Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Arkansas Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Arkansas Standards

		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

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D / Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	9.CC.7.P.	Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
BENCHMARK / PROFICIENCY	9.CC.8.P	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
BENCHMARK /	9.CC.10.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and

Arkansas Standards

		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	10.CC.8. P.	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT		Reading Comprehension
PERFORMANCE		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
EXPECTATION		literary and informational texts.

BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT		Collaborative Communication

PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	11.CC.8. P.	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate.
BENCHMARK / PROFICIENCY	11.CC.10 .P.	Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Arkansas Standards

Grade 12 - Adopted: 2023		
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.

BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication

PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK /	10.000	
PROFICIENCY	12.CC.8. P.	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate.
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PROFICIENCY BENCHMARK /	P. 12.CC.10	chosen details, addressing opposing perspectives as appropriate. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language,
PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	P. 12.CC.10	chosen details, addressing opposing perspectives as appropriate. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing.
PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	P. 12.CC.10	chosen details, addressing opposing perspectives as appropriate. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing. Grade 12 English Language Arts Standards

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Arkansas Standards

	Grade 9 - Adopted: 2023
STRAND / TOPIC	Grade 9 English Language Arts Standards
CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

literary and informational texts.

Determine how a central idea and/or theme is developed over the course of a text, identifying

which supporting details most contribute to the development of the central themes and/or ideas.

EXPECTATION

BENCHMARK/

PROFICIENCY

10.RC.2.

RF.

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
		Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
TOPIC	11.V.1.	Vocabulary - Vocabulary includes understanding and using words to communicate
CONTENT STANDARD PERFORMANC E	11.V.1.	Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /	11.V.1.	Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT	11.V.1. 11.V.4.	Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
	12.RC.2. RF.	
BENCHMARK /		Determine how multiple complex central ideas and/or themes are developed over the course of a
BENCHMARK / PROFICIENCY BENCHMARK /	RF. 12.RC.4.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	RF. 12.RC.4.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND /		Grade 12 English Language Arts Standards
TOPIC		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
CONTENT	12.V.1.	
CONTENT STANDARD PERFORMANC E	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use context, Use word relationships such as cause and effect, part to whole, and item into category to clarify

PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

Grade 12 - Adopted: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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Arkansas Standards

Language Arts

Grade 9 - Adopted: 2023			
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.	
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.	

Describe how a complex character (e.g., static, dynamic, round) develops over the course of a

text, interacts with other characters, advances the plot, and/or develops the theme.

BENCHMARK /

PROFICIENCY

9.RC.5.R

L.

BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
		Grade 10 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	10.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I PROFICIENCY DESCRIPTOR	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT	10.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences. Grade 10 English Language Arts Standards

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.

BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT		Writing

PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develor a tonic addressing the most significant and relevant evidence

DESCRIPTOR Develop a topic addressing the most significant and relevant evidence.

DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK /	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
PROFICIENCY	12.00.0.1	
PROFICIENCY BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

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W.5.Jl.9.

Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary

coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR STRAND / TOPIC		
STRAND /		manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.W.2.S.	manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards Writing
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	10.W.2.S.	manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		Production - Writing production includes volume and clarity of writing and the writing
EXPECTATION		process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK /	10.W.4.P. 10.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	10.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P. 10.W.9.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a
BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P. 10.W.9.P. 10.W.10. P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing
BENCHMARK / PROFICIENCY STRAND /	10.W.5.P. 10.W.8.P. 10.W.9.P. 10.W.10. P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards

Language Arts

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Grade 11 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST AND ARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK /	12.RC.2.	Determine how multiple complex central ideas and/or themes are developed over the course of a

text, including how details interact and build upon one another.

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TOPIC	

Grade 12 English Language Arts Standards

CONTENT ST ANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR

Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

	Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
	Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
	Grade 12 English Language Arts Standards
	Writing
	Production - Writing production includes volume and clarity of writing and the writing process.
12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
12.W.9.P.	Write with stamina over extended periods of time.
12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
	Grade 12 English Language Arts Standards
	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
	Grade 12 English Language Arts Standards
	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
	Use context,
	12.W.5.P. 12.W.9.P. 12.W.10. P. 12.W.12. P.

