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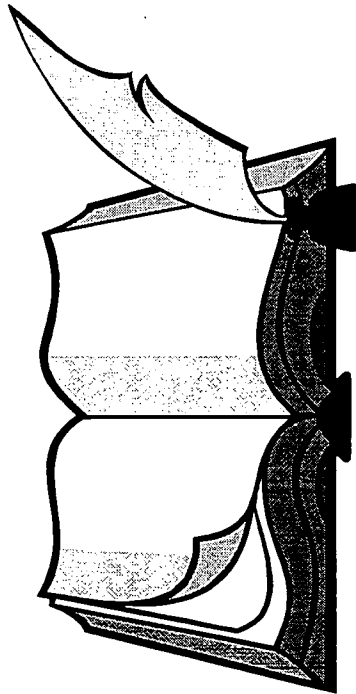
ABSTRACT

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition [Stanford 9]) in English Language Arts. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list instructional strategies or resources here. The standards are given for kindergarten through grade 11. (SLD)

TM

ALABAMA

English Language Arts Course of Study - Assessment Correlation



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Summer 1999

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ENGLISH LANGUAGE ARTS COURSE OF STUDY — ASSESSMENT CORRELATION

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INTRODUCTION

English Language Arts Course of Study — Assessment Correlation

An important factor in improving students' achievement is the alignment of written, taught, and tested curricula. The basis of both the taught and tested curricula is the written curriculum—the course of study. This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the *Alabama High School Graduation Exam* and the *Stanford Achievement Test*, Ninth Edition, Stanford 9). Courses of study contain content standards that are the blueprints to be used by systems as they align their curricula locally. The content standards in the courses of study prescribe, from the state level, exactly what students should know and be able to do at the conclusion of any grade level or course. In the past, aligning these three types of curriculum may have been a cumbersome task because the standards/objectives were contained in different documents and had to be meshed/combined to create a composite of all state requirements.

This document illustrates that courses of study content standards embody both *Alabama High School Graduation Exam* and Stanford 9 objectives. Local Education Agencies may feel confident in developing local curriculum based on one document—the state course of study. In the elementary grades, course of study content standards are rarely worded in such a fashion as to be easily recognized as *Alabama High School Graduation Exam* standards or objectives. Yet, skills and concepts are identified at each grade level, K-6, that are foundational and prerequisite to the development of graduation exam standards and objectives. The teaching of all content standards in the course of study should adequately prepare students for any state or national assessment.

Directions for Interpreting the English Language Arts Course of Study — Assessment Correlation Document

Each page of the document contains four columns. The first column is the course of study content standards; the second column places the *Alabama High School Graduation Exam* objectives, with eligible content, beside the related content standard that must be mastered at this grade level or in this subject. The third column contains an “X,” instead of objectives, for the Stanford 9 correlation to the course of study because the Stanford 9 material is copyrighted. An “X” in this column indicates that one or more components of the content standard is tested on the Stanford 9 at this grade level. The fourth column is designed for local usage; for example, if using the document prior to aligning the curriculum locally, a system may choose to list instructional strategies or resources here.

Alabama High School Graduation Exam Standards

The following language and reading standards are referenced only by number throughout the document.

LANGUAGE STANDARD I:

The student will recognize correct grammar and usage.

LANGUAGE STANDARD II:

The student will demonstrate appropriate word choice.

LANGUAGE STANDARD III:

The student will recognize correct sentence structure.

LANGUAGE STANDARD IV:

The student will use correct capitalization and punctuation.

LANGUAGE STANDARD V:

The student will use appropriate organizational skills for writing/revision.

READING STANDARD I:

The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

READING STANDARD II:

The student will interpret passages taken from textual, functional, and recreational reading material.

READING STANDARD III:

The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

READING STANDARD IV:

The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Alabama Course of Study: <i>English Language Arts</i>	Alabama High School Graduation Exam	Stanford 9	Local
<p>CONTENT STANDARDS</p> <p>1. Exhibit an awareness of story.</p> <ul style="list-style-type: none"> • Associating written words with a story • Relating personal experience to picture text • Identifying with characters or events in a story • Beginning to recognize elements of a story 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. 	<p>X</p>	

Alabama Course of Study: English Language Arts	Alabama High School Graduation Exam	Stanford	Local
<p>1. (continued)</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	9	
<p>2. Demonstrate curiosity about print in the environment.</p> <ul style="list-style-type: none"> • Recognizing signs, logos, and words • Comparing similarities and differences in letters and words 	<p>Language I-1 Regular and irregular forms.</p> <ul style="list-style-type: none"> • Identify correct noun forms (singular and plural). • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. <p>I-4 Recognize pronoun-antecedent agreement in number and gender.</p>	X	

Alabama Course of Study: <i>English Language Arts</i>	Alabama High School Graduation Exam	Stanford 9	Local
<p>3. Exhibit knowledge of the conventions of print.</p> <ul style="list-style-type: none"> • Turning pages from front to back • Recognizing where print begins on a page • Following print from left to right • Becoming aware of spacing in words and sentences • Differentiating letters from words <p>4. Develop phonemic awareness.</p> <ul style="list-style-type: none"> • Counting sounds in words • Manipulating the sounds of the English language Examples: singing, making rhymes and rhythms <p>5. Recognize and name upper- and lower-case letters.</p>	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p>	<p style="text-align: center;">X</p>	

Alabama Course of Study: English Language Arts	Alabama High School Graduation Exam	Stanford 9	Local
<p>6. Demonstrate an initial understanding of letter-sound relationships.</p> <ul style="list-style-type: none"> • Understanding the letter-sound correspondence • Identifying consonant sounds <p>7. Begin to use a variety of early reading material.</p> <ul style="list-style-type: none"> • Practicing with decodable texts • Recognizing high-frequency words • Using predictable texts • Recognizing and using print in the environment 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	<p>X</p>	

<p><i>Alabama Course of Study: English Language Arts</i></p>	<p><i>Alabama High School Graduation Exam</i></p>	<p>Stanford 9</p>	<p>Local</p>
<p>7. (continued)</p>	<p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 		

Alabama Course of Study: <i>English Language Arts</i>	Alabama High School Graduation Exam	Stanford 9	Local
<p>8. Exhibit an awareness of patterns in the language.</p> <ul style="list-style-type: none"> Exhibiting an understanding of story structure Example: retelling and dictating stories Recognizing patterns in sentences Examples: using predictable books; participating in choral readings, chants, and rhymes Recognizing sound-print relationships Example: using approximate spellings in their own writings 	<p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. Compound in form, singular in meaning. Plural in form, singular in meaning. Regular and inverted order. Collective nouns, when correct verb form depends on rest of sentence. Sentences with intervening phrases. Indefinite pronoun as subject. Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p>	<p>X</p>	

Alabama Course of Study: <i>English Language Arts</i>	Alabama High School Graduation Exam	Stanford 9	Local
<p>8. (continued)</p>	<p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. 	<p>9</p>	
<p>9. Begin to use pictures and text to gain meaning from written material.</p> <ul style="list-style-type: none"> • Connecting text, message heard, or material viewed to prior knowledge and experiences 	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). 	<p>X</p>	

Alabama Course of Study: <i>English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>9. (continued)</p> <ul style="list-style-type: none"> • Tracking (pointing to individual words) in a familiar story to locate a specific word • Recalling information Examples: characters, character traits, setting, details, main idea, beginning and ending of stories • Retelling a story • Predicting words and phrases in a story using pictures and other context clues • Creating mental images while reading • Answering teacher- and peer-generated questions 	<p>Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical 		

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>9. (continued)</p>	<p>vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p> <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. 		
<p>10. Handle books and media responsibly.</p>			
<p>11. Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.</p>	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> Identify an author's purpose or point of view in one or more passages. 		

Alabama Course of Study: <i>English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>11. (continued)</p>	<ul style="list-style-type: none"> • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. 		
<p>12. Exhibit an awareness that information may be obtained from a variety of sources.</p> <p>Examples: resource people, graphs, pictures, books, newspapers, electronic media, field trips</p>	<p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>		

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<p>12. (continued)</p>	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendices; and 		

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>12. (continued)</p> <p>13. Gain an awareness of others through exposure to written, spoken, and visual forms of communication.</p> <p style="padding-left: 40px;">Examples: videos, author studies, children’s literature, educational television, stage drama, student publications</p> <p>14. Demonstrate an interest in and enjoyment of literature in a variety of forms, contexts, and media.</p> <ul style="list-style-type: none"> • Participating in reading activities in all content areas <li style="padding-left: 20px;">Examples: big books, predictable books, author studies, informational books • Participating in arts education activities <li style="padding-left: 20px;">Examples: live drama, drawing, music, puppetry • Participating in listening activities <li style="padding-left: 20px;">Examples: interactive videos, listening stations 	<p>research sources such as atlases, almanacs, encyclopedias, readers’ guides, and both print-based and electronic card catalogs.</p>		

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>14. (continued)</p> <ul style="list-style-type: none"> • Attending with interest to works of literature presented orally Examples: stories, poems, drama • Participating in discussions of stories read, heard, or viewed <p>15. Use appropriate listening and speaking behaviors.</p> <ul style="list-style-type: none"> • Showing an interest in what others have to say • Looking at speaker/audience • Responding appropriately to material read, heard, or viewed • Using grammar, expression, and words appropriate to audience • Generating questions • Following directions <p>16. Use beginning study strategies.</p> <ul style="list-style-type: none"> • Identifying parts of books • Classifying • Retelling • Interpreting simple charts and graphs <p>17. Exhibit expanded vocabulary and sentence awareness.</p> <ul style="list-style-type: none"> • Exploring reading and writing through interactions with language 	<p>X (Listening)</p>		

Language
I-4 Recognize pronoun-antecedent agreement in number and gender.

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>19. (continued)</p> <p>20. Express meaning through writing.</p> <ul style="list-style-type: none"> • Drawing pictures • Scribbling • Writing strings of letters • Approximating spelling • Developing a collection of correctly spelled high-frequency words <p>21. Write upper- and lower-case letters.</p> <p>22. Verbalize correct personal data.</p> <ul style="list-style-type: none"> • Full name • Address • Phone number • Age 	<p>• Proper nouns and proper adjectives.</p> <p>• Titles.</p> <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 		

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>22. (continued)</p> <ul style="list-style-type: none"> • Date of birth • Parents' names <p>23. Express meaning through a variety of activities.</p> <p>Examples: sharing experiences, creating and reading own stories, role playing, discussing classwork, interacting at learning centers, participating in puppetry, using poetry, dictating personal stories, writing personal notes</p>	<p><i>Alabama High School Graduation Exam</i></p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	<p>Stanford 9</p>	<p>Local</p>
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<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>CONTENT STANDARDS</p> <p>1. Demonstrate a growing awareness of story.</p> <ul style="list-style-type: none"> • Relating personal experiences to text • Identifying with characters or events in a story • Recognizing elements of a story 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. 	<p>X</p>	

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>1. (continued)</p> <p>2. Identify upper- and lower-case letters.</p> <p>3. Exhibit phonemic awareness.</p> <ul style="list-style-type: none"> • Counting the number of sounds in words • Using songs, poems, word-sound games, and verbal rhythmic activities • Manipulating the sounds of the English language Examples: rhyming, blending, substituting, deleting, reversing 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	<p>X</p>	

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<p>4. Demonstrate understanding of letter-sound relationships.</p> <ul style="list-style-type: none"> • Using decoding skills • Blending sounds to form words Examples: vowel sounds, consonant clusters, consonant digraphs <p>5. Begin to use patterns in language to create meaning.</p> <ul style="list-style-type: none"> • Recognizing cues provided by print Examples: semantic, syntactic, graphophonic • Developing story structures Examples: using predictable books, identifying story sequence • Recognizing patterns in sentences Example: predicting from word arrangement in choral readings, poems, rhymes, chants, and lyrics • Applying structural analysis strategies 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. 	<p>X</p> <p>X</p>	

