

# Alabama Courses of Study

## FastForword and Reading Assistant Plus 9-12



FAST FORWORD®



reading assistant plus™

### Alabama Courses of Study

#### Language Arts

Grade: 9 - Adopted: 2016

STRAND / DOMAIN	AL.RL.9.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.9.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Predict</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Inferences</li> <li>• Quiz Questions: Theme</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul>
STANDARD	RL.9.2.	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Summarize</li> <li>• Literary Elements and Themes</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Theme</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> </ul>



		<ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul>
STANDARD	RL.9.3.	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Literary Elements and Themes</li> <li>• Play</li> <li>• Quiz Questions: Character Traits</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.RL.9.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.9.4.	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Biography - Inventors and Inventions</li> <li>• Biography - U. S. History - Long Distance Communication</li> <li>• Biography - U. S. History - the Lewis and Clark Expedition</li> <li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li> <li>• Essay</li> <li>• Fantasy</li> <li>• Fiction</li> <li>• Folktale</li> <li>• Glossary</li> <li>• Guided Reading Questions</li> <li>• Nonfiction</li> <li>• Nonfiction - Environmental Science - Pollution and Conservation</li> <li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li> <li>• Nonfiction - Health and Wellness-The Importance of Sleep</li> <li>• Nonfiction - History - American History and Geography</li> <li>• Nonfiction - History - U.S. History</li> <li>• Nonfiction - Language Arts-Speeches and Speechmaking</li> <li>• Nonfiction - Life Science - The Human Body and Nutrition</li> <li>• Nonfiction - Life Science - The Human Body and Sleep</li> <li>• Nonfiction - Life Science-Sleep and the Brain</li> <li>• Nonfiction - Life Science: The Human Brain</li> <li>• Nonfiction - Science -</li> <li>• Nonfiction - Science - Oceans</li> <li>• Nonfiction - U. S. History</li> <li>• Nonfiction - U. S. History - Columbus's influence on the New World</li> <li>• Nonfiction - U. S. History - Long Distance Communication</li> <li>• Nonfiction - U.S. History - Immigration</li> <li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li> <li>• Nonfiction - World History - History and Technology</li> <li>• Play</li> <li>• Poetry</li> <li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li> <li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li> </ul>



		<ul style="list-style-type: none"> <li>• Quiz Questions: Figurative Language</li> <li>• Read to Me</li> <li>• Record My Reading</li> <li>• Science Fiction</li> <li>• Short Story</li> <li>• Speeches</li> <li>• Supplemental Lessons</li> <li>• Vocabulary</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul>
STANDARD	RL.9.5.	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Literary Elements and Themes</li> <li>• Quiz Questions: Cause and Effect</li> <li>• Quiz Questions: Compare and Contrast</li> <li>• Quiz Questions: Sequence</li> <li>• Quiz Questions: Story Events</li> <li>• Selection Preview</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STANDARD	RL.9.6.	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Literary Elements and Themes</li> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.RL.9.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.9.7.	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). [RL.9-10.7]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.RL.9.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.9.9.	<p>By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li> <li>• Essay</li> </ul>



		<ul style="list-style-type: none"> <li>• Fantasy</li> <li>• Fiction</li> <li>• Fluency</li> <li>• Folktale</li> <li>• Grade-level Reading Material</li> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Ask Questions</li> <li>• Guided Reading Questions: Identify a Reading Purpose and Plan</li> <li>• Guided Reading Questions: Make Connections</li> <li>• Guided Reading Questions: Monitor and Clarify</li> <li>• Guided Reading Questions: Predict</li> <li>• Guided Reading Questions: Summarize</li> <li>• Guided Reading Questions: Use Context Clues for Word Meaning</li> <li>• Guided Reading Questions: Use Prior Knowledge</li> <li>• Guided Reading Questions: Visualize</li> <li>• Literary Elements and Themes</li> <li>• Play</li> <li>• Play My Reading</li> <li>• Poetry</li> <li>• Quiz Questions: Author's Point of View</li> <li>• Quiz Questions: Cause and Effect</li> <li>• Quiz Questions: Character Traits</li> <li>• Quiz Questions: Compare and Contrast</li> <li>• Quiz Questions: Fact and Opinion</li> <li>• Quiz Questions: Figurative Language</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Inferences</li> <li>• Quiz Questions: Sequence</li> <li>• Quiz Questions: Story Events</li> <li>• Quiz Questions: Theme</li> <li>• Record My Reading</li> <li>• Science Fiction</li> <li>• Short Story</li> <li>• Supplemental Lessons</li> <li>• Variety of Genre</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.9.</b>	<b>Reading Standard for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.9.10.</b>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Predict</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Inferences</li> <li>• Quiz Questions: Main Idea</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Print Shop</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul>
<b>STANDARD</b>	<b>RI.9.11.</b>	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]</p>