STRAND	I
TOPIC	

Grade 12 English Language Arts Standards

CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

STRAND	I
TOPIC	

Journalism I

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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Arkansas Standards

Language Arts

STRAND	I
TOPIC	

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT ST ANDARD	Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate
		effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
E	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary
E EXPECTATION STRAND /	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
E EXPECTATION STRAND / TOPIC CONTENT	9.V.1. 9.V.3.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
E EXPECTATION STRAND I TOPIC CONTENT STANDARD PERFORMANCE		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK /	10.RC.5.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text,

interact with other characters, advance the plot, and/or develop the theme.

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BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to

further understanding.

BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards
TOPIC		Grade 11 English Language Arts Standards
TOPIC CONTENT STANDARD PERFORMANCE	11.RC.2. RF.	Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/		Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /		Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. Grade 11 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE		Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. Grade 11 English Language Arts Standards Reading Comprehension
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.RC.5.	Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. Grade 11 English Language Arts Standards Reading Comprehension Reading Literature - Reading Literary includes skills that are specific to literature. Describe how characterization, plot, setting, and other literary elements interact with and contribute

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
		Grade 11 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	11.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I PROFICIENCY DESCRIPTOR	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT	11.W.3.S.	Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences. Grade 11 English Language Arts Standards

11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
11.W.9.P.	Write with stamina over extended periods of time.
11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
	Grade 11 English Language Arts Standards
	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
	Grade 11 English Language Arts Standards
	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
	Use context,
	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
	Grade 11 English Language Arts Standards
	Collaborative Communication
	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
11.CC.1. SLC.	includes speaking with clarity, acknowledging what is said, and asking questions to
	includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using and adapting effective discussion
	11.W.9.P. 11.W.10. P. 11.W.12. P.

BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.					
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:					
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.					
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.					
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.					
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.					
STRAND / TOPIC		Grade 12 English Language Arts Standards					
CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.					
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:					
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.					
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.					
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.					
STRAND / TOPIC		Grade 12 English Language Arts Standards					
CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.					
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.					
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.					
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.					

BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.					
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.					
STRAND / TOPIC		Grade 12 English Language Arts Standards					
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.					
STRAND / TOPIC		Grade 12 English Language Arts Standards					
CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:					
BENCHMARK / PROFICIENCY		Use context,					
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.					
STRAND / TOPIC		Grade 12 English Language Arts Standards					
CONTENT STANDARD		Collaborative Communication					
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.					
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.					
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.					
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.					
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.					
		Grade 12 - Adopted: 2016					
STRAND / TOPIC		Journalism I					
CONTENT STANDARD		Writing					

PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Arkansas Standards

Language Arts				
		Grade 9 - Adopted: 2023		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Reading Comprehension		
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.		
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.		
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Reading Comprehension		
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.		
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.		
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.		
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:		
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.		

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.					
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:					
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.					
DESCRIPTOR		Organize ideas, concepts, and information, using major sections					
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.					
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.					
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:					
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.					
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Writing					
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.					
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.					
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.					
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.					
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.					

BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.					
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:					
BENCHMARK / PROFICIENCY		Use context,					
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Collaborative Communication					
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.					
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.					
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.					
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.					
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.					
STRAND / TOPIC		Grade 9 English Language Arts Standards					
CONTENT STANDARD		Language					

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.					
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.					
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.					
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.					
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.					
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.					
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.					
STRAND / TOPIC		Grade 10 English Language Arts Standards					
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.					
STRAND / TOPIC		Grade 10 English Language Arts Standards					
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.					
PERFORMANCE EXPECT ATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:					
BENCHMARK / PROFICIENCY		Use context,					
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.					
STRAND / TOPIC		Grade 10 English Language Arts Standards					
CONTENT STANDARD		Collaborative Communication					
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.					

BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK /	11.RC.4.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

PROFICIENCY

RF.

STRAND / TOPIC

Grade 11 English Language Arts Standards

STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / 1 PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / 1 PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / 1 PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR

Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

DESCRIPTOR				

Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND /

BENCHMARK /

PROFICIENCY

Grade 11 English Language Arts Standards

STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

Use word relationships such as cause and effect, part to whole, and item into category to clarify

the meaning of each word.

STRAND	
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.

STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts Grade **12** - Adopted: **2023**

Grade 12	English	Language	Arts	Standards	

STRAND / TOPIC	Grade 12 English Language Arts Standards
CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Arkansas Standards

		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT		Writing

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.			
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.			
STRAND / TOPIC		Grade 9 English Language Arts Standards			
CONTENT STANDARD		Language			
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.			
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:			
DESCRIPTOR		Adjectival			
DESCRIPTOR		Adverbial			
STRAND / TOPIC		Grade 9 English Language Arts Standards			
CONTENT STANDARD		Language			
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.			
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.			
		Grade 9 - Adopted: 2016			
STRAND / TOPIC		Journalism I			
CONTENT STANDARD		Writing			
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.			
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice			
Arkansas Standards					
Language Arts					
Grade 10 - Adopted: 2023					
STRAND / TOPIC		Grade 10 English Language Arts Standards			
CONTENT STANDARD		Reading Comprehension			
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.			

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK /	10.W.3.S.	Write to express real or imagined experiences and/or events:
PROFICIENCY		
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
		Vocabulary - Vocabulary includes understanding and using words to communicate
CONTENT STANDARD		effectively.
	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
CTDAND /		Crade 10 Fuelish Laurusea Arte Standards
STRAND / TOPIC		Grade 10 English Language Arts Standards
		Language Language
TOPIC		
CONTENT STANDARD PERFORMANCE	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively:
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION		Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions,

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
		Grade 11 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	11.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 11 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	11.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 11 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		
EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	
BENCHMARK /		Determine how multiple complex central ideas and/or themes are developed over the course of a
BENCHMARK / PROFICIENCY BENCHMARK /	12.RC.4.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	12.RC.4.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	12.RC.4.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 12 English Language Arts Standards

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to
LAI LOTATION		further understanding.

BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK /	12.L.2.S.	Use verbs effectively.

		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

		Grade 9 - Adopted. 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC

PROFICIENCY

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the tonic context parrative elements and point of view and/or perspective

DESCRIPTOR

Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK /		Use context,

CONTENT STANDARD Vocabulary - Vocabulary includes understanding and using words to communicate effectively. PERFORMANCE EXPECTATION 9.V.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: BENCHMARK / PROFICIENCY Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT		Collaborative Communication	
STANDARD			
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.	
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.	
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.	
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.	
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT ST ANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:	
DESCRIPTOR		Shifts in mood and voice	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
		Grade 9 English Language Arts Standards Language	
TOPIC			
TOPIC CONTENT STANDARD PERFORMANCE	9.L.6.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/	9.L.6.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions,	
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /	9.L.6.S.	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.L.6.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. Grade 9 English Language Arts Standards	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.L.6.S. 9.L.7.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within	

DESCRIPTOR Adjectival

DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards
TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE	10.RC.2. RF.	Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.RC.4.	Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	10.RC.4.	Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	10.RC.4.	Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.RC.4.	Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 10 English Language Arts Standards Reading Comprehension Reading Information - Reading Information includes skills that are specific to non-

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		
EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events:
BENCHMARK /	10.W.3.S.	
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
BENCHMARK / PROFICIENCY DESCRIPTOR	10.W.3.S.	Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	10.W.3.S.	Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT	10.W.3.S.	Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 10 English Language Arts Standards

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
		choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
PROFICIENCY BENCHMARK/		Use context, Use word relationships such as cause and effect, part to whole, and item into category to clarify
PROFICIENCY BENCHMARK / PROFICIENCY STRAND /		Use context, Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. Grade 10 English Language Arts Standards
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.CC.1. SLC.	Use context, Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. Grade 10 English Language Arts Standards Collaborative Communication Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to

BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

 $\label{lem:eq:condary} \textit{Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary)}$

coverage) for content, grammar, spelling, and style through guided practice

BENCHMARK/

PROFICIENCY

W.5.Jl.9.