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>6. Comprehend material read, heard, or viewed.</p> <ul style="list-style-type: none"> • Connecting text, message heard, or material viewed to prior knowledge and experiences • Recalling information Examples: characters; character traits; setting; details; main idea; beginning, middle, and end of stories; topic • Retelling a story • Predicting words and phrases in a story using pictures and other context clues • Monitoring their reading by rereading, predicting, self-correcting, and seeking help if needed • Creating mental images while reading • Answering teacher- and peer-generated questions in written or spoken form • Recognizing high-frequency words <p>7. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p>		<p>X</p>	

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<p>8. Read a variety of written material.</p> <ul style="list-style-type: none"> • Practicing with decodable and predictable text • Selecting recreational reading material • Reading and interpreting textual and functional materials • Recognizing words in the environment • Building word banks or word walls <p>9. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>10. Recognize values, beliefs, and interests reflected in literature and other materials from various cultures.</p> <p>11. Read orally with accuracy, fluency, and comprehension.</p> <ul style="list-style-type: none"> • Making self-corrections • Reading with expression • Applying mental operations involved in comprehension <p>Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions</p>			

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<p>12. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts.</p> <ul style="list-style-type: none"> • Selecting books for enjoyment and knowledge • Sharing books and ideas encountered in print and other media • Using books and media responsibly • Using expanded vocabulary in speaking and writing <p>13. Connect knowledge learned in the language arts program to life situations.</p> <p style="padding-left: 40px;">Examples: comparing characters or events in a story to people or events in real life, making lists</p> <p>14. Apply study strategies.</p> <ul style="list-style-type: none"> • Alphabetizing • Identifying parts of books • Classifying • Summarizing • Using test-taking strategies • Interpreting charts and graphs 			

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<p>15. Use appropriate sources for obtaining information.</p> <p>Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries</p> <p>16. Demonstrate appropriate listening and speaking behaviors.</p> <ul style="list-style-type: none"> • Focusing on the listening task Examples: conversation, instruction, group discussion, read-alouds • Establishing eye contact with the speaker or audience • Interpreting nonverbal communication of the speaker or audience Example: facial expressions • Asking appropriate questions to gain and to clarify information • Attending to works of literature presented orally 		X	

<i>Alabama Course of Study: English Language Arts</i>	<i>Alabama High School Graduation Exam</i>	Stanford 9	Local
<p>17. Exhibit expanded sentence awareness and vocabulary.</p> <ul style="list-style-type: none"> • Participating in shared reading and writing Examples: choral reading, big books, journals, language experience • Responding to questions Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events • Asking questions for clarification • Engaging in word-study activities Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues 	<p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as “our’s” and “her’s”. <p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. 		

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<p>17. (continued)</p>	<p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. 		

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<p>17. (continued)</p>	<p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>		
<p>18. Participate in the writing process.</p> <p>Examples: drawing; teacher-led brainstorming; webbing and mapping to generate topics; creating word banks; using pictures and/or words to</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. 		

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<p>18. (continued)</p> <p>express thought; using approximate and standard spellings; observing some important conventions of writing; sharing writing through presentation or publication</p> <p>19. Begin to use conventional mechanics and spelling when editing written expression.</p> <ul style="list-style-type: none"> • Capitalizing proper nouns, titles of people, first word in a sentence • Punctuating with periods and question marks as end marks • Spelling correctly three- and four-letter, short vowel words <p>20. Apply proper use of grammar for written and spoken communication.</p> <ul style="list-style-type: none"> • Nouns • Verbs • Subject-verb agreement with simple subject 	<p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. 		

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<p>20. (continued)</p>	<p>(Language I-3 Recognize subject-verb agreement</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. 		

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<p>20. (continued)</p> <p>21. Use writing as a tool for expressing thoughts in all disciplines.</p> <p>Examples: lists, thank-you notes, journals, science and mathematics logs, friendly letters, envelopes</p> <p>22. Write using manuscript.</p> <ul style="list-style-type: none"> • Developing letter formation of upper- and lower-case letters • Spacing appropriately 	<ul style="list-style-type: none"> • Proper nouns and proper adjectives. • Titles. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 	<p>X</p>	

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<p>23. Use available technology for expression.</p> <ul style="list-style-type: none"> • Word processing • Multimedia projects <p>24. Exhibit increased participation in self-expression in a variety of forms.</p> <ul style="list-style-type: none"> • Sharing experiences, facts, and information <ul style="list-style-type: none"> Examples: discussion of classwork at learning centers, collaboration on projects, cooperative learning • Retelling stories • Creating own stories <ul style="list-style-type: none"> Examples: narratives of personal stories, story endings, word processing • Dramatizing 	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 		

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<p>CONTENT STANDARDS</p> <p>1. Understand the concept of story.</p> <ul style="list-style-type: none"> • Relating personal experiences to text • Identifying with characters or events in a story • Recognizing elements of a story 	<p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	<p>X</p>	

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<p>2. Demonstrate the ability to use decoding skills to blend sounds and form words.</p> <ul style="list-style-type: none"> • Recognizing and correcting word-recognition errors Examples: substituting, reversing, deleting, omitting • Using knowledge of print-sound correspondence to decode unknown words <p>3. Manipulate the sounds of the English language.</p> <ul style="list-style-type: none"> • Counting the number of syllables in words • Using songs, poems, word-sound games, and verbal rhythmic activities <p>4. Read material across the curriculum by applying appropriate strategies.</p> <ul style="list-style-type: none"> • Applying teacher-modeled thought processes to reading and writing • Creating mental pictures • Following simple sequences (2-3 events) in a story • Recalling information 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p>	<p>X</p> <p>X</p> <p>X</p>	

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<p>4. (continued)</p> <p>Examples: plot/story beginning, middle, and end; characters; character traits; setting; main ideas; details; topic</p> <ul style="list-style-type: none"> • Responding to comprehension questions <p>Examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes</p> <ul style="list-style-type: none"> • Exhibiting increased ability to monitor own reading by predicting, rereading, and seeking help if needed • Comparing, contrasting, and identifying with characters or events in stories • Asking questions for clarification • Connecting messages heard, text read, and material viewed to prior knowledge and experience • Recognizing high-frequency words 	<ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p> <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). 		

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<p>4. (continued)</p>	<p>Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • 		

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>4. (continued)</p>	<p><i>Alabama High School Graduation Exam</i></p> <ul style="list-style-type: none"> • Identify an author’s purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. 	<p>Stanford 9</p>	<p>Local</p>
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<p>4. (continued)</p>	<p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p> <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 		

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<p>4. (continued)</p>	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. 		
<p>5. Use patterns in language to create meaning.</p> <ul style="list-style-type: none"> • Developing story structures • Recognizing patterns in sentences • Applying structural analysis strategies • Using semantic cues • Using syntactic cues • Using graphophonemic cues 	<p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 	X	

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<p>6. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>7. Read and comprehend a variety of material.</p> <ul style="list-style-type: none"> • Selecting recreational reading material • Reading and interpreting textual material <p style="padding-left: 40px;">Examples: classroom text, maps, graphs, atlases, encyclopedias</p> <ul style="list-style-type: none"> • Recognizing words in the environment • Using predictable text • Reading and interpreting functional materials <p style="padding-left: 40px;">Examples: maps, schedules, recipes, instructions, directions, manuals, diagrams</p> <p>8. Demonstrate reading improvement gained through substantial amounts of daily reading.</p>		X	

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<p>9. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts.</p> <ul style="list-style-type: none"> • Selecting books for enjoyment and knowledge • Sharing books and ideas encountered in print and other media • Using books and media responsibly • Reading independently for increasingly longer periods of time <p>10. Read orally with accuracy, fluency, and comprehension.</p> <ul style="list-style-type: none"> • Making self-corrections • Reading with expression • Applying mental operations involved in comprehension <p>Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions</p> <p>11. Associate knowledge learned in the language arts program to life situations.</p> <p>Examples: using books and other media to understand real events, writing social notes</p>			

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<p>12. Identify values, beliefs, and interests reflected in literature and other materials from various cultures.</p> <p>Examples: videos, author studies, children’s literature, educational television, read-alouds, interactive videos, on-line resources</p>		X	
<p>13. Demonstrate appropriate listening and communicating behaviors.</p> <ul style="list-style-type: none"> • Focusing on the listening task Examples: conversation, classroom instruction, group discussion, rhymes, read-alouds • Establishing eye contact with the speaker and/or audience • Interpreting the nonverbal communication of the speaker and/or audience Example: facial expressions • Asking appropriate questions to gain and to clarify information • Using appropriate oral language behaviors 		X	

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<p>13. (continued)</p> <p>Examples: adjusting tone and volume of voice in storytelling</p> <ul style="list-style-type: none"> • Attending with interest to works of literature presented orally <p>14. Exhibit expanded vocabulary and sentence awareness.</p> <ul style="list-style-type: none"> • Participating in shared reading and writing Examples: choral reading, big books, journals, language experience • Responding to questions Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events • Engaging in word-study activities Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues, affixes, root words, analogies • Incorporating new vocabulary as a part of daily spoken and written language 		<p>X</p>	

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<p>15. Apply study strategies.</p> <ul style="list-style-type: none"> • Identifying sections of a book • Classifying ideas • Utilizing test-taking strategies • Creating graphic organizers • Alphabetizing • Using dictionary skills • Skimming and scanning • Adjusting reading rate • Taking notes • Summarizing 	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	<p>X</p>	

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<p>16. Use appropriate sources for obtaining information.</p> <p>Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries</p> <p>17. Use the writing process when creating different forms of written expression.</p> <ul style="list-style-type: none"> • Prewriting Examples: teacher-led brainstorming, webbing and mapping, reading, using personal experiences as sources of ideas • Drafting Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings 	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>	X	

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<p>17. (continued)</p> <ul style="list-style-type: none"> • Revising Examples: revising own and others' work, accepting feedback from classmates, adding to stories, conferencing • Editing Examples: beginning to apply knowledge of sentence structure, grammar, usage, and mechanics; using simple checklists for self-evaluation • Publishing Example: sharing own work with others <p>18. Use conventional mechanics and spelling when editing written expression.</p> <ul style="list-style-type: none"> • Capitalizing proper nouns (titles of people, months of year, days of week, and holidays), pronoun <i>I</i>, and first word in sentence. • Punctuating by using periods, exclamation marks, question marks, apostrophes with contractions and possessives, and commas with items in a series 	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. 	<p>X</p>	

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<p>18. (continued)</p> <ul style="list-style-type: none"> • Spelling correctly the patterns and words previously studied • Using correct abbreviations 	<p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. Before coordinating conjunction in compound sentences consisting of two long independent clauses. 		

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<p>18. (continued)</p>	<p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		
<p>19. Apply conventional usage of grammar for written expression.</p> <ul style="list-style-type: none"> • Subject-verb agreement • Adjective • Adverb • Noun • Verb • Pronoun 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. 	X	
	<p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. 		