		<p><b>Reading Assistant Plus</b></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Summarize</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Main Idea</li> <li>• Supplemental Lessons</li> </ul> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Print Shop</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul>
STANDARD	RI.9.12.	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]</p> <p><b>Reading Assistant Plus</b></p> <ul style="list-style-type: none"> <li>• Quiz Questions: Cause and Effect</li> <li>• Quiz Questions: Compare and Contrast</li> <li>• Quiz Questions: Sequence</li> <li>• Selection Preview</li> </ul>
STRAND / DOMAIN	AL.RI.9.	Reading Standard for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.9.13.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]</p> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Supplemental Lessons</li> </ul> <p><b>Reading Assistant Plus</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Grade-level Reading Material</li> <li>• Nonfiction - Environmental Science - Pollution and Conservation</li> <li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li> <li>• Nonfiction - Health and Wellness-The Importance of Sleep</li> <li>• Nonfiction - Life Science - The Human Body and Nutrition</li> <li>• Nonfiction - Life Science - The Human Body and Sleep</li> <li>• Nonfiction - Life Science-Sleep and the Brain</li> <li>• Nonfiction - Life Science: The Human Brain</li> <li>• Nonfiction - Science -</li> <li>• Nonfiction - Science - Oceans</li> <li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li> <li>• Speeches</li> <li>• Supplemental Lessons</li> <li>• Variety of Genre</li> <li>• Vocabulary</li> </ul>
STANDARD	RI.9.15.	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]</p> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> </ul>



STRAND / DOMAIN	AL.RI.9.	Reading Standard for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.9.18.	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9]  <u>Reading Assistant Plus</u> • Supplemental Lessons
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.9.20.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
RELATED CONTENT / EXPECTATION	W.9.20.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]  <u>Fast ForWord</u> • Supplemental Lessons
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.9.21.	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
RELATED CONTENT / EXPECTATION	W.9.21.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.21.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.21.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.21.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]  <u>Reading Assistant Plus</u> • Supplemental Lessons



		<u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.21.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.9.22.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
RELATED CONTENT / EXPECTATION	W.9.22.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.22.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.22.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]  <u>Reading Assistant Plus</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.22.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.9.22.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing



STANDARD	W.9.23.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.9.26.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.9.27.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.9.	Writing Standards
OBJECTIVE / CATEGORY		Range of Writing
STANDARD	W.9.29.	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.SL.9.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration





STANDARD	SL.9.30.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
RELATED CONTENT / EXPECTATION	SL.9.30.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	SL.9.30.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	SL.9.30.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.SL.9.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.9.32.	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.SL.9.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.9.33.	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.L.9.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.9.36.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]



RELATED CONTENT / EXPECTATION	L.9.36.a.	Apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural.  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Elements I: AI Assistant</li><li>• Fast ForWord Elements II: Cinematch</li><li>• Fast ForWord Elements II: Mission Control</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li></ul>
RELATED CONTENT / EXPECTATION	L.9.36.d.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Art Walk</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Supplemental Lessons</li></ul> <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.9.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.9.37.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
RELATED CONTENT / EXPECTATION	L.9.37.b.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.9.37.c.	Use a colon to introduce a list or quotation. [L.9-10.2b]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.9.37.d.	Spell correctly. [L.9-10.2c]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.9.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.9.39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content, choosing flexibly from a range of strategies. [L.9-10.4]
RELATED CONTENT / EXPECTATION	L.9.39.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>



RELATED CONTENT / EXPECTATION	L.9.39.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Parts of Speech</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.9.39.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li><li>• Supplemental Lessons</li><li>• Vocabulary</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.9.39.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.9.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.9.40.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
RELATED CONTENT / EXPECTATION	L.9.40.a.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li><li>• Quiz Questions: Figurative Language</li></ul>
STRAND / DOMAIN	AL.L.9.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.9.41.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]



		<p><b><u>Reading Assistant Plus</u></b></p> <ul style="list-style-type: none"><li>• Biography - Inventors and Inventions</li><li>• Biography - U. S. History - Long Distance Communication</li><li>• Biography - U. S. History - the Lewis and Clark Expedition</li><li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li><li>• Essay</li><li>• Fantasy</li><li>• Fiction</li><li>• Folktale</li><li>• Glossary</li><li>• Grade-level Reading Material</li><li>• Guided Reading Questions</li><li>• Nonfiction</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - History - American History and Geography</li><li>• Nonfiction - History - U.S. History</li><li>• Nonfiction - Language Arts-Speeches and Speechmaking</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Nonfiction - U. S. History</li><li>• Nonfiction - U. S. History - Columbus's influence on the New World</li><li>• Nonfiction - U. S. History - Long Distance Communication</li><li>• Nonfiction - U.S. History - Immigration</li><li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li><li>• Nonfiction - World History - History and Technology</li><li>• Play</li><li>• Poetry</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li><li>• Read to Me</li><li>• Record My Reading</li><li>• Science Fiction</li><li>• Short Story</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li><li>• Vocabulary</li></ul> <p><b><u>Fast ForWord</u></b></p> <ul style="list-style-type: none"><li>• Fast ForWord Elements I: AI Assistant</li><li>• Fast ForWord Elements II: Cinematch</li><li>• Fast ForWord Elements II: Illuminator</li><li>• Fast ForWord Elements II: Mission Control</li><li>• Fast ForWord Elements II: PicFlip</li><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Supplemental Lessons</li></ul>
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**Alabama Courses of Study  
Language Arts**



