20 & 40-42	13, 40				
CRITICAL LITERACY								
Critical Literacy	Reception	Reading	1	1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.	1-20	16		
			2	2. Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions.	1-20			
			2x	<i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>		4, 6		
			3	3. Analyze how an author's cultural perspective influences style, language, and themes.	1-20	3, 4		
			4	4. Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.	1-20	5, 12		
			5	5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.	1-20	7, 15, 16, 18		
			6	6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.	1-20	12, 14		
	7	7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.	1-20	30, 32				
	8	8. Through active listening, evaluate tone, organization, content, and nonverbal cues to determine the purpose and credibility of a speaker.	31-36	30, 32				
	Expression	Writing	9	9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.	21-30	20, 21, 22		
			9x	<i>Examples: paragraphs, constructed responses, essays</i>				
			9a	a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.				
			9ax	<i>Examples: dialogue, pacing, description, reflection, chronological order, reverse chronological order, flashbacks</i>				
			9b	b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.				
9bx			<i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i>					
9c			c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.					
Speaking	10	10. Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.	1-20, 31-36	33				
	11	11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.	31-36	30				
DIGITAL LITERACY								
	Reception	Reading	12	12. Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.	1-20	16		

Digital Literacy	Reception	Listening	13	13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	1-20, 31-36	31	
		Writing	14	14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.	21-30	25	
	Expression	Speaking	15	15. Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.	31-36	33, 34	
			15x	<i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>			
LANGUAGE LITERACY							
Language Literacy	Reception	Reading	16	16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	1-20	4, 15	
			Listening	17	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.	30-41	30
				18	18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.	31-36	32
	Expression	Writing	18x	<i>Examples: Analyze Mahatma Gandhi's "Quit India" speech. Analyze "The Appeal of 18 June" by Charles de Gaulle.</i>			
			19	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.	21-30, 37-42	37	
			19a	a. Exhibit stylistic consistency in writing.			
Speaking	20	20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.	21-36	35, 36			
	RESEARCH LITERACY						
Research Literacy	Reception	Reading	21	21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.	21-36	28	
			22	22. Use a variety of search tools and research strategies to locate credible sources.	1-30, 37-42	27	
			22x	<i>Examples: library databases, search engines; keyword search, boolean search</i>			
		Listening	23	23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.	1-30	27	
	Expression	Writing	24	24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.	1-30	28	
			25	25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.	1-30	26	
			25x	<i>Examples: MLA, APA</i>			
26	26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	1-29, 36-41	28				
Speaking	27	27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.	1-41	26			

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ENGLISH LANGUAGE ARTS CROSSWALK

GRADE 11

For Teacher Use

Literacy Type	Focus Area	Category	Standard Number	Grade- Specific Standards for the 2021 ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 11 for 2016 Alabama ELA COS	Dates Taught/ Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)
RECURRING STANDARDS									
Recurring Standard	Reception		R1	R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.	1-18	10, 11, 13			
			R1x	<i>Examples: emails, directions, diagrams, charts, other common workplace documents</i>					
			R2	R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.	1-18	2, 4, & 9			
			R2x	<i>Examples: short and long prose texts, poetry, dramas</i>					
	Expression		R3	R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.	29-34	29			
			R4	R4. Use digital and electronic tools appropriately, safely, and ethically.	33	33			
			R5	R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.	19-28 & 35-40	22, 23, 35, 36			
			R6	R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.	35-40	35, 36			
			R6x	<i>Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language</i>					
			R7	R7. Use context clues to determine meanings of unfamiliar spoken or written words.	1-18 & 38-40	13, 39			
CRITICAL LITERACY									
Critical Literacy	Reception	Reading	1	1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.	1-18	2, 6, 8, 9, 11			
			2	2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.	1-18 25-28	16			
			2x	<i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>					
			3	3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.	1-18	15			
			4	4. Analyze an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.	1-18	4, 5 and 6			
			5	5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.	1-18	15			
			6	6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.	1-18	2, 11			
			7	7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.	1-18	7			
			8	8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.	1-18 38-40	11, 12, 13			
			9	9. Follow instructions in technical materials to complete a specific task.	1-18	13, 16			
	9x	<i>Example: Read and follow instructions for formatting a document.</i>							
		Listening	10	10. Through active listening, evaluate tone, organization, content, and nonverbal cues to determine the purpose and credibility of a speaker.	29-34	31			
	Expression	Writing	11	11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.	1-34	28, 32			
			11a	a. Incorporate narrative techniques into other modes of writing as appropriate.					
11ax			<i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i>						
11b			b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.						
		11c	c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.						
		12	12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.	19-28	24				
	Speaking	13	13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.	1-34	26, 32				
		14	14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.	1-34	34				
DIGITAL LITERACY									
Reception	Reading	15	15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.	1, 18, 29-34	30				
		Listening	16	16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.	29-34	33			
			16x	<i>Examples: words, music, sound effects</i>					