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<p>19. (continued)</p>	<p>Language I-3 Recognize subject-verb agreement</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p>		

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<p>19. (continued)</p>	<p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as “our’s” and “her’s”. <p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.</p>		

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<p>20. Use descriptive and narrative writing to clarify thinking in all disciplines.</p> <ul style="list-style-type: none"> • Observing modeled writing • Using self-selected and teacher-generated topics • Sharing writing with others <p>Examples: journal writing, non-fictional report, creative book report, interview, story ending, description of a science, experiment, problem-solving situation</p> <p>21. Write using legible manuscript.</p> <ul style="list-style-type: none"> • Forming letters legibly • Spacing appropriately <p>22. Use available technology for expression.</p> <ul style="list-style-type: none"> • Word processing • Multimedia presentations 			

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<p>23. Exhibit an increased facility in self-expression in a variety of forms.</p> <ul style="list-style-type: none"> • Sharing experiences, facts, and information Examples: book sharing, collaboration on projects • Retelling stories • Creating and publishing original stories Examples: personal narratives, rebus stories • Dramatizing Example: using puppetry to act out narratives or poetry • Staying on topic when speaking • Using appropriate language conventions <ul style="list-style-type: none"> - Sentence structure - Grammar - Usage - Mechanics 			

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<p>CONTENT STANDARDS</p> <p>1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.</p> <ul style="list-style-type: none"> • Using knowledge of letter-sound correspondence • Using structural analysis Examples: roots, prefixes, suffixes • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Previewing and predicting • Locating information in reference sources 	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 	<p style="text-align: center;">X</p>	

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<p>1. (continued)</p> <p>2. Exhibit awareness of how text features are used to convey meaning.</p> <ul style="list-style-type: none"> • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendices; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 		

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<p>3. Demonstrate literal understanding of print material.</p> <ul style="list-style-type: none"> • Identifying important details • Identifying sequence of events • Following directions 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. 	<p>X</p>	

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<p>3. (continued)</p> <p>4. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p>	<ul style="list-style-type: none"> • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p> <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.</p>	<p>X</p>	

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<p>5. Interpret passages in print material.</p> <ul style="list-style-type: none"> • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact and opinion • Summarizing passages • Identifying author's purpose 	<p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. 	<p>X</p>	

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<p>5. (continued)</p> <p>6. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>7. Use literary analysis.</p> <ul style="list-style-type: none"> • Identifying and analyzing literary elements <ul style="list-style-type: none"> - Character - Setting - Plot, including problem and solution - Point of view • Identifying figurative language 	<p>• Identify the purpose of specific persuasive techniques, but not label or define the techniques.</p> <p>• Distinguish facts from opinions based on a passage.</p> <p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading III-1 The student will apply critical analysis strategies and judge texts critically to recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. 	<p>X</p> <p>X</p>	

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7. (continued)	<p> <ul style="list-style-type: none"> Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> Analyze the use of analogy in a passage. </p>		

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<p>7. (continued)</p> <p>8. Read grade-level texts aloud and silently with fluency and comprehension.</p> <p>9. Choose to read a variety of literature representative of various genres.</p>	<ul style="list-style-type: none"> • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. 		

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<p>9. (continued)</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry <p>10. Monitor own reading.</p> <ul style="list-style-type: none"> • Self-questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experience <p>11. Read materials encountered in daily lives.</p> <ul style="list-style-type: none"> • Textual Example: classroom texts • Functional Examples: directions, schedules • Recreational Examples: classic literature, writing by self and peers, trade books <p>12. Apply strategies of a skillful listener.</p> <ul style="list-style-type: none"> • Focusing on the identified purposes • Focusing on the speaker 		X	

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<p>12. (continued)</p> <ul style="list-style-type: none"> • Attending to the listening task • Assigning meaning to messages received <p>13. Exhibit a growing independence in selecting appropriate print and non-print media for a variety of purposes.</p> <ul style="list-style-type: none"> • Pleasure Examples: short stories, biographies, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction, Internet <p>14. Develop an understanding of cultural similarities and differences noted through exposure to multicultural literature.</p> <p>Examples: clothing, food, games</p>	<p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. 	X	

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<p>15. Identify ways fictional characters and events reflect real experiences.</p> <p>Example: relating hardships faced by pioneers in literature to hardships faced by families today</p> <p>16. Employ study strategies to gain information.</p> <ul style="list-style-type: none"> • Previewing • Predicting • Questioning • Following directions • Sequencing • Locating • Taking notes • Using graphic organizers 	<p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p> <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. <p>Reading IV-3 Discern organizational patterns.</p>	<p>X</p>	

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<p>16. (continued)</p> <p>17. Relate to the experiences and feelings of literary characters.</p> <p>18. Use appropriate reference sources with assistance for a variety of purposes.</p> <ul style="list-style-type: none"> • Dictionary • Encyclopedia • Globe • Chart • Electronic media • Newspaper • Thesaurus 	<p>• Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	<p style="text-align: center;">X</p>	

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19. Demonstrate vocabulary growth developed through reading and listening to literature.
- Expanding vocabulary in listening, speaking, reading, and writing
 - Improving sentence and paragraph structure in writing
 - Improving spelling and mechanics in writing
 - Improving grammar and usage in speaking and writing

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- Language
I-9 Identify correct usage of commonly confused words.
- Words that sound alike but have different meanings.
 - Words that are frequently confused although not pronounced alike.
 - Words that are commonly misused.

- Language
II-1 Use words that create clarity, precision, and vivid description.
- Action verbs, not linking verbs.
 - Specific terms, not general or vague.
 - Clear, precise, vivid language.
- Note: Language to avoid includes , but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.

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<p>19. (continued)</p> <p>20. Use the writing process with guidance when composing different forms of written expression.</p> <ul style="list-style-type: none"> • Prewriting Examples: brainstorming, mapping, reading • Drafting Example: expressing ideas • Revising Example: making changes based on feedback from others • Editing* Example: correcting common errors of grammar, usage, mechanics, and spelling 	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	<p>X</p>	

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<p>20. (continued)</p> <ul style="list-style-type: none"> • Publishing Example: preparing final product for public review 	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. 		
<p>21. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - First word in sentence - Letter parts - Proper nouns - Titles of people, books, and works of art - Days and months 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. 	X	

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<p>21. (continued)</p> <ul style="list-style-type: none"> • Punctuation <ul style="list-style-type: none"> - Apostrophe with contraction and possessive - Commas to separate items in a series, in an address, and in a compound sentence - Period with abbreviation - End marks - Quotation marks and comma with dialogue • Grammar and usage <ul style="list-style-type: none"> - Subject-verb agreement with simple subject - Appropriate tenses including present, past, and future - Pronoun case - Parts of speech (nouns, verbs, pronouns, adjectives, adverbs) 	<p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. 		

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21. (continued)	<ul style="list-style-type: none"> • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as “our’s” and “her’s”. 		

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<p>21. (continued)</p>	<p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.</p> <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-2 Demonstrate correct use of commas.</p>		

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<p>21. (continued)</p>	<ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Reading IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>21. (continued)</p>	<p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>22. Monitor the writing process.</p> <ul style="list-style-type: none"> • Self-evaluation • Peer evaluation • Teacher evaluation <p>23. Exhibit the habit of writing daily in academic, social, and/or personal situations.</p> <p>Examples: journals, self-selected or assigned topics, friendly letters, envelope addresses, thank-you notes, invitations, messages, book reports, poetry, forms, learning logs, summaries, e-mail messages</p> <p>24. Write in a variety of modes to express meaning.</p> <ul style="list-style-type: none"> • Descriptive • Narrative • Expository <p>25. Organize paragraphs with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentence • Purpose and audience • Sentence combining and coherence 			

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<p>26. Correct errors in sentence structure in oral and written presentations.</p> <ul style="list-style-type: none"> • Awkward construction • Fragments • Run-ons <p>27. Write meaningful simple sentences and short paragraphs.</p> <p>28. Spell correctly in final written products.</p> <p>29. Write legibly in manuscript to communicate clearly.</p> <p>30. Demonstrate an ability to communicate in cursive writing.</p> <ul style="list-style-type: none"> • Letter formation • Spacing of letters and words • Slant • Shape • Direction <p>31. Use computers for expression.</p> <p>Examples: word processing, multimedia presentations</p>	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>	<p>X</p>	

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<p>32. Apply figurative language found in literature to enhance written and oral expression.</p> <p>Example: similes</p> <p>33. Organize and present information in visual, oral, and/or print format.</p> <p>34. Exhibit skill in dramatizations and other oral presentations.</p> <p>Examples: Reader's Theatre, choral readings, student-created dramas, formal plays</p> <p>35. Demonstrate facility with oral language for a wide range of purposes.</p> <ul style="list-style-type: none"> • Voice modulation • Eye contact • Articulation • Focus • Audience awareness <p>Examples: storytelling, engaging in conversations, giving directions, presenting</p>			

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<p>CONTENT STANDARDS</p> <p>1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.</p> <ul style="list-style-type: none"> • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Previewing and predicting • Using structural analysis of words Examples: roots, prefixes, suffixes • Locating information in reference sources 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students. 	<p style="text-align: center;">X</p>	

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<p>1. (continued)</p>	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 		

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<p>2. Apply knowledge of text features to gain meaning.</p> <ul style="list-style-type: none"> • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents <p>3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. 	<p style="text-align: center;">X</p>	

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<p>4. Demonstrate literal understanding of print material.</p> <ul style="list-style-type: none"> • Identifying important details • Identifying sequence of events • Following directions 	<p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	X	
<p>5. Interpret passages in print material.</p> <ul style="list-style-type: none"> • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact versus opinion • Detecting bias • Identifying author's purpose 	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. 	X	

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<p>5. (continued)</p>	<p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. 		

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<p>7. Use literary analysis.</p> <ul style="list-style-type: none"> • Identifying and analyzing literary elements <ul style="list-style-type: none"> - Theme - Character - Setting - Plot, including problem and solution - Point of view • Identifying figurative language 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze the use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). 	<p>X</p>	

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Reading
IV-3 Discern organizational patterns.

- Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.

7. (continued)

8. Read grade-level texts aloud and silently with fluency and comprehension.

9. Choose to read and view a variety of literature representing many cultures, eras, genres, and ideas.

- Fiction
- Nonfiction
- Poetry
- Prose
- Drama

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<p>10. Continue to monitor and control own reading.</p> <ul style="list-style-type: none"> • Self-questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experiences 	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p>	<p>X</p>	
<p>11. Read materials encountered in daily lives.</p> <ul style="list-style-type: none"> • Textual Example: classroom texts • Functional Examples: directions, schedules • Recreational Examples: writing by self and peers, trade books 		<p>X</p>	
<p>12. Apply strategies of a skillful listener.</p> <ul style="list-style-type: none"> • Establishing purposes • Focusing on the listening task • Discriminating among received messages 			

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<p>12. (continued)</p> <ul style="list-style-type: none"> • Assigning meaning to messages received • Using self-monitoring techniques to assess effectiveness <p>13. Exhibit increased independence in selecting appropriate print and non-print media for a variety of purposes.</p> <ul style="list-style-type: none"> • Pleasure Examples: short stories, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction, Internet <p>14. Distinguish between fact and opinion in information from a variety of sources.</p> <p>Examples: Internet, commercials</p>	<p><i>Alabama High School Graduation Exam</i></p> <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. 	<p>X</p>	<p>Local</p>

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<p>14. (continued)</p> <p>15. Describe cultural similarities and differences through exposure to multicultural literature.</p> <p style="padding-left: 40px;">Examples: school life, holidays, housing</p> <p>16. Identify ways that characters and events reflect real experiences.</p> <p>17. Compare and contrast story elements and the experiences and feelings of literary characters to students' lives.</p> <p>18. Employ study strategies with increasing facility to gain information.</p> <ul style="list-style-type: none"> • Previewing • Predicting • Questioning • Following directions • Sequencing • Locating • Taking notes • Using graphic organizers 	<ul style="list-style-type: none"> • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. 	X	

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<p>18. (continued)</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	9	
<p>19. Use appropriate reference sources for a variety of purposes.</p> <ul style="list-style-type: none"> • Dictionary • Encyclopedia • Globe • Chart • Electronic media • Newspaper • Thesaurus • Telephone directory 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, 	X	

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<p>19. (continued)</p> <p>20. Demonstrate vocabulary growth developed through reading and listening to literature.</p> <ul style="list-style-type: none"> • Increasing vocabulary in listening, speaking, reading, and writing • Improving sentence and paragraph structure in writing • Improving spelling and mechanics in writing • Improving grammar and usage in speaking and writing 	<p>encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. 	<p>X</p>	

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Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.

Language

II-2 Use formal and informal language appropriately.

- Informal language.
- Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.

Language

I-1 Identify correct noun forms (singular and plural).

- Regular and irregular forms.
- Collective nouns.
- Proper nouns.
- Compound nouns.
- Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.