Grade: 10 - Adopted: 2016

STRAND / DOMAIN	AL.RL.10.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.10.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Predict</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Theme</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.10.2.	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Literary Elements and Themes</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Theme</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.10.3.	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Cultural Diversity</li><li>• Literary Elements and Themes</li><li>• Play</li><li>• Quiz Questions: Character Traits</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.RL.10.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.10.4.	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Biography - Inventors and Inventions</li></ul>



		<ul style="list-style-type: none"><li>• Biography - U. S. History - Long Distance Communication</li><li>• Biography - U. S. History - the Lewis and Clark Expedition</li><li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li><li>• Essay</li><li>• Fantasy</li><li>• Fiction</li><li>• Folktale</li><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Nonfiction</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - History - American History and Geography</li><li>• Nonfiction - History - U.S. History</li><li>• Nonfiction - Language Arts-Speeches and Speechmaking</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Nonfiction - U. S. History</li><li>• Nonfiction - U. S. History - Columbus's influence on the New World</li><li>• Nonfiction - U. S. History - Long Distance Communication</li><li>• Nonfiction - U.S. History - Immigration</li><li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li><li>• Nonfiction - World History - History and Technology</li><li>• Play</li><li>• Poetry</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li><li>• Quiz Questions: Figurative Language</li><li>• Read to Me</li><li>• Record My Reading</li><li>• Science Fiction</li><li>• Short Story</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Vocabulary</li></ul> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RL.10.5.</b>	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]</p> <p><b>Reading Assistant Plus</b></p> <ul style="list-style-type: none"><li>• Literary Elements and Themes</li><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Quiz Questions: Story Events</li><li>• Selection Preview</li><li>• Supplemental Lessons</li></ul>



		<b>Fast ForWord</b> • Supplemental Lessons
STANDARD	RL.10.6.	Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6]  <b>Fast ForWord</b> • Supplemental Lessons
STRAND / DOMAIN	AL.RL.10.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). [RL.9-10.7]  <b>Reading Assistant Plus</b> • Guided Reading Questions • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
STRAND / DOMAIN	AL.RL.10.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.10.9.	By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]  <b>Reading Assistant Plus</b> • Contemporary Fiction - Language Arts- Speeches and Speechmaking • Essay • Fantasy • Fiction • Fluency • Folktale • Grade-level Reading Material • Guided Reading Questions • Guided Reading Questions: Ask Questions • Guided Reading Questions: Identify a Reading Purpose and Plan • Guided Reading Questions: Make Connections • Guided Reading Questions: Monitor and Clarify • Guided Reading Questions: Predict • Guided Reading Questions: Summarize • Guided Reading Questions: Use Context Clues for Word Meaning • Guided Reading Questions: Use Prior Knowledge • Guided Reading Questions: Visualize • Play • Play My Reading • Poetry • Quiz Questions: Author's Point of View • Quiz Questions: Cause and Effect • Quiz Questions: Character Traits • Quiz Questions: Compare and Contrast • Quiz Questions: Fact and Opinion • Quiz Questions: Figurative Language • Quiz Questions: Important Information • Quiz Questions: Inferences • Quiz Questions: Sequence • Quiz Questions: Story Events • Quiz Questions: Theme • Record My Reading • Science Fiction





		<ul style="list-style-type: none"><li>• Short Story</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.10.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.10.10.</b>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Predict</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.10.11.</b>	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.10.12.</b>	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Selection Preview</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.10.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RI.10.13.</b>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]</p>





		<b>Fast ForWord</b> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul> <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Glossary</li><li>• Grade-level Reading Material</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li><li>• Vocabulary</li></ul>
STANDARD	RI.10.15.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]  <b>Fast ForWord</b> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li></ul>
STRAND / DOMAIN	AL.RI.10.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.10.18.	Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	RI.10.19.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.10.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.10.21.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
RELATED CONTENT / EXPECTATION	W.10.21.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]



		<b>Fast ForWord</b> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.10.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.10.22.</b>	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.22.a.</b>	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.22.b.</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.22.c.</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.22.d.</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.22.f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.10.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.10.23.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.10.23.a.</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]



		<u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.10.23.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.10.23.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]  <u>Reading Assistant Plus</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.10.23.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.10.23.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.10.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.10.24.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.9-10.4]  <u>Reading Assistant Plus</u> • Supplemental Lessons • Variety of Genre  <u>Fast ForWord</u> • Supplemental Lessons
STANDARD	W.10.25.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]  <u>Reading Assistant Plus</u> • Supplemental Lessons • Variety of Genre