Arkansas Standards

Language Arts		
Grade 11 - Adopted: 2023		
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
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Organize ideas, concepts, and information, using major sections and subtopics.

DESCRIPTOR

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		Production - Writing production includes volume and clarity of writing and the writing
EXPECTATION		process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK /	12.W.4.P. 12.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	12.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary,
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P. 12.W.7.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P. 12.W.7.P. 12.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

STR	AND
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STRAND / Grade 12 English Language Arts Standards TOPIC

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.

STRAND	I
TOPIC	

Journalism I

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Arkansas Standards

Language Arts

		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR		Adverbial	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.	
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.	
		Grade 9 - Adopted: 2016	
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	
		Arkansas Standards	
		Language Arts	
Grade 10 - Adopted: 2023			
		Grade 10 - Adopted: 2023	
STRAND / TOPIC		Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards	
TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD PERFORMANCE	10.W.1.S.	Grade 10 English Language Arts Standards Writing	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	10.W.1.S.	Grade 10 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	10.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	10.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards Writing	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 10 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.	

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		Production - Writing production includes volume and clarity of writing and the writing
EXPECTATION		process.
	10.W.4.P.	
BENCHMARK /	10.W.4.P. 10.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	10.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P. 10.W.9.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a
BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.8.P. 10.W.9.P. 10.W.10. P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing
BENCHMARK / PROFICIENCY STRAND /	10.W.5.P. 10.W.8.P. 10.W.9.P. 10.W.10. P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. Write with stamina during single sessions and over extended periods of time. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND	I
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.

Grade 11 - Adopted: 2016

STRAND / TOPIC

Journalism I

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

STRAND	
TOPIC	

Grade 12 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.

Grade 12 - Adopted: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 10: Unit 5 Writing from Pictures, p.85-90

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

STRAND / TOPIC	Grade 9 English Language Arts Standards
CONTENT STANDARD	Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
		Grade 9 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	9.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop a well-structured event sequence and plot line to enhance the relationships among ideas
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences. Grade 9 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences. Grade 9 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:	
DESCRIPTOR		Shifts in mood and voice	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:	
DESCRIPTOR		Adjectival	
DESCRIPTOR		Adverbial	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.	
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.	
		Grade 9 - Adopted: 2016	
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK /	W.5.JI.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	

Arkansas Standards

Language Arts			
		Grade 10 - Adopted: 2023	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:	
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.	
DESCRIPTOR		Organize ideas, concepts, and information, using major sections	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:	
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.	
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.	
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.	

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.	
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.	
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.	
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.	
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:	
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Collaborative Communication	
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.	
BENCHMARK /	10.CC.1.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.	

BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.	
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.	
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:	
DESCRIPTOR		Shifts in mood and voice	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:	
DESCRIPTOR		Adjectival	
DESCRIPTOR		Adverbial	
		Grade 10 - Adopted: 2016	
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	

BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

perspectives.

Develop the topic, context, narrative elements, and one or more points of view and/or

DESCRIPTOR

DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.		
STRAND / TOPIC		Grade 11 English Language Arts Standards		
CONTENT ST ANDARD		Writing		
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.		
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.		
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.		
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.		
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.		
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.		
STRAND / TOPIC		Grade 11 English Language Arts Standards		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.		
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.		
STRAND / TOPIC		Grade 11 English Language Arts Standards		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.		
PERFORMANCE EXPECT ATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:		
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.		
STRAND / TOPIC		Grade 11 English Language Arts Standards		
CONTENT STANDARD		Collaborative Communication		