21. Use the writing process with assistance when composing different forms of written expression.

- Prewriting
Examples: brainstorming, mapping, discussing reading
- Drafting
Example: expressing ideas with ease
- Revising
Examples: reorganizing ideas, choosing more precise words

X

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>21. (continued)</p> <ul style="list-style-type: none"> • Editing* <ul style="list-style-type: none"> Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling • Publishing <ul style="list-style-type: none"> Example: preparing final product for public review 	<p><i>Alabama High School Graduation Exam</i></p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. 	<p>Stanford 9</p>	<p>Local</p>
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<p>22. Monitor the writing process.</p> <ul style="list-style-type: none"> • Self-evaluation • Peer evaluation • Teacher evaluation <p>23. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - First word in sentence - First word in quotation - Letter parts - Proper nouns - Titles of people, books, and works of art - Days and months • Punctuation <ul style="list-style-type: none"> - Apostrophe with contraction and possessive - Commas to separate items in a series, in an address, and in a compound sentence - Period with abbreviations - End marks - Quotation marks and comma with dialogue - Underlining or italicizing book titles • Grammar and Usage <ul style="list-style-type: none"> - Subject-verb agreement with simple subject - Adjective forms - Appropriate tenses including past, present, and future 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. 	<p>X</p>	

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<p>23. (continued)</p> <ul style="list-style-type: none"> - Pronoun case - Special usage problems such as double negatives - Parts of speech (nouns, verbs, adjectives, adverbs, pronouns) 	<p>Note: Compound subjects will include those joined by “or,” with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. 		

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23. (continued)	<p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as “our’s” and “her’s.” <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. 		

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<p>23. (continued)</p>	<ul style="list-style-type: none"> • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. 		
<p>24. Exhibit the habit of writing daily in academic, social, and/or personal situations.</p> <p>Examples: journals, self-selected or assigned topics, friendly and business letters, envelope addresses, thank-you notes, invitations,</p>	<p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 	X	

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<p>24. (continued)</p> <p>messages, reports, poetry, forms, learning logs, summaries, e-mail messages</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. 		
<p>25. Write in a variety of modes to express meaning.</p> <ul style="list-style-type: none"> • Descriptive • Narrative • Expository 			
<p>26. Organize content of written compositions with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence 	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	X	
	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>		

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<p>33. Organize and present information using a variety of media and student-produced text.</p> <p>34. Exhibit skill in dramatization and other oral presentations.</p> <p>Examples: Reader's Theatre, choral readings, student-created dramas, formal plays</p> <p>35. Demonstrate facility with oral language for a wide range of purposes.</p> <ul style="list-style-type: none"> • Voice modulation • Eye contact • Articulation • Focus • Audience awareness 			

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<p>CONTENT STANDARDS</p> <p>1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.</p> <ul style="list-style-type: none"> • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Reviewing and predicting • Using structural analysis of words Examples: roots, prefixes, suffixes • Locating information in reference sources 	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	<p>X</p>	

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<p>1. (continued)</p>	<p>Reading IV-1 Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 		

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<p>2. Use text features to gain meaning.</p> <ul style="list-style-type: none"> • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents <p>3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>4. Demonstrate literal understanding of print material.</p> <ul style="list-style-type: none"> • Identifying important details • Identifying sequence of events • Following directions 	<p><i>Alabama High School Graduation Exam</i></p> <p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. <p>Note: Sequential order may include dates; first, next, last; before and after; and order of events.</p>	<p style="text-align: center;">X</p>	

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<p>4. (continued)</p>	<p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	9	
<p>5. Interpret passages in print material.</p> <ul style="list-style-type: none"> • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact and opinion • Detecting bias • Summarizing passages • Identifying author's purpose 	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. 	X	

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<p>5. (continued)</p>	<p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading II-5 Recognize statements that adequately summarize a passage.</p>		

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<p>5. (continued)</p>	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. <p>Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.</p>	<p>9</p>	
<p>6. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>7. Use literary analysis.</p> <ul style="list-style-type: none"> • Identifying and analyzing literary elements <ul style="list-style-type: none"> - Theme - Character - Setting - Plot, including problem and solution - Point of view 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	<p>X</p>	

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7. (continued)

- Identifying and understanding figurative language

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- Reading
III-3 Demonstrate understanding of figurative language and analogy.
- Analyze the use of analogy in a passage.
 - Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).

- Reading
IV-3 Discern organizational patterns.
- Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.

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<p>8. Read grade-level texts aloud and silently with fluency and comprehension.</p> <p>9. Recognize the features of a variety of genres.</p> <p>10. Read and view a variety of literature representative of various cultures, eras, genres, and ideas to develop an appreciation of their heritage and that of others.</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Prose • Drama <p>11. Monitor own reading.</p> <ul style="list-style-type: none"> • Self questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experiences <p>12. Read a variety of materials and genres encountered in daily lives.</p> <ul style="list-style-type: none"> • Textual Examples: classroom texts, encyclopedias • Functional Examples: directions, schedules 	<p>Reading IV-1</p> <p>Determining word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. 	<p>X</p>	

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<p>12. (continued)</p> <ul style="list-style-type: none"> • Recreational Examples: literature, writing by self and peers <p>13. Apply strategies of a skillful listener.</p> <ul style="list-style-type: none"> • Establishing purpose • Focusing on the listening task • Discriminating among received messages • Assigning meaning to messages received • Using self-monitoring techniques to assess effectiveness 			
<p>14. Select appropriate print and non-print media independently for a variety of purposes.</p> <ul style="list-style-type: none"> • Pleasure Examples: novels, short stories, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction books, Internet 	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. 	X	

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<p>19. (continued)</p> <ul style="list-style-type: none"> • Questioning • Following directions • Sequencing • Locating • Note-taking • Using graphic organizers • Skimming • Scanning • Outlining 	<p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	<p>X</p>	
<p>20. Demonstrate vocabulary growth developed through reading and listening to literature.</p> <ul style="list-style-type: none"> • Expanding vocabulary in listening, speaking, reading, and writing 	<p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. 	<p>X</p>	



<p><i>Alabama Course of Study: English Language Arts</i></p> <p>20. (continued)</p> <ul style="list-style-type: none"> • Improving sentence and paragraph structure in writing • Improving spelling and mechanics in writing • Improving grammar and usage in speaking and writing 	<p><i>Alabama High School Graduation Exam</i></p> <ul style="list-style-type: none"> • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. 	<p>Stanford 9</p>	<p>Local</p>
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<p>21. Use appropriate reference sources for a variety of purposes.</p> <ul style="list-style-type: none"> • Dictionaries • Thesauruses • Encyclopedias • Maps and globes • Charts • Electronic media • Newspapers • Telephone directories <p>22. Write in a variety of modes to express meaning.</p> <ul style="list-style-type: none"> • Descriptive • Narrative • Expository <p>23. Exhibit the habit of writing on a daily basis in academic, social, and/or personal situations.</p> <p>Examples: learning logs, summaries, e-mail messages, friendly letters, social notes</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 	<p>X</p>	<p>Local</p>

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<p>24. Organize content of written compositions with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence 	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	<p>X</p>	
<p>25. Use the writing process when composing different forms of written expression.</p> <ul style="list-style-type: none"> • Prewriting Examples: choosing a topic, establishing purpose and audience, clustering, discussing, interviewing, reading, writing, using ideas from external sources 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. 	<p>X</p>	

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<p>25. (continued)</p> <ul style="list-style-type: none"> • Drafting Example: expressing ideas with ease • Revising Example: using others' feedback, reorganizing ideas, adding details • Editing* Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling • Publishing Example: preparing final product for public review 	<p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. 		

*See content standard 25 for specific concepts.

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<p>26. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - First word in quotation - Letter parts in business and friendly letter - Proper nouns and adjectives - Titles of people, books, and works of art - Days and months • Punctuation <ul style="list-style-type: none"> - End marks - Apostrophe with contraction and possessive - Comma(s) to set off appositive - Comma before coordinate conjunction in compound sentence - Commas to separate items in a series, after direct address, and in an address - Period with abbreviation - Quotation marks with titles of short stories and poems - Quotation marks and comma with dialogue - Colon to introduce a list - Underlining or italicizing book titles • Subject-verb agreement with simple and compound subjects 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by “or,” with the second element singular or plural. • Compound in form, singular in meaning. 	<p>9</p> <p>X</p>	<p>Local</p>

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<p>26. (continued)</p> <ul style="list-style-type: none"> • Appropriate verb tenses (past, present, and future) • Forms of adjectives and adverbs • Forms of nouns and verbs • Pronoun case • Special problems such as double negative • Parts of speech 	<ul style="list-style-type: none"> • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. 		

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>26. (continued)</p>	<p><i>Alabama High School Graduation Exam</i></p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as “our’s” and “her’s.” <p>Language I-7 Identify effective use of voice.</p> <ul style="list-style-type: none"> • Active voice. • Passive voice. <p>Note: Active verbs preferred over passive.</p> <p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.</p> <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>	<p>Stanford 9</p>	<p>Local</p>
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26. (continued)	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>26. (continued)</p> <p>27. Monitor the writing process.</p> <ul style="list-style-type: none"> • Self-evaluation • Peer evaluation • Teacher evaluation 	<p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>28. Spell correctly in final written products.</p> <p>29. Write legibly in cursive.</p> <p>30. Express meaning through writing more complex sentences, more detailed paragraphs, and multi-paragraph compositions in an organized manner.</p> <p>31. Correct errors in sentence structure in oral and written presentations.</p> <ul style="list-style-type: none"> • Awkward construction • Redundancy • Fragments • On-and-ons • Run-ons <p>32. Use computers for expression.</p> <p style="padding-left: 40px;">Examples: word processing, multimedia presentations</p> <p>33. Apply figurative language found in literature to enhance written and oral expression.</p> <p style="padding-left: 40px;">Examples: personification, idioms, metaphors</p> <p>34. Organize and present information in visual, oral, and/or print form.</p>	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>	<p>X</p> <p>X</p>	<p>Local</p>

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<p>35. Exhibit skill in dramatizations and other oral presentations.</p> <p>Examples: Reader's Theatre, choral readings, student-created dramas, formal plays</p> <p>36. Demonstrate increased facility with oral language for a wide range of purposes and audiences.</p> <ul style="list-style-type: none"> • Voice modulation • Eye contact • Articulation • Focus 			

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<p>CONTENT STANDARDS</p> <p>1. Interpret and construct meaning by applying appropriate strategies to materials across the curriculum.</p> <p>Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, determining cause and effect, noting sequence of events, identifying main idea and supporting details</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. 	<p>9</p> <p>X</p>	<p>Local</p>

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<p>1. (continued)</p>	<p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author’s purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading IV-1 Determining word meaning through the use of context clues.</p>		

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<p>1. (continued)</p>	<p> <ul style="list-style-type: none"> Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> Determine the organizational pattern of a passage, but not label the pattern. </p>		

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<p>1. (continued)</p> <p>2. Read with ease textual, functional, and recreational materials encountered in daily life.</p> <p>Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school rules</p>	<p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p> <p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: Main idea may include topic, subject, theme, central</p>	<p style="text-align: center;">X</p>	

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<p>2. (continued)</p> <p>3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>4. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>5. Recognize various forms of literature according to characteristics.</p> <p style="padding-left: 40px;">Examples: poetry, short stories, novels, plays, folktales, myths</p>	<p>thought or message, lesson or moral, thesis, and author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	<p>X</p>	

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<p>5. (continued)</p>	<p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze the use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). 		
<p>6. Determine the author's purpose.</p> <ul style="list-style-type: none"> • To persuade • To inform • To entertain 	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. 		

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<p>6. (continued)</p> <p>7. Recognize the characteristics and cultural influences of works of literature representative of various eras.</p> <p>Examples: books and plays; presentations; class, school, and/or community productions; movies and television productions</p> <p>8. Be aware of writing and speaking styles that incorporate dialects, idioms, and intonation patterns.</p>	<p>• Identify the purpose of specific persuasive techniques, but not label or define the techniques.</p> <p>• Distinguish facts from opinions based on a passage.</p> <p>Reading II-2 Draw conclusions.</p> <p>• Draw conclusions based on information in one or more passages.</p> <p>Reading III-2 Analyze literary elements.</p> <p>• Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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<p>9. Become aware of the etymology of language.</p> <ul style="list-style-type: none"> • Word origins • Cultural and regional expressions <p>10. Recognize linguistic and cultural diversity.</p> <ul style="list-style-type: none"> • Geographic • Ethnic <p>11. Recognize the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.</p>	<p>Reading III-1</p> <p>Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 	<p>X</p>	

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<p>13. Select and indicate preference for sources of information.</p> <p>Examples: magazines, Internet, how-to books and videos</p> <p>14. Use study processes to manage information.</p> <p>Examples: locating resource materials and information; taking notes; summarizing, organizing, questioning, and retaining information</p>	<p>Reading IV-2</p> <p>Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. 	<p>X</p>	

14. (continued)

(Reading
IV-3

Discern organizational patterns.

- Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.

Reading
IV-4

Demonstrate the ability to locate information in reference material.

- Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.

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<p>15. Demonstrate an awareness of the research process.</p> <ul style="list-style-type: none"> Locating and using multiple sources Examples: retrieving, selecting, evaluating Accomplishing a variety of purposes Examples: personal research, content-area research Documenting Example: correct use of copyrighted materials Presenting findings Examples: projects, posters, demonstrations, multimedia presentations 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendices; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	<p>X</p>	
<p>16. Respond with understanding and empathy to information read, viewed, and heard.</p> <p>Examples: question-and-answer sessions, classroom discussions, student journals</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> Action verbs, not linking verbs. Specific terms, not general or vague. 	<p>X</p>	
<p>17. Develop an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.</p> <ul style="list-style-type: none"> Synonyms Antonyms Affixes and base words 			

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<p>17. (continued)</p> <ul style="list-style-type: none"> • Classifications • Context clues <p>18. Use available computer technology to enhance reading and writing skills.</p> <p>Examples: interactive reading and writing programs, word processing</p>	<p>• Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. <p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. 	<p style="text-align: center;">X</p>	

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<p>19. Read aloud effectively from literature and personal compositions.</p> <p>Examples: choral reading, creative dramatics, dramatic readings</p> <p>20. Demonstrate effective listening and speaking behaviors for varied situations and purposes.</p> <ul style="list-style-type: none"> • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussions Examples: taking turns, asking questions, noting facial expressions, attending to speakers • Public speaking Examples: audience awareness, posture, gestures <p>21. Use the writing process when composing various forms of written expression.</p> <ul style="list-style-type: none"> • Prewriting Examples: choosing topic, developing word/topic banks • Drafting 	<p>Language II-1</p> <p>Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. 	<p>X</p>	

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<p>21. (continued)</p> <ul style="list-style-type: none"> • Example: focusing on purpose • Revising • Example: clarifying the meaning after a teacher conference • Editing* • Example: making needed corrections • Publishing • Examples: sharing orally, making room displays <p>22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - First word in quotation - Parts of a letter - Proper nouns and adjectives - Regions of country - Titles of people, books, and works of art <p>*See content standard 21 for specific concepts.</p>	<p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. <p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. 	<p>X</p>	

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22. (continued)

- Punctuation
 - Comma(s) to set off appositive
 - Comma before coordinate conjunction in compound sentence
 - Commas with items in a series and introductory elements
 - Colon to introduce a list
 - Quotation marks and commas with direct quotations
 - Apostrophe with contraction and for possession
 - End punctuation
- Grammar, usage, and spelling
 - Adverb and adjective forms
 - Noun and verb forms
 - Appropriate tense (present, past, and future)
 - Subject-verb agreement (including indefinite pronoun as subject)
 - Pronoun case
 - Special usage problems
 - Examples: double negatives, homonym confusion
 - Parts of speech
 - Variety in word choice
 - Developing compound and complex sentences
 - Avoiding redundancy, fragments, run-ons, and on-and-on sentences

Language
I-2 Identify correct verb forms.

- Regular and irregular verbs.
- Number.
- Tense.

Language
I-3 Recognize subject-verb agreement.

- Singular and plural subjects, including compound subjects.
Note: Compound subjects will include those joined by “or,” with the second element singular or plural.
- Compound in form, singular in meaning.
- Plural in form, singular in meaning.
- Regular and inverted order.
- Collective nouns, when correct verb form depends on rest of sentence.
- Sentences with intervening phrases.
- Indefinite pronoun as subject.
- Correlative conjunctions.

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<p>22. (continued)</p>	<p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as “our’s” and “her’s.” <p>Language I-7 Identify effective use of voice.</p> <ul style="list-style-type: none"> • Active voice. • Passive voice. <p>Note: Active verbs preferred over passive.</p>		

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22. (continued)	<p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>		

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22. (continued)

Language
II-2

Use formal and informal language appropriately.

- Informal language.
- Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.

Language
III-1

Correct run-on sentences, sentence fragments, and comma splices.

Language
III-2

Correct sentences that lack internal parallelism.

- Correlative conjunctions immediately before the parallel terms.
- Parallel grammatical form of words, phrases, and clauses in series.

Language
IV-1

Demonstrate correct use of capitalization.

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<p>22. (continued)</p>	<ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. 		

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<p>22. (continued)</p>	<ul style="list-style-type: none"> • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. <p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>23. Compose using recognized literature as models.</p> <p>24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.</p> <p>Examples: portfolios, journals, rubrics, student checklists</p> <p>25. Organize content of written composition with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence <p>26. Compose descriptive, narrative, expository, and persuasive essays.</p>	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	<p>X</p> <p>X</p>	<p>Local</p>

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<p>27. Spell correctly in final written works.</p> <p>28. Write legible final drafts.</p> <ul style="list-style-type: none"> • Cursive • Manuscript <p>29. Compose and present using various techniques for different audiences.</p> <p>Examples: descriptive, narrative, expository, and persuasive essays and speeches; written correspondence; informal reports; forms; spontaneous response writing</p>	<p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language II-1 Use words that create clarity, precision, and vivid description</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p> <p>X</p>	<p>Local</p>

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>30. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations.</p> <p>Examples: conversations, letters, announcements, discussions</p>	<p><i>Alabama High School Graduation Exam</i></p>	<p>Stanford 9</p>	<p>Local</p>
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<p>CONTENT STANDARDS</p> <p>1. Construct, interpret, and evaluate meaning by applying appropriate strategies to materials across the curriculum.</p> <p>Examples: setting purposes for reading, interpreting author’s meaning, using monitoring strategies, correcting or confirming author’s message, distinguishing fact from opinion, determining cause and effect, noting sequence of events, identifying main idea and supporting details</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> Identify directions that are implicit or embedded in a passage. Identify the outcome or product of a set of directions. Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	X	

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<p>1. (continued)</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passage. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p>		

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1. (continued)	<ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. 		

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<p>1. (continued)</p>	<p>Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p> <p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. 		

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<p>1. (continued)</p>	<p>Reading IV-3 Discern organizational patterns. <ul style="list-style-type: none"> Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> </p>		
	<p>Reading I-1 Identify supporting details. <ul style="list-style-type: none"> Identify details that support main idea(s) in one or more passages. </p>		
	<p>Reading I-2 Determine sequence of events. <ul style="list-style-type: none"> Identify sequential order in one or more passages. <p>Note: Sequential order may include dates; first, next, last; before and after; and order of events.</p> </p>		

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<p>2. Read with ease textual, functional, and recreational materials encountered in daily life.</p> <p>Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school and community rules and laws, directions</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> Infer the cause(s) of effect(s) stated or implied in a passage. Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> Identify an author's purpose or point of view in one or more passages. 	<p>X</p>	

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<p>2. (continued)</p> <p>3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>4. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>5. Recognize various forms of literature according to characteristics.</p> <p>Examples: poetry, short stories, novels, plays, folktales, myths, nonfiction</p>	<p>• Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.</p> <p>Reading III-2 Analyze literary elements.</p> <p>• Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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<p>5. (continued)</p>	<p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement) 		
<p>6. Determine the author's purpose by identifying the mode of writing.</p> <ul style="list-style-type: none"> • Narrative • Descriptive • Expository • Persuasive 			

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<p><i>Alabama Course of Study: English Language Arts</i></p> <p>7. Appreciate the characteristics, literary elements, and cultural influences of literary works representative of various eras.</p> <p>Examples: reading books and plays, listening to presentations, participating in productions, viewing movies and television productions</p> <p>8. Identify writing and speaking styles that incorporate dialects, idioms, and intonation patterns.</p> <p>9. Demonstrate respect for linguistic and cultural diversity in literature.</p> <ul style="list-style-type: none"> • Geographic • Ethnic <p>10. Identify components of the etymology of language.</p> <ul style="list-style-type: none"> • Word origins • Cultural/regional expressions • Country of origin 	<p><i>Alabama High School Graduation Exam</i></p> <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. 	<p>X</p>	

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<p>11. Refine general listening behaviors.</p> <ul style="list-style-type: none"> • Identifying main idea and summarizing • Understanding contextual meaning of words used • Listening for implications of significant details • Understanding relationships among ideas • Connecting spoken message to prior experiences <p>12. Select and indicate preference for sources of information.</p> <p>Examples: magazines, Internet, videotapes, how-to books and videos</p> <p>13. Use study processes to manage information.</p> <p>Examples: taking notes; summarizing; organizing, questioning, and retaining information</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p>	<p>X</p>	

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<p>14. Conduct project research, individually and collaboratively, utilizing all aspects of the research process.</p> <ul style="list-style-type: none"> • Locating and using multiple sources Examples: retrieving, selecting, evaluating • Fulfilling a variety of purposes Examples: personal research, content-area research • Documenting Example: correct use of copyrighted material • Presenting findings Examples: written reports, projects 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources, such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs. 	<p>X</p>	
<p>15. Respond with understanding and empathy to information read, viewed, and heard.</p> <p>Examples: large- and small-group discussions, student journals</p>			
<p>16. Develop and use an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Affixes and base words 	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. 	<p>X</p>	

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<p>16. (continued)</p> <ul style="list-style-type: none"> • Classifications • Context clues • Denotation and connotation 	<ul style="list-style-type: none"> • Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language • Formal language <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p> <p>Reading IV-1 Determine word meaning through use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; 		

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<p>16. (continued)</p> <p>17. Use available computer technology to enhance reading and writing skills.</p> <p style="padding-left: 40px;">Examples: word processing programs, multimedia presentations, Internet</p> <p>18. Present literature and personal composition effectively.</p> <p style="padding-left: 40px;">Examples: Reader's Theatre, choral speaking, oral interpretation</p>	<p>specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p>		

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<p>19. Identify ways the power of language evokes emotion; expands thinking; and influences problem solving, decision making, and action.</p>	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinion based on a passage. 	<p>X</p>	
	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. 		

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<p>19. (continued)</p> <p>20. Demonstrate effective listening and speaking behaviors for varied situations and purposes.</p> <ul style="list-style-type: none"> • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussions Examples: taking turns, asking questions, noting facial expressions, attending to speakers • Public speaking Examples: audience awareness, posture, gestures 	<ul style="list-style-type: none"> • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 		

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<p>21. Exhibit proficiency in the use of the writing process.</p> <ul style="list-style-type: none"> • Prewriting Examples: choosing a topic, group and/or individual brainstorming • Drafting Example: focusing on purpose and audience • Revising Example: reorganizing sentences • Editing Example: making needed corrections • Publishing Example: constructing books 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>. <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. 	X	

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<p>21. (continued)</p>	<ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. 		