		<b>Fast ForWord</b> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.10.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.10.27.</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]  <u>Reading Assistant Plus</u> • Supplemental Lessons
<b>STANDARD</b>	<b>W.10.28.</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Fast ForWord Reading Comprehension: Print Shop • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.10.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
<b>STANDARD</b>	<b>W.10.30.</b>	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]  <u>Reading Assistant Plus</u> • Supplemental Lessons • Variety of Genre  <u>Fast ForWord</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.SL.10.</b>	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.10.31.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
<b>RELATED CONTENT / EXPECTATION</b>	<b>SL.10.31.a.</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>SL.10.31.c.</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]



		<u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	SL.10.31.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
STRAND / DOMAIN	AL.SL.10.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.10.33.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]  <u>Reading Assistant Plus</u> • Supplemental Lessons
STRAND / DOMAIN	AL.SL.10.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.10.34.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
STRAND / DOMAIN	AL.L.10.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.10.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
RELATED CONTENT / EXPECTATION	L.10.37.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]  <u>Fast ForWord</u> • Fast ForWord Reading Comprehension: Art Walk • Fast ForWord Reading Comprehension: Print Shop • Supplemental Lessons  <u>Reading Assistant Plus</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	L.10.37.c.	Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning.  <u>Fast ForWord</u> • Fast ForWord Elements I: AI Assistant • Fast ForWord Elements II: Cinematch



		<ul style="list-style-type: none"><li>• Fast ForWord Elements II: Mission Control</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.L.10.</b>	<b>Language Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.10.38.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.38.a.</b>	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.38.b.</b>	Use a colon to introduce a list or quotation. [L.9-10.2b]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.38.c.</b>	Spell correctly. [L.9-10.2c]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.L.10.</b>	<b>Language Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.10.40.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 10 reading and content, choosing flexibly from a range of strategies. [L.9-10.4]</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.40.a.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.40.b.</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Parts of Speech</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.10.40.c.</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Glossary</li></ul>



		<ul style="list-style-type: none"> <li>• Supplemental Lessons</li> <li>• Vocabulary</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	L.10.40.d.	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Use Context Clues for Word Meaning</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Fast ForWord Reading Level 3: Twisted Pictures</li> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.L.10.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.10.41.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
RELATED CONTENT / EXPECTATION	L.10.41.a.	<p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Quiz Questions: Figurative Language</li> </ul>
STRAND / DOMAIN	AL.L.10.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.10.42.	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Biography - Inventors and Inventions</li> <li>• Biography - U. S. History - Long Distance Communication</li> <li>• Biography - U. S. History - the Lewis and Clark Expedition</li> <li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li> <li>• Essay</li> <li>• Fantasy</li> <li>• Fiction</li> <li>• Folktale</li> <li>• Glossary</li> <li>• Grade-level Reading Material</li> <li>• Guided Reading Questions</li> <li>• Nonfiction</li> <li>• Nonfiction - Environmental Science - Pollution and Conservation</li> <li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li> <li>• Nonfiction - Health and Wellness-The Importance of Sleep</li> <li>• Nonfiction - History - American History and Geography</li> </ul>





		<ul style="list-style-type: none"> <li>• Nonfiction - History - U.S. History</li> <li>• Nonfiction - Language Arts-Speeches and Speechmaking</li> <li>• Nonfiction - Life Science - The Human Body and Nutrition</li> <li>• Nonfiction - Life Science - The Human Body and Sleep</li> <li>• Nonfiction - Life Science-Sleep and the Brain</li> <li>• Nonfiction - Life Science: The Human Brain</li> <li>• Nonfiction - Science -</li> <li>• Nonfiction - Science - Oceans</li> <li>• Nonfiction - U. S. History</li> <li>• Nonfiction - U. S. History - Columbus's influence on the New World</li> <li>• Nonfiction - U. S. History - Long Distance Communication</li> <li>• Nonfiction - U.S. History - Immigration</li> <li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li> <li>• Nonfiction - World History - History and Technology</li> <li>• Play</li> <li>• Poetry</li> <li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li> <li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li> <li>• Read to Me</li> <li>• Record My Reading</li> <li>• Science Fiction</li> <li>• Short Story</li> <li>• Speeches</li> <li>• Supplemental Lessons</li> <li>• Variety of Genre</li> <li>• Vocabulary</li> </ul> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Elements I: AI Assistant</li> <li>• Fast ForWord Elements II: Cinematch</li> <li>• Fast ForWord Elements II: Illuminator</li> <li>• Fast ForWord Elements II: Mission Control</li> <li>• Fast ForWord Elements II: PicFlip</li> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Supplemental Lessons</li> </ul>
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### Alabama Courses of Study

#### Language Arts

Grade: 11 - Adopted: 2016

STRAND / DOMAIN	AL.RL.11.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.11.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]</p> <p><b>Reading Assistant Plus</b></p> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Predict</li> <li>• Quiz Questions: Important Information</li> <li>• Quiz Questions: Inferences</li> <li>• Quiz Questions: Theme</li> <li>• Supplemental Lessons</li> </ul> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> </ul>