Digital Literacy	Expression	Writing	17	17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	19-28, 32-34	33			
		Speaking	18	18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.	29-34	34			
			18x	<i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>					
LANGUAGE LITERACY									
Language Literacy	Reception	Reading	19	19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	1-18	3, 5, 14, 15			
			20	20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.	29-34	29, 31			
		21	21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	29-34	31				
	Expression	Writing	22	22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.	19-28, 35-40	35, 36			
			22a	a. Exhibit stylistic complexity and sophistication in writing.					
		Speaking	23	23. Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.	29-34	32, 34			
			23x	<i>Examples: student-led conference, public meeting, community-based group</i>					
RESEARCH LITERACY									
Research Literacy	Reception	Reading	24	24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.	1-18	16			
			24a	a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.					
			25	25. Use a variety of search tools and research strategies to locate credible sources.	1-18, 25	16, 25			
		25x	<i>Examples: library databases, search engines; keyword search, boolean search</i>						
	Listening	26	26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.	1, 18, 26, & 30	26, 30				
	Expression	Writing	27	27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	19-28	26			
			28	28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.	19-28	26			
			28x	<i>Examples: MLA, APA</i>					
29		29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	19-28	28					
Speaking	30	30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	29-34	32, 33					

ENGLISH LANGUAGE ARTS CROSSWALK

GRADE 12

For Teacher Use

Literacy Type	Focus Area	Category	Standard Number	Grade- Specific Standards for the 2021 ELA COS	Grade Specific Standards for 2016 Alabama ELA COS	Standard Emphasis Grade 12 for 2016 Alabama ELA COS	Dates Taught/ Revisited	Dates Assessed	Curriculum Correlations (Links, Text Page #'s, etc.)
RECURRING STANDARDS									
Recurring Standard	Reception	R1	R1	R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.	1-18	10, 11, 13			
		R1X	R1X	<i>Examples: emails, directions, diagrams, charts, other common workplace documents</i>					
		R2	R2	R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.	1-18	2, 4, 9			
		R2X	R2X	<i>Examples: short and long prose texts, poetry, dramas</i>					
	Expression	R3	R3	R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.	29-34	29			
		R4	R4	R4. Use digital and electronic tools appropriately, safely, and ethically.	33	33			
		R5	R5	R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.	19-28 & 35-40	22,23, 35, 36			
		R6	R6	R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.	35-40	35, 36			
R6X	R6X	<i>Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language</i>							
R7	R7	R7. Use context clues to determine meanings of unfamiliar spoken or written words.	1-18 & 38-40	13, 39					
CRITICAL LITERACY									
Critical Literacy	Reception	1	1	1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles.	1-18	2, 6, 8, 9, 11			
		1a	1a	a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.					
		2	2	2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.	1-18 25-28	16, 27			
		2X	2X	<i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>					
		3	3	3. Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.	1-18	12, 15			
		4	4	4. Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.	1-18	4, 5 and 6			
		5	5	5. Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.	1-18	15			
		6	6	6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.	1-18	2, 15			
		7	7	7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.	1-18	7			
	8	8	8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.	1-18 38-40	11, 13, 40				
	9	9	9. Follow instructions in technical materials to complete a specific task.	1-18	13, 16				
	9X	9X	<i>Example: Read and follow instructions for formatting a document.</i>						
	10	10	10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.	1-18, 29-34	31, 32				
	Expression	Writing	11	11	11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.	1-28, 35-37	22, 23, 28		
11a			11a	a. Incorporate narrative techniques into other modes of writing as appropriate.					
11ax			11ax	<i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i>					
11b			11b	b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.					
11c			11c	c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.					
12	12	12. Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.	19-29	24, 29					
Speaking	Speaking	13	13	13. Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.	1-34	26, 32			
		14	14	14. Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	22-24, 29-34	23, 29, 34			
DIGITAL LITERACY									
Reception	Reception	15	15	15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.	1-18, 32-33	30, 33			
		16	16	16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.	1-18, 29-34	13, 30, 33			

Digital Literacy	Expression	Writing	16x	<i>Examples: words, music, sound effects</i>					
			17	17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	1-28, 30-40	24, 30, 33			
		Speaking	18	18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.	1-34	29, 32, 34			
			18x	<i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>					
LANGUAGE LITERACY									
Language Literacy	Reception	Reading	19	19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	1-18, 35-40	3, 5, 14, 15, 37			
			Listening	20	20. Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.	29-34, 35-40	29		
		21		21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	29-34	31			
	Expression	Writing	22	22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.	19-28, 35-39	23, 35, 36			
			22a	a. Exhibit stylistic complexity, sophistication, and consistency in writing.					
		Speaking	23	23. Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.	29-34	32, 34			
RESEARCH LITERACY									
Research Literacy	Reception	Reading	24	24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.	1-18	16			
			24a	a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.					
			25	25. Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.	1-18, 25-27	16, 25, 26			
			25x	<i>Examples: library databases, search engines; keyword search, boolean search</i>					
		Listening	26	26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.	1-28, 29-31	1, 30			
	Expression	Writing	27	27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	1-28, 35-37	26, 27			
			28	28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.	1-28, 35-37	22, 26, 37			
			28x	<i>Examples: MLA, APA</i>					
		29	29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	1-28	22, 28				
		Speaking	30	30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	1-34	32, 33			