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<p>21. (continued)</p>	<p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p> <ul style="list-style-type: none"> • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in series. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 		

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<p>21. (continued)</p>	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>21. (continued)</p>	<p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - Proper nouns and adjectives - Regions of country - Titles of people, books, and works of art - First word in quotations • Punctuation <ul style="list-style-type: none"> - Comma(s) with appositives, with introductory elements, and before coordinate conjunction in compound sentence - Colon to introduce a list - Quotation marks and commas with direct quotations - Semicolon between independent clauses with no conjunction - Apostrophe for possession and contractions 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. <p>Note: the plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p>	<p>X</p>	

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<p>22. (continued)</p> <ul style="list-style-type: none"> • Grammar, usage, and spelling <ul style="list-style-type: none"> - Adverb and adjective forms - Noun and verb forms • Appropriate tenses including present, past, future, and perfect tenses <ul style="list-style-type: none"> - Subject-verb agreement, including intervening phrase - Pronoun-antecedent agreement - Pronoun case - Special usage problems <ul style="list-style-type: none"> Examples: double negatives, homonym confusion - Parts of speech - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences 	<ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case. <ul style="list-style-type: none"> • Nominative, objective, possessive case. </p>		

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<p>22. (continued)</p>	<p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." <p>Language I-7 Identify effective use of voice.</p> <ul style="list-style-type: none"> • Active voice. • Passive voice. <p>Note: Active verbs preferred over passive</p> <p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p>		

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<p>22. (continued)</p>	<ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. • <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p> <ul style="list-style-type: none"> • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in a series. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles 		

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<p>22. (continued)</p>	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>22. (continued)</p>	<p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotation. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		
<p>23. Compose using recognized literature as models.</p>			
<p>24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.</p>			
<p>Examples: portfolios, journals, rubrics, student checklists</p>			

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<p>25. Organize content of written composition with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence <p>26. Compose descriptive, narrative, expository, and persuasive essays.</p> <p>27. Compose and present in many ways using different techniques for various audiences and occasions both formal and informal.</p> <p>Examples: speeches, poems, social notes, forms, spontaneous response writing</p> <p>28. Express personal feelings, opinions, and information in formal and informal situations.</p> <p>Examples: conversations, written communications, interviews, public speaking</p>	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details • Transitional words. • Irrelevant and/or redundant sentences. 	<p>X</p>	

CONTENT STANDARDS

1. Apply appropriate strategies to materials across the curriculum to construct meaning through interpretation and evaluation.

Examples: using monitoring strategies, correcting or confirming author's message, distinguishing fact from opinion, confirming author's credentials, confirming intention and validity of message, using context clues, drawing conclusions, determining cause and effect, determining sequence of events, identifying main idea and supporting details

Reading

I-1

- Identify supporting details.
- Identify details that support main idea(s) in one or more passages.

Reading

I-2

- Determine sequence of events.
 - Identify sequential order in one or more passages.
- Note: Sequential order may include dates; first, next, last; before and after; and order of events.

Reading

I-3

- Follow directions.
 - Identify directions that are implicit or embedded in a passage.
 - Identify the outcome or product of a set of directions.
 - Recognize when a set of directions has been followed correctly.
- Note: Directions will relate to activities that are appropriate for Grade 11 students.

9

X

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<p>1. (continued)</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. 		

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<p>1. (continued)</p>	<ul style="list-style-type: none"> • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. <p>Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p>		

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<p>1. (continued)</p>	<p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p> <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. <p>Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.</p>		

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<p>1. (continued)</p>	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>		

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<p>2. Read with ease textual, functional, and recreational materials encountered in daily life.</p> <p>Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, laws and rules, directions</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> • Identify sequential order in one or more passages. <p>Note: Sequential order may include dates; first, next, last; before and after; and order of events.</p> <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	<p>X</p>	



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<p>2. (continued)</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. 		



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<p>3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>4. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>5. Distinguish various forms of literature according to characteristics.</p> <p>Examples: poetry, short stories, novels, plays, folktales, myths, epics, nonfiction, science fiction</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p> <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> Analyze use of analogy in a passage. 	<p>X</p>	



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5. (continued)	<p>• Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p> <p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>		

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<p>6. Determine the author's purpose.</p> <ul style="list-style-type: none"> • To persuade • To inform • To entertain • To evaluate 	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. 	<p>X</p>	

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<p>6. (continued)</p> <p>7. Value recognized written, spoken, and visual works of literature representative of various cultures and eras.</p> <p>8. Appreciate writing and speaking styles that incorporate dialects, idioms, and intonation patterns.</p>	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. 		

<p><i>Alabama Course of Study: English Language Arts</i></p> <p>9. Analyze the etymology of language.</p> <ul style="list-style-type: none"> • Word origins • Cultural and regional expressions • Country of origin <p>10. Demonstrate an appreciation for the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.</p> <p>Examples: literary response journals, spontaneous response writings</p>	<p><i>Alabama High School Graduation Exam</i></p> <p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 	<p>Stanford 9</p>	<p>Local</p>
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<p>11. Demonstrate active listening and speaking behaviors related to effective oral communication in a number of situations for various purposes.</p> <ul style="list-style-type: none"> • Interpersonal situations Example: appropriate language use and tone of voice • Group discussions Example: appropriate language use, posture, and gestures • Public speaking Examples: message organization, facial expressions, eye contact <p>12. Select and indicate preference for sources of information.</p> <p>Examples: magazines, Internet, novels, videotaped dramas, biographies, documentaries, how-to books and videos</p>			

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<p>13. Use study processes to manage information.</p> <p>Examples: organizing, questioning, summarizing, and retaining information</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	

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<p>14. Conduct individual research utilizing all aspects of the research process.</p> <ul style="list-style-type: none"> • Information management Examples: locating, selecting, retrieving, evaluating • Information documentation Example: correct use of copyrighted material • Information organization Example: presentation method • Presentation of findings Examples: formal written reports, projects 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	
<p>15. Critique with understanding and empathy information read, viewed, and heard.</p> <p>Examples: panel discussions, book and movie reviews</p>	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic on one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 		

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<p>15. (continued)</p> <p>16. Comprehend and display an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Affixes and base words • Classifications • Context clues • Denotation and connotation 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p> <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	

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<p>16. (continued)</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p> <p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p>		

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<p>17. Use available computer technology to enhance reading and writing skills.</p> <p>Examples: editing programs, Internet</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	

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<p>18. Demonstrate effective listening and speaking behaviors for varied situations and purposes.</p> <ul style="list-style-type: none"> • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussions Examples: taking turns, asking questions, noting facial expressions • Public speaking Examples: audience awareness, posture, gestures 	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, cliched words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	
<p>19. Internalize the writing process.</p> <ul style="list-style-type: none"> • Prewriting Example: using a graphic organizer to determine the breadth of a topic • Drafting Example: focusing on content • Revising Example: reordering paragraphs • Editing* Example: making needed corrections • Publishing Example: printing in literary magazines 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. <p>Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p>	<p>X</p>	

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<p>19. (continued)</p>	<p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p>		

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<p>19. (continued)</p>	<p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. <p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>		

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<p>19. (continued)</p>	<p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. <p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. 	<p>X</p>	

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<p>19. (continued)</p>	<p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. <p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. 		

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19. (continued)	<p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>20. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - Proper nouns and adjectives - Regions of country - Titles of people, books, paintings, films, and ships - First word in quotations • Punctuation <ul style="list-style-type: none"> - Comma(s) to set off nonessential appositives - Comma with introductory elements and direct quotations - Comma before coordinate conjunction in compound sentence - Colon to introduce a list - Quotation marks with direct quotations - Semicolon between independent clauses with no conjunction - Apostrophe for possession and contractions 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. <p>Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. 	<p>X</p>	

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<p>20. (continued)</p> <ul style="list-style-type: none"> • Grammar, usage, and spelling <ul style="list-style-type: none"> - Adverb and adjective forms - Noun and verb forms - Appropriate tense (avoiding shifts, all tenses) - Subject-verb agreement - Pronoun-antecedent agreement - Pronoun case - Special usage problems <ul style="list-style-type: none"> Examples: double negatives, homonym confusion - Parts of speech - Variety and precision in word choice - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences 	<p>• Collective nouns, when correct verb form depends on rest of sentence.</p> <ul style="list-style-type: none"> • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. <p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." 		

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<p>20. (continued)</p> <ul style="list-style-type: none"> • Grammar, usage, and spelling - Adverb and adjective forms - Noun and verb forms - Appropriate tense (avoiding shifts, all tenses) - Subject-verb agreement - Pronoun-antecedent agreement - Pronoun case - Special usage problems <ul style="list-style-type: none"> Examples: double negatives, homonym confusion - Parts of speech - Variety and precision in word choice - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences 	<p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p>		

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<p>20. (continued)</p>	<p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 		
	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. 		
	<p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p>		

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20. (continued)	<ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. <p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>21. Compose using recognized literature as models.</p> <p>22. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.</p> <p>Examples: portfolios, journals, rubrics, student checklists</p> <p>23. Organize content of written composition with attention to basic characteristics.</p> <ul style="list-style-type: none"> • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence 	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	<p style="text-align: center;">X</p>	

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<p>23. (continued)</p>	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>	<p>X</p>	
<p>24. Compose descriptive, narrative, expository, and persuasive essays.</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		
<p>25. Compose and present in many forms using different techniques for various audiences and occasions both formal and informal.</p> <p>Examples: speeches, plays, research reports, business letters, forms, spontaneous response writing</p>			

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<p>26. Participate in presentations of written material.</p> <p>Examples: plays, student writings, improvisational poetry, written communications, debates</p> <p>27. Express personal feelings, opinions, and information in formal and informal situations.</p>			

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<p>CONTENT STANDARDS</p> <p>1. Apply strategies to interpret textual, functional, and recreational written materials.</p> <p>Examples: applying prior knowledge, noting organizational pattern, determining sequence of events, determining cause and effect, noting important details, drawing conclusions about main idea</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> Identify sequential order in one or more passages. <p>Note: Sequential order may include dates; first, next, last; before and after; and order of events.</p>	<p>X</p>	
	<p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> Identify directions that are implicit or embedded in a passage. Identify the outcome or product of a set of directions. Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>		

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<p>1. (continued)</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. 		

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<p>1. (continued)</p>	<p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p> <p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. <p>Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.</p>		

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<p>1. (continued)</p>	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>		

<p><i>Alabama Course of Study: English Language Arts</i></p> <ol style="list-style-type: none"> 2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels. 3. Demonstrate reading improvement gained through substantial amounts of daily reading. 4. Recognize cultures and genres represented in selections from world literature. Example: Japanese poetry identified by characteristics 5. Recognize the styles of commonly anthologized authors of world literature. <ul style="list-style-type: none"> • Standard usage versus dialect • Length and complexity of sentences • Diction • Literary devices Examples: personification, onomatopoeia, flashbacks 	<p><i>Alabama High School Graduation Exam</i></p> <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. <p>Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p>	<p>Stanford 9</p>	<p>Local</p>
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<p>6. Determine the literary elements in specific works.</p> <ul style="list-style-type: none"> • Plot • Tone • Mood • Character • Setting • Theme <p>7. Critique literature, student writing, and various presentations.</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p> <p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 	<p>X</p>	

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<p>7. (continued)</p> <p>8. Determine when argument and propaganda are used in written, oral, and visual forms.</p> <ul style="list-style-type: none"> • Fact versus opinion • Appeal to emotion 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p> <p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinion based on passage. 	X	

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<p>8. (continued)</p> <p>9. Determine levels of usage.</p> <ul style="list-style-type: none"> • Formal • Informal 	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		

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<p>10. Recognize that language changes and develops.</p> <ul style="list-style-type: none"> • Etymology • Connotation • Technology • Multicultural contexts <p>11. Select and indicate preferences for various forms of communication.</p> <p>Examples: magazines, Internet, movies, how-to books and videos, drama, biographies, documentaries</p> <p>12. Practice listening and viewing skills in a variety of situations.</p> <ul style="list-style-type: none"> • Interpersonal communications • Lectures • Small- and large-group settings • Multimedia presentations 			

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<p>13. Employ study skills effectively.</p> <ul style="list-style-type: none"> • Taking accurate notes • Transferring and correlating information • Using table of contents and index • Using mnemonic devices • Skimming and scanning • Outlining • Using graphic organizers 	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>	<p>X</p>	
<p>14. Ask appropriate questions in search of information.</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	

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<p>15. Synthesize information for reports.</p> <ul style="list-style-type: none"> • Taking notes • Matching ideas • Contrasting ideas • Paraphrasing • Summarizing <p>16. Synthesize information from a variety of sources.</p> <p>Examples: dictionary, thesaurus, atlas, almanac, cataloging systems, reader's guide, encyclopedia, vertical file, reference books, computerized data, electronic text</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading II-5 Recognize statements that adequately summarize a passage.</p>	<p>X</p> <p>X</p>	

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<p>17. Conduct individual research using all aspects of the research process.</p> <ul style="list-style-type: none"> • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: choosing presentation method, following a style sheet • Presenting information Examples: formal written reports, projects <p>18. Demonstrate responsible use of others' ideas.</p> <ul style="list-style-type: none"> • Documenting sources when quoting, paraphrasing, or summarizing • Using facts from common knowledge <p>19. Demonstrate proficiency with available technology and software in the oral communication, research, and writing processes.</p> <p>Examples: word processors, facsimile machines</p> <p>20. Evaluate personal style in approaching the reading and writing processes using teacher and peer feedback.</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	