		<ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.11.2.	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Literary Elements and Themes</li><li>• Quiz Questions: Theme</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.11.3.	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Cultural Diversity</li><li>• Literary Elements and Themes</li><li>• Play</li><li>• Quiz Questions: Character Traits</li><li>• Quiz Questions: Sequence</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.RL.11.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.11.4.	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Poetry</li><li>• Quiz Questions: Figurative Language</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.11.5.	<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]</p>



		<u>Reading Assistant Plus</u> <ul style="list-style-type: none"> <li>• Literary Elements and Themes</li> <li>• Quiz Questions: Cause and Effect</li> <li>• Quiz Questions: Compare and Contrast</li> <li>• Quiz Questions: Sequence</li> <li>• Quiz Questions: Story Events</li> <li>• Selection Preview</li> <li>• Supplemental Lessons</li> </ul> <u>Fast ForWord</u> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.RL.11.</b>	<b>Reading Standards for Literature</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>RL.11.7.</b>	<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7]</p> <u>Reading Assistant Plus</u> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Supplemental Lessons</li> </ul> <u>Fast ForWord</u> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STANDARD</b>	<b>RL.11.8.</b>	<p>Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]</p> <u>Reading Assistant Plus</u> <ul style="list-style-type: none"> <li>• Guided Reading Questions</li> <li>• Supplemental Lessons</li> </ul> <u>Fast ForWord</u> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.RL.11.</b>	<b>Reading Standards for Literature</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>RL.11.9.</b>	<p>By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]</p> <u>Reading Assistant Plus</u> <ul style="list-style-type: none"> <li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li> <li>• Essay</li> <li>• Fantasy</li> <li>• Fiction</li> <li>• Fluency</li> <li>• Folktale</li> <li>• Grade-level Reading Material</li> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Ask Questions</li> <li>• Guided Reading Questions: Identify a Reading Purpose and Plan</li> <li>• Guided Reading Questions: Make Connections</li> <li>• Guided Reading Questions: Monitor and Clarify</li> <li>• Guided Reading Questions: Predict</li> <li>• Guided Reading Questions: Summarize</li> <li>• Guided Reading Questions: Use Context Clues for Word Meaning</li> <li>• Guided Reading Questions: Use Prior Knowledge</li> <li>• Guided Reading Questions: Visualize</li> </ul>



		<ul style="list-style-type: none"><li>• Play</li><li>• Play My Reading</li><li>• Poetry</li><li>• Quiz Questions: Author's Point of View</li><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Character Traits</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Fact and Opinion</li><li>• Quiz Questions: Figurative Language</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Sequence</li><li>• Quiz Questions: Story Events</li><li>• Quiz Questions: Theme</li><li>• Record My Reading</li><li>• Science Fiction</li><li>• Short Story</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.11.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.11.10.</b>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Predict</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.11.11.</b>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.11.12.</b>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over</p>



		<p>the course of the text. [RI.11-12.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Selection Preview</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.11.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RI.11.13.</b>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in The Federalist No. 10). [RI.11-12.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Grade-level Reading Material</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li><li>• Vocabulary</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.11.14.</b>	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Selection Preview</li></ul>
<b>STANDARD</b>	<b>RI.11.15.</b>	<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li></ul>



STRAND / DOMAIN	AL.RI.11.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.11.16.	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> <li>• Variety of Genre</li> </ul>
STANDARD	RI.11.17.	<p>Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.11.19.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p>
RELATED CONTENT / EXPECTATION	W.11.19.b.	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.11.20.	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p>
RELATED CONTENT / EXPECTATION	W.11.20.a.	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	W.11.20.b.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	W.11.20.c.	<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p>



		<b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.11.20.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.11.20.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.11.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.11.21.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
RELATED CONTENT / EXPECTATION	W.11.21.a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.11.21.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.11.21.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]  <b>Reading Assistant Plus</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.11.21.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons



RELATED CONTENT / EXPECTATION	W.11.21.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.11.22.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.11.23.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.11.25.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.11.26.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge





STANDARD	W.11.27.	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
RELATED CONTENT / EXPECTATION	W.11.27.a.	<p>Apply Grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). [W.11-12.9a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	W.11.27.b.	<p>Apply Grade 11 Reading standards to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”]), including how they address related themes and concepts. [W.11-12.9b]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.11.	Writing Standards
OBJECTIVE / CATEGORY		Range of Writing
STANDARD	W.11.28.	<p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.SL.11.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.11.29.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 11 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]
RELATED CONTENT / EXPECTATION	SL.11.29.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	SL.11.29.b.	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>





RELATED CONTENT / EXPECTATION	SL.11.29.c.	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	SL.11.29.d.	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.SL.11.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.11.31.	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.SL.11.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.11.32.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.L.11.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.11.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
RELATED CONTENT / EXPECTATION	L.11.35.a.	<p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	L.11.35.b.	<p>Resolve issues of complex or contested usage, consulting references (e.g., Merriam Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. [L.11-12.1b]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Supplemental Lessons</li> </ul>



		<b>Fast ForWord</b> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.L.11.</b>	<b>Language Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.11.36.</b>	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.11.36.b.</b>	Spell correctly. [L.11-12.2b]  <b>Fast ForWord</b> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.L.11.</b>	<b>Language Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.11.37.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.11.37.a.</b>	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]  <b>Fast ForWord</b> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
<b>STRAND / DOMAIN</b>	<b>AL.L.11.</b>	<b>Language Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.11.38.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 11 reading and content, choosing flexibly from a range of strategies. [L.11-12.4]
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.11.38.a.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Use Context Clues for Word Meaning</li> <li>• Supplemental Lessons</li> </ul> <b>Fast ForWord</b> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Fast ForWord Reading Level 3: Twisted Pictures</li> <li>• Supplemental Lessons</li> </ul>
<b>RELATED CONTENT / EXPECTATION</b>	<b>L.11.38.b.</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4b]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> </ul> <b>Fast ForWord</b> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Fast ForWord Reading Level 3: Twisted Pictures</li> <li>• Supplemental Lessons</li> </ul>



RELATED CONTENT / EXPECTATION	L.11.38.c.	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Supplemental Lessons</li><li>• Vocabulary</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.11.38.d.	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.11.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.11.39.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
RELATED CONTENT / EXPECTATION	L.11.39.a.	<p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Quiz Questions: Figurative Language</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.11.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.11.40.	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Biography - Inventors and Inventions</li><li>• Biography - U. S. History - Long Distance Communication</li><li>• Biography - U. S. History - the Lewis and Clark Expedition</li><li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li><li>• Essay</li><li>• Fantasy</li><li>• Fiction</li><li>• Folktale</li></ul>



		<ul style="list-style-type: none"> <li>• Glossary</li> <li>• Grade-level Reading Material</li> <li>• Guided Reading Questions</li> <li>• Nonfiction</li> <li>• Nonfiction - Environmental Science - Pollution and Conservation</li> <li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li> <li>• Nonfiction - Health and Wellness-The Importance of Sleep</li> <li>• Nonfiction - History - American History and Geography</li> <li>• Nonfiction - History - U.S. History</li> <li>• Nonfiction - Language Arts-Speeches and Speechmaking</li> <li>• Nonfiction - Life Science - The Human Body and Nutrition</li> <li>• Nonfiction - Life Science - The Human Body and Sleep</li> <li>• Nonfiction - Life Science-Sleep and the Brain</li> <li>• Nonfiction - Life Science: The Human Brain</li> <li>• Nonfiction - Science -</li> <li>• Nonfiction - Science - Oceans</li> <li>• Nonfiction - U. S. History</li> <li>• Nonfiction - U. S. History - Columbus's influence on the New World</li> <li>• Nonfiction - U. S. History - Long Distance Communication</li> <li>• Nonfiction - U.S. History - Immigration</li> <li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li> <li>• Nonfiction - World History - History and Technology</li> <li>• Play</li> <li>• Poetry</li> <li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li> <li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li> <li>• Read to Me</li> <li>• Record My Reading</li> <li>• Science Fiction</li> <li>• Short Story</li> <li>• Speeches</li> <li>• Supplemental Lessons</li> <li>• Variety of Genre</li> <li>• Vocabulary</li> </ul> <p><b>Fast ForWord</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord Elements I: AI Assistant</li> <li>• Fast ForWord Elements II: Cinematch</li> <li>• Fast ForWord Elements II: Illuminator</li> <li>• Fast ForWord Elements II: Mission Control</li> <li>• Fast ForWord Elements II: PicFlip</li> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Supplemental Lessons</li> </ul>
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### Alabama Courses of Study

#### Language Arts

Grade: 12 - Adopted: 2016

STRAND / DOMAIN	AL.RL.12.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.12.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]</p> <p><b>Reading Assistant Plus</b></p>



		<ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Predict</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Theme</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.12.2.	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Literary Elements and Themes</li><li>• Quiz Questions: Theme</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.12.3.	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Cultural Diversity</li><li>• Literary Elements and Themes</li><li>• Play</li><li>• Quiz Questions: Character Traits</li><li>• Quiz Questions: Sequence</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.RL.12.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.12.4.	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Poetry</li><li>• Quiz Questions: Figurative Language</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p>