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<p>21. Write using the principal characteristics of an author's style.</p> <p>Example: organizing an original poem with Emily Dickinson's simplicity</p> <p>22. Demonstrate personal style and voice through writing poetry and prose.</p> <p>23. Write in a variety of modes for different purposes and audiences.</p> <ul style="list-style-type: none"> • Modes <ul style="list-style-type: none"> - Description - Narration - Exposition - Persuasion • Purposes <ul style="list-style-type: none"> - Entertainment - Information - Persuasion • Audiences <ul style="list-style-type: none"> Examples: peers, teachers, parents, local organizations, prospective employers 	<p>Language II-1</p> <p>Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	X	

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<p>23. (continued)</p> <p>24. Use a variety of sentence structures in writing.</p> <p>Example: combinations of simple, compound, complex, and compound-complex</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		

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<p>25. Organize paragraphs in a variety of patterns. Examples: chronological order, cause and effect, order of importance</p> <p>26. Write to clarify ideas and organize thinking. Example: spontaneous response writing</p> <p>27. Respond to argument. Examples: informal debate, letters to the editor</p>	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. <p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. 	<p>X</p>	

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<p>27. (continued)</p>	<ul style="list-style-type: none"> • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 		
<p>28. Produce a final draft by using the writing process with peer and teacher assistance.</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing* • Publishing 	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details • Transitional words. • Irrelevant and/or redundant sentences. <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p>	X	

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<p>29. Demonstrate understanding of language terms and ability to apply the concepts to writing.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - Proper nouns and adjectives - Regions of the country - Courtesy titles - Videos, paintings, and other works of art • Punctuation <ul style="list-style-type: none"> - Commas for items in a series, direct address, compound sentences, friendly letter salutations, addresses, nonrestrictive appositives and phrases, introductory adverb clauses, and direct quotations - Periods for abbreviations - Underlining or italicizing for certain titles - Quotation marks for certain titles - Quotation marks with direct quotations - Colons - Semicolons - Apostrophe for possession and contractions 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. <p>Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs. • Number. • Tense. <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects. <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. 	<p>X</p>	

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<p>29. (continued)</p> <ul style="list-style-type: none"> • Grammar, usage, and spelling <ul style="list-style-type: none"> - Singular, plural, and possessive noun forms - Singular and plural verb forms - Subject-verb agreement - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, on-and-ons, comma splices, and homonym confusion - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Tense - Parallel structure 	<p>Alabama High School Graduation Exam</p> <ul style="list-style-type: none"> • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. <p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." 		

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29. (continued)	<p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. 		

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<p>29. (continued)</p>	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p> <ul style="list-style-type: none"> • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in series. <p>Language IV-1 Demonstrate correct use of capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. 		

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<p>29. (continued)</p>	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>29. (continued)</p> <p>30. Discuss approaches to grammar and conventions as used in literature.</p> <p>31. Produce effective oral presentations through use of tone, inflections, and tempo.</p> <p>Examples: recitations, book reports, debates, summaries</p>	<p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>34. (continued)</p>	<p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p> <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	

CONTENT STANDARDS

1. Apply appropriate strategies to interpret various types of reading materials.
 - Textual
 - Functional
 - Recreational

Examples: recognizing symbolism, using context clues, following directions, recognizing cause and effect, identifying sequence

- Reading
I-1 Identify supporting details.
- Identify details that support main idea(s) in one or more passages.
- Reading
I-2 Determine sequence of events.
- Identify sequential order in one or more passages.
- Note: Sequential order may include dates; first, next, last; before and after; and order of events.
- Reading
I-3 Follow directions.
- Identify directions that are implicit or embedded in a passage.
 - Identify the outcome or product of a set of directions.
 - Recognize when a set of directions has been followed correctly.
- Note: Directions will relate to activities that are appropriate for Grade 11 students.

X

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<p>1. (continued)</p>	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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1. (continued)

Reading

IV-2 Demonstrate the ability to preview and predict.

- Preview text features to make a prediction about the text content.
- Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.

Reading

IV-3 Determine word meaning through the use of context clues.

- Determine the organizational pattern of a passage, but not label the pattern.
- Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.

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<p>2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.</p> <p>3. Read for a variety of purposes.</p> <ul style="list-style-type: none"> • Practical information Examples: newspapers, catalogs, directions • Survival Examples: weather reports, posted warnings • Pleasure Examples: short stories, novels, magazines <p>4. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>5. Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.</p> <p>6. Identify examples of differences in language usage among several authors.</p> <p>Examples: Phyllis Wheatley, William Cullen Bryant, William Bradford</p>		X	

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<p>7. Recognize characterization as a means of expressing various ideas and ways of interacting.</p>	<p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	
<p>8. Determine how authors use imagery, symbolism, dialogue, and plot to express meaning.</p> <p>Examples: stereotypes, archetypes</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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8. (continued)

Reading

III-3 Demonstrate understanding of figurative language and analogy.

- Analyze use of analogy in a passage.
 - Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language.
- Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).

X

9. Recognize elements of plot in print form as well as in movies and plays.

Reading

III-2 Analyze literary elements.

- Exposition
 - Conflict
 - Rising action
 - Climax
 - Dénouement
- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements.
- Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.

X

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<p>10. Recognize fallacies of logic in written, oral, and visual presentations.</p> <p>Example: appeal to emotion or authority</p> <p>11. Read and view nonprint and print media critically and selectively.</p> <p>Examples: applying a personal criterion to use of television, discerning the reliability of Internet information</p>	<p>Reading III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 	<p>X</p>	

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<p>12. Examine and report others' ideas as represented in literature including dramatic productions.</p> <ul style="list-style-type: none"> • Summary • Paraphrase • Review <p>13. Identify main ideas and supporting details from non-fictional reading.</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading II-1 Identify the main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions based on information in one or more passages.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> • Identify details that support main idea(s) in one or more passages. 	<p>X</p> <p>X</p>	

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Reading

- III-2 Analyze literary elements.
- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements.
- Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.

13. (continued)

14. Write in response to literature.

Examples: response journals, critical analyses

15. Demonstrate listening skills.

- Standard English recognition
- Vocabulary development
- Dialects, slang, and jargon

X

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<p>16. Interact effectively in group situations.</p> <p>Examples: phrasing of questions, respecting the rights of others, rephrasing for clarification</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p>	<p>X</p>	
<p>17. Apply personal study skills.</p> <ul style="list-style-type: none"> • Predicting • Summarizing • Skimming and scanning • Underlining • Notetaking • Outlining • Classifying • Listening actively • Reviewing with partner • Recognizing genre • Recognizing author style 	<p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> • Preview text features to make a prediction about the text content. <p>Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.</p>		

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17. (continued)	<p>Reading IV-3 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 		

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<p>18. Apply the principles of standard English by adjusting vocabulary and style to suit the occasion.</p> <ul style="list-style-type: none"> • Formal • Informal <ul style="list-style-type: none"> - Slang - Dialect - Jargon • Tone • Tempo • Nonverbal behaviors <ul style="list-style-type: none"> - Eye contact - Gestures <p>19. Produce thoughtful compositions through improved use of phases in the writing process.</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing* • Publishing 	<p>Language</p> <p>II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>	<p>X</p>	
	<p>Language</p> <p>IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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<p>19. (continued)</p>	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 		
<p>20. Demonstrate knowledge of language terminology and application of the concepts.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - Proper nouns and adjectives - Regions of the country - Books, works of art, videos, ships, buildings - Courtesy titles 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. <p>Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p>	X	

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<p>20. (continued)</p> <ul style="list-style-type: none"> • Punctuation <ul style="list-style-type: none"> - Commas for items in a series, compound sentences, friendly letter salutation, direct address, introductory adverb clauses, nonrestrictive appositives and phrases including parenthetical expressions, and with dialogue - Apostrophes for possession (singular and plural) - Periods for abbreviations - Underlining or italicizing for certain titles - Quotation marks for certain titles and for dialogue - Ellipses - Parentheses - Hyphens - Colons - Semicolons 	<p>Language I-3</p> <p>Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. <p>Language I-4</p> <p>Recognize pronoun-antecedent agreement in number and gender.</p>		

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<p>20. (continued)</p> <ul style="list-style-type: none"> • Grammar, usage, and spelling <ul style="list-style-type: none"> - Subject-verb agreement - Noun and verb forms - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense (all) - Phrases and clauses - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Parallel structure in lists or series, clauses, phrases - Word choice for vividness and clarity - Preference for active voice - Spelling of commonly confused words 	<p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case. <p>Note: Pronoun case may include reflexive pronouns.</p> <ul style="list-style-type: none"> • Contractions. • Misspellings such as "our's" and "her's." <p>Language I-7 Identify effective use of voice.</p> <ul style="list-style-type: none"> • Active voice. • Passive voice. <p>Note: Active verbs preferred over passive.</p>	<p>9</p>	

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20. (continued)	<p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles. • Misplaced participles. <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. 		

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<p>20. (continued)</p>	<p><i>Alabama High School Graduation Exam</i></p> <ul style="list-style-type: none"> • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		

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<p>20. (continued)</p>	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p> <ul style="list-style-type: none"> • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical form of words, phrases, and clauses in series. <p>Language IV-1 Demonstrate correct use capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations. • Proper nouns and adjectives. • Titles. 		

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20. (continued)	<p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. <p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. 		

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20. (continued)	<p>Language IV-4 Demonstrate correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. <p>Language IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions. 		

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<p>21. Conduct individual research using all aspects of the research process.</p> <ul style="list-style-type: none"> • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: presentation method, following a style sheet • Presenting information Examples: the I-Search paper, a career-search paper 	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	
<p>22. Use available technology related to English language arts.</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p>	

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<p>23. Write in a variety of modes for various purposes and audiences.</p> <ul style="list-style-type: none"> • Modes <ul style="list-style-type: none"> - Description - Narration - Exposition - Persuasion • Purposes <ul style="list-style-type: none"> - Entertainment - Information - Persuasion • Audiences <p>Examples: peers, parents, local organizations, prospective employers</p> 			
<p>24. Demonstrate a mastery of paragraph structures.</p> <p>Examples: comparison and contrast, persuasion, explanation</p>	<p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. 	X	
<p>25. Write to clarify and to organize thoughts and ideas.</p>			

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<p>26. Speak successfully in a variety of situations.</p> <ul style="list-style-type: none"> • Controlling anxiety • Clarifying through word choice <p>Examples: telling personal anecdotes, reporting on current events, reading personal poems</p> <p>27. Organize for orderly informal debates.</p> <p>Example: transplanted Europeans versus Native Americans</p> <p>28. Participate in dramatic activities as a means of sharing ideas and feelings.</p> <p>29. Display an extended vocabulary.</p> <ul style="list-style-type: none"> • Common foreign words and terms • Specialized and technical terms • Analogies • Formal and informal <p>30. Use audiovisual aids in presentations.</p>	<p><i>Alabama High School Graduation Exam</i></p> <p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	<p>Local</p>

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<p>CONTENT STANDARDS</p> <p>1. Read for a variety of purposes using appropriate strategies to comprehend.</p> <p>Examples: identifying themes or main idea, outlining, drawing conclusions, determining cause and effect, using context clues, following directions, identifying sequence</p>	<p>Reading I-1 Identify supporting details.</p> <ul style="list-style-type: none"> Identify details that support main idea(s) in one or more passages. <p>Reading I-2 Determine sequence of events.</p> <ul style="list-style-type: none"> Identify sequential order in one or more passages. <p>Note: Sequential order may include dates; first, next, last; before and after; and order of events.</p> <p>Reading I-3 Follow directions.</p> <ul style="list-style-type: none"> Identify directions that are implicit or embedded in a passage. Identify the outcome or product of a set of directions. Recognize when a set of directions has been followed correctly. <p>Note: Directions will relate to activities that are appropriate for Grade 11 students.</p>	<p>X</p>	

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<p>1. (continued)</p>	<p>Reading II-1 Identify main idea.</p> <ul style="list-style-type: none"> • Recognize the main idea in a paragraph or passage(s). <p>Note: The main idea may include the topic, subject, theme, control thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.</p> <p>Reading II-2 Draw conclusions.</p> <ul style="list-style-type: none"> • Draw conclusions based on information in one or more passages. <p>Reading II-3 Determine cause and effect.</p> <ul style="list-style-type: none"> • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. 		

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<p>1. (continued)</p>	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on passage. 	<p>Stanford 9</p>

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<p>1. (continued)</p>	<p>Reading II-5 Recognize statements that adequately summarize a passage.</p> <p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p>		

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1. (continued)

Reading
IV-2 Demonstrate the ability to preview and predict.

- Preview text features to make a prediction about the text content.
- Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.

Reading

IV-4 Demonstrate the ability to locate information in reference material.

- Comprehend information in reference to materials.
- Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.

2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

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<p>3. Demonstrate reading improvement gained through substantial amounts of daily reading.</p> <p>4. Recognize masterful use of language.</p> <p>Examples: word choice, parallelism in structure</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	

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<p>5. Read selections by American authors and secondary sources by literary critics (1900 to the present).</p> <p>6. Evaluate effectiveness of literary devices in poetry and prose.</p>	<p>Reading III-2 Analyze literary elements</p> <ul style="list-style-type: none"> Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p> <p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> Analyze use of analogy in a passage. Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. <p>Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p>	<p>X</p>	

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<p>7. Recognize the style of selected American authors (1900 to the present).</p> <p>Examples: Ernest Hemingway, Langston Hughes, Alice Walker, Amy Tan</p> <p>8. Apply critical reading skills with expository, editorial, and narrative materials recognizing aspects that affect meaning.</p> <ul style="list-style-type: none"> • Propaganda • Bias • Tone • Mood • Logical fallacies 	<p><i>Reading</i> IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> • Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p> <p><i>Reading</i> III-1 Recognize fallacies of logic and judge strength of argument.</p> <ul style="list-style-type: none"> • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. 	<p>X</p> <p>X</p>	

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8. (continued)	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. 	X	

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<p>9. Differentiate points of view.</p> <p>Examples: respecting opposing opinions, recognizing implied meanings, making group decisions in an orderly fashion</p>	<p>Reading II-4 Detect propaganda; distinguish fact from opinion.</p> <ul style="list-style-type: none"> • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. 	<p>X</p>	

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<p>9. (continued)</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	
<p>10. Compare content and literary form among several selections of anthologized literature and among selected student writings.</p> <p>Examples: poetic form, novel structure, point of view</p>	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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10. (continued)

Reading

III-3 Demonstrate understanding of figurative language and analogy.

- Analyze use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language.

Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).

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<p>11. Apply critical reading and viewing skills to analysis of print and nonprint media.</p> <ul style="list-style-type: none"> • Universal interest • Artistic value and literary elements • Propaganda content • Audience appropriateness <p>12. Employ critical listening skills in class discussions, lectures, and speeches—noting aspects that affect meaning.</p> <ul style="list-style-type: none"> • Main idea • Supporting ideas • Bias • Propaganda • Fallacious thinking 	<p>Reading III-2 Analyze literary elements.</p> <ul style="list-style-type: none"> • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. <p>Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.</p>	<p>X</p>	

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<p>13. Discern the organizational patterns and transitional devices in written materials and in oral or visual presentations.</p>	<p>Reading IV-3 Discern organizational patterns.</p> <ul style="list-style-type: none"> Determine the organizational pattern of a passage, but not label the pattern. <p>Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.</p>	<p>X</p>	
<p>14. Exhibit an effective personal study style.</p> <p>Examples: previewing, predicting, taking notes, summarizing</p>	<p>Reading IV-2 Demonstrate the ability to preview and predict.</p> <ul style="list-style-type: none"> Preview text features to make a prediction about the text content. <p>Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.</p>	<p>X</p>	

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<p>18. (continued)</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	
<p>19. Produce an essay or speech imitating the style of a successful author or public figure.</p> <p>Examples: descriptive passages by Annie Dillard; parallel sentence structures of Martin L. King, Jr.; personal point of view of Henry D. Thoreau</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language • Formal language <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		

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<p>20. Apply specific evaluation procedures to one's own reading, studying, and writing.</p> <p>Examples: using a teacher-developed checklist, responding to teacher's comments in a response journal</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language <p>Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p> <p>Language V-1 Determine logical progression and completeness of paragraphs.</p> <ul style="list-style-type: none"> • Introductory sentences • Concluding sentences • Sequence of events or details • Transitional words • Irrelevant and/or redundant sentences 	<p>X</p>	

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20. (continued)	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language • Formal language <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p> <p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Reading IV-1 Determine word meaning through the use of context clues.</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in context. <p>Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.</p>		

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<p>21. Demonstrate proficiency in using language terminology and in applying language concepts.</p> <ul style="list-style-type: none"> • Capitalization <ul style="list-style-type: none"> - Proper nouns and adjectives - Regions of the country - Books, works of art, videos, ships, buildings - Courtesy titles • Punctuation <ul style="list-style-type: none"> - Commas for items in a series, direct address, nonrestrictive appositives and phrases including parenthetical expressions, introductory adverb clauses, nominative absolutes, and direct quotations - Apostrophe for possessives - Periods for abbreviations - Underlining or italicizing certain titles - Quotation marks for direct quotation and for certain titles 	<p>Language I-1 Identify correct noun forms (singular and plural).</p> <ul style="list-style-type: none"> • Regular and irregular forms • Collective nouns • Proper nouns • Compound nouns • Words with alternate accepted forms. <p>Note: The plural of <i>index</i> could be <i>indexes</i> or <i>indices</i>.</p> <p>Language I-2 Identify correct verb forms.</p> <ul style="list-style-type: none"> • Regular and irregular verbs • Number • Tense <p>Language I-3 Recognize subject-verb agreement.</p> <ul style="list-style-type: none"> • Singular and plural subjects, including compound subjects <p>Note: Compound subjects will include those joined by "or," with the second element singular or plural.</p> <ul style="list-style-type: none"> • Compound in form, singular in meaning • Plural in form, singular in meaning 	<p>X</p>	

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<p>21. (continued)</p> <ul style="list-style-type: none"> Ellipses - Parentheses - Hyphens including suspended hyphens - Slashes - Colons - Semicolons • Grammar, usage, and spelling <ul style="list-style-type: none"> - Subject-verb agreement including in subjunctive mood and with noun clause as subject - Noun and verb forms - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense, passive voice, redundancy, ambiguity, stilted or artificial language, and homonym confusion - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Parallelism of all types - Use of numerals or words 	<ul style="list-style-type: none"> • Regular and inverted order • Collective nouns, when correct verb form depends on rest of sentence • Sentences with intervening phrases • Indefinite pronoun as subject • Correlative conjunctions <p>Language I-4 Recognize pronoun-antecedent agreement in number and gender.</p> <p>Language I-5 Identify incorrect shifts in verb tense.</p> <ul style="list-style-type: none"> • Verb shifts within sentences • Verb shifts within paragraphs • All tenses <p>Language I-6 Identify correct pronoun case.</p> <ul style="list-style-type: none"> • Nominative, objective, possessive case <p>Note: Pronoun case may include reflexive pronouns</p> <ul style="list-style-type: none"> • Contractions • Misspellings such as "our's" and "her's" 		

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<p>21. (continued)</p>	<p>Language I-7 Identify effective use of voice.</p> <ul style="list-style-type: none"> • Active voice • Passive voice <p>Note: Active verbs preferred over passive.</p> <p>Language I-8 Determine correct placement of modifiers.</p> <ul style="list-style-type: none"> • Dangling participles • Misplaced participles <p>Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.</p> <p>Language I-9 Identify correct usage of commonly confused words.</p> <ul style="list-style-type: none"> • Words that sound alike but have different meanings • Words that are frequently confused although not pronounced alike • Words that are commonly misused 		

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21. (continued)	<p>Language III-1 Correct run-on sentences, sentence fragments, and comma splices.</p> <p>Language III-2 Correct sentences that lack internal parallelism.</p> <ul style="list-style-type: none"> • Correlative conjunctions immediately before the parallel terms • Parallel grammatical form of words, phrases, and clauses in series 		

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<p>21. (continued)</p>	<p>Language IV-1 Demonstrate correct use capitalization.</p> <ul style="list-style-type: none"> • Direct quotations, including complete sentences and broken quotations • Proper nouns and adjectives • Titles <p>Language IV-2 Demonstrate correct use of commas.</p> <ul style="list-style-type: none"> • Items in a series • Direct address, appositives, and parenthetical expressions • Conventional uses • After introductory adverbial clauses • With quotation marks • Before coordinating conjunction in compound sentences consisting of two long independent clauses 		

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<p>21. (continued)</p>	<p>Language IV-3 Demonstrate correct use of a semicolon and a colon.</p> <ul style="list-style-type: none"> • Semicolon to separate elements in a series in which one element in the series is already separated by commas • Semicolon in a compound sentence with no conjunction • Semicolon before a conjunctive adverb • Colon to introduce a list within a sentence <p>Language IV-4 Demonstrate the correct use of quotation marks and underlining.</p> <ul style="list-style-type: none"> • Quotation marks in direct quotations, including broken quotations • Quotation marks to indicate titles • Underlining to indicate titles 	<p>X</p>	

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21. (continued)	<p>Language</p> <p>IV-5 Demonstrate correct use of the apostrophe.</p> <ul style="list-style-type: none"> • Possessive of singular nouns • Possessive of plural nouns • Possessive of compound nouns • Contractions 		

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<p>22. Conduct individual research using all aspects of the research process.</p> <ul style="list-style-type: none"> • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: supporting a thesis, following a style sheet, selecting a presentation method • Presenting information Examples: literary topic, career study, historical research <p>23. Demonstrate proficiency in using available technology for expression and learning.</p>	<p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference to materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p> <p>Reading IV-4 Demonstrate the ability to locate information in reference material.</p> <ul style="list-style-type: none"> • Comprehend information in reference to materials. <p>Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.</p>	<p>X</p> <p>X</p>	

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<p>24. Participate constructively in classroom and small-group discussion.</p> <ul style="list-style-type: none"> • Listening • Speaking <p>25. Participate in informal debate.</p> <p>26. Demonstrate appropriate interview skills.</p> <ul style="list-style-type: none"> • Planning • Participating • Responding <p>27. Write for a variety of purposes, audiences, and occasions both formal and informal.</p> <p>28. Write for practical and personal purposes.</p> <p>Examples: résumés, applications, forms, editorials, speeches, advertisements, business and friendly letters, essays, journals, diaries</p> <p>29. Write creatively in a variety of genres.</p> <p>Examples: poetry, prose, drama</p>	<p><i>Alabama High School Graduation Exam</i></p>	<p>Stanford 9</p>	<p>Local</p>
<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language • Formal language <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>			

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<p>30. Use literary devices in poetry, narratives, and exposition.</p> <ul style="list-style-type: none"> • Figurative language • Analogy 	<p>Reading III-3 Demonstrate understanding of figurative language and analogy.</p> <ul style="list-style-type: none"> • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. <p>Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).</p>	<p>X</p>	
<p>31. Adjust tone, word choice, and content when participating in interviews for various purposes.</p> <p>Examples: job interviews, research interviews</p>	<p>Language II-1 Use words that create clarity, precision, and vivid description.</p> <ul style="list-style-type: none"> • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language <p>Note: Language to avoid includes, but is not limited, to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.</p>	<p>X</p>	

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<p>31. (continued)</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language • Formal language <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		
<p>32. Produce effective, planned oral presentations.</p> <ul style="list-style-type: none"> • Word choice • Logical and valid content • Poise • Tone • Mood <p>Examples: book reports, oral interpretations, reports on events, critiques of television documentaries</p>	<p>Language II-2 Use formal and informal language appropriately.</p> <ul style="list-style-type: none"> • Informal language. • Formal language. <p>Note: Formal language should avoid slang, contractions, second person, and jargon.</p>		



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