		<ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Supplemental Lessons</li></ul>
STANDARD	RL.12.5.	<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Literary Elements and Themes</li><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Quiz Questions: Story Events</li><li>• Selection Preview</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.RL.12.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.12.7.	<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) [RL.11-12.7]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.RL.12.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.12.9.	<p>By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11- College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li><li>• Essay</li><li>• Fantasy</li><li>• Fiction</li><li>• Fluency</li><li>• Folktale</li><li>• Grade-level Reading Material</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Ask Questions</li><li>• Guided Reading Questions: Identify a Reading Purpose and Plan</li><li>• Guided Reading Questions: Make Connections</li><li>• Guided Reading Questions: Monitor and Clarify</li><li>• Guided Reading Questions: Predict</li><li>• Guided Reading Questions: Summarize</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Guided Reading Questions: Use Prior Knowledge</li><li>• Guided Reading Questions: Visualize</li><li>• Play</li><li>• Play My Reading</li><li>• Poetry</li><li>• Quiz Questions: Author's Point of View</li></ul>



		<ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Character Traits</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Fact and Opinion</li><li>• Quiz Questions: Figurative Language</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Sequence</li><li>• Quiz Questions: Story Events</li><li>• Quiz Questions: Theme</li><li>• Record My Reading</li><li>• Science Fiction</li><li>• Short Story</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.12.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>RI.12.10.</b>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Predict</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Inferences</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.12.11.</b>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Summarize</li><li>• Quiz Questions: Important Information</li><li>• Quiz Questions: Main Idea</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.12.12.</b>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li></ul>





		<ul style="list-style-type: none"><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Selection Preview</li><li>• Supplemental Lessons</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.12.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>RI.12.13.</b>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>The Federalist</i> No. 10). [RI.11-12.4]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Glossary</li><li>• Grade-level Reading Material</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li><li>• Vocabulary</li></ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Supplemental Lessons</li></ul>
<b>STANDARD</b>	<b>RI.12.14.</b>	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"><li>• Quiz Questions: Cause and Effect</li><li>• Quiz Questions: Compare and Contrast</li><li>• Quiz Questions: Sequence</li><li>• Selection Preview</li></ul>
<b>STANDARD</b>	<b>RI.12.15.</b>	<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li></ul>
<b>STRAND / DOMAIN</b>	<b>AL.RI.12.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>





STANDARD	RI.12.16.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul>
STANDARD	RI.12.17.	Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). [RI.11-12.8]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.12.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.12.19.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
RELATED CONTENT / EXPECTATION	W.12.19.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]  <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.12.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.12.20.	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
RELATED CONTENT / EXPECTATION	W.12.20.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	W.12.20.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	W.12.20.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]



		<b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.12.20.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.12.20.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.12.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.12.21.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
RELATED CONTENT / EXPECTATION	W.12.21.a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.12.21.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.12.21.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]  <u>Reading Assistant Plus</u> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	W.12.21.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons



RELATED CONTENT / EXPECTATION	W.12.21.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.12.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.12.22.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.12.23.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li><li>• Variety of Genre</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.12.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.12.25.	Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul>
STANDARD	W.12.26.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]  <u>Reading Assistant Plus</u> <ul style="list-style-type: none"><li>• Supplemental Lessons</li></ul> <u>Fast ForWord</u> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Print Shop</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.W.12.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge



<b>STANDARD</b>	<b>W.12.27.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
<b>RELATED CONTENT / EXPECTATION</b>	<b>W.12.27.b.</b>	Apply Grade 12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). [W.11-12.9b]  <u>Reading Assistant Plus</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.W.12.</b>	<b>Writing Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
<b>STANDARD</b>	<b>W.12.28.</b>	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]  <u>Reading Assistant Plus</u> • Supplemental Lessons • Variety of Genre  <u>Fast ForWord</u> • Supplemental Lessons
<b>STRAND / DOMAIN</b>	<b>AL.SL.12.</b>	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.12.29.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]
<b>RELATED CONTENT / EXPECTATION</b>	<b>SL.12.29.a.</b>	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>SL.12.29.b.</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]  <u>Reading Assistant Plus</u> • Supplemental Lessons  <u>Fast ForWord</u> • Supplemental Lessons
<b>RELATED CONTENT / EXPECTATION</b>	<b>SL.12.29.c.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]  <u>Reading Assistant Plus</u> • Supplemental Lessons



		<b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	SL.12.29.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
STRAND / DOMAIN	AL.SL.12.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.12.31.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]  <b>Reading Assistant Plus</b> • Supplemental Lessons
STRAND / DOMAIN	AL.SL.12.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.12.32.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]  <b>Reading Assistant Plus</b> • Supplemental Lessons  <b>Fast ForWord</b> • Supplemental Lessons
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.12.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
RELATED CONTENT / EXPECTATION	L.12.35.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]  <b>Fast ForWord</b> • Supplemental Lessons
RELATED CONTENT / EXPECTATION	L.12.35.b.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. [L.11-12.1b]  <b>Reading Assistant Plus</b> • Glossary • Supplemental Lessons  <b>Fast ForWord</b> • Fast ForWord Reading Level 3: Scrap Cat • Supplemental Lessons
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.12.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]



RELATED CONTENT / EXPECTATION	L.12.36.b.	<p>Spell correctly. [L.11-12.2b]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.12.37.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]
RELATED CONTENT / EXPECTATION	L.12.37.a.	<p>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]</p> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Supplemental Lessons</li> </ul>
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.12.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 12 reading and content, choosing flexibly from a range of strategies. [L.11-12.4]
RELATED CONTENT / EXPECTATION	L.12.38.a.	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Guided Reading Questions</li> <li>• Guided Reading Questions: Use Context Clues for Word Meaning</li> <li>• Supplemental Lessons</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Cognobot</li> <li>• Fast ForWord Reading Comprehension: Data Stream</li> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Book Monkeys</li> <li>• Fast ForWord Reading Level 3: Twisted Pictures</li> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	L.12.38.b.	<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4b]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Parts of Speech</li> </ul> <p><u>Fast ForWord</u></p> <ul style="list-style-type: none"> <li>• Fast ForWord Reading Comprehension: Road Trip</li> <li>• Fast ForWord Reading Level 3: Scrap Cat</li> <li>• Fast ForWord Reading Level 3: Twisted Pictures</li> <li>• Supplemental Lessons</li> </ul>
RELATED CONTENT / EXPECTATION	L.12.38.c.	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p><u>Reading Assistant Plus</u></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Supplemental Lessons</li> <li>• Vocabulary</li> </ul>



		<b>Fast ForWord</b> <ul style="list-style-type: none"><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Supplemental Lessons</li></ul>
RELATED CONTENT / EXPECTATION	L.12.38.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Glossary</li><li>• Guided Reading Questions</li><li>• Guided Reading Questions: Use Context Clues for Word Meaning</li><li>• Supplemental Lessons</li></ul> <b>Fast ForWord</b> <ul style="list-style-type: none"><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Fast ForWord Reading Level 3: Twisted Pictures</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.12.39.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
RELATED CONTENT / EXPECTATION	L.12.39.a.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Glossary</li><li>• Quiz Questions: Figurative Language</li><li>• Supplemental Lessons</li></ul>
STRAND / DOMAIN	AL.L.12.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.12.40.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]  <b>Reading Assistant Plus</b> <ul style="list-style-type: none"><li>• Biography - Inventors and Inventions</li><li>• Biography - U. S. History - Long Distance Communication</li><li>• Biography - U. S. History - the Lewis and Clark Expedition</li><li>• Contemporary Fiction - Language Arts- Speeches and Speechmaking</li><li>• Essay</li><li>• Fantasy</li><li>• Fiction</li><li>• Folktale</li><li>• Glossary</li><li>• Grade-level Reading Material</li><li>• Guided Reading Questions</li><li>• Nonfiction</li><li>• Nonfiction - Environmental Science - Pollution and Conservation</li><li>• Nonfiction - Environmental Science - Pollution and Waste Disposal</li><li>• Nonfiction - Health and Wellness-The Importance of Sleep</li><li>• Nonfiction - History - American History and Geography</li><li>• Nonfiction - History - U.S. History</li></ul>





	<ul style="list-style-type: none"><li>• Nonfiction - Language Arts-Speeches and Speechmaking</li><li>• Nonfiction - Life Science - The Human Body and Nutrition</li><li>• Nonfiction - Life Science - The Human Body and Sleep</li><li>• Nonfiction - Life Science-Sleep and the Brain</li><li>• Nonfiction - Life Science: The Human Brain</li><li>• Nonfiction - Science -</li><li>• Nonfiction - Science - Oceans</li><li>• Nonfiction - U. S. History</li><li>• Nonfiction - U. S. History - Columbus's influence on the New World</li><li>• Nonfiction - U. S. History - Long Distance Communication</li><li>• Nonfiction - U.S. History - Immigration</li><li>• Nonfiction - U.S. History - the Lewis and Clark Expedition</li><li>• Nonfiction - World History - History and Technology</li><li>• Play</li><li>• Poetry</li><li>• Point-Counterpoint - Life Science - The Human Body and Nutrition</li><li>• Point-Counterpoint - U. S. History - Columbus's influence on the New World</li><li>• Read to Me</li><li>• Record My Reading</li><li>• Science Fiction</li><li>• Short Story</li><li>• Speeches</li><li>• Supplemental Lessons</li><li>• Variety of Genre</li><li>• Vocabulary</li></ul> <p><b><u>Fast ForWord</u></b></p> <ul style="list-style-type: none"><li>• Fast ForWord Elements I: AI Assistant</li><li>• Fast ForWord Elements II: Cinematch</li><li>• Fast ForWord Elements II: Illuminator</li><li>• Fast ForWord Elements II: Mission Control</li><li>• Fast ForWord Elements II: PicFlip</li><li>• Fast ForWord Reading Comprehension: Cognobot</li><li>• Fast ForWord Reading Comprehension: Data Stream</li><li>• Fast ForWord Reading Comprehension: Road Trip</li><li>• Fast ForWord Reading Level 3: Book Monkeys</li><li>• Fast ForWord Reading Level 3: Scrap Cat</li><li>• Supplemental Lessons</li></ul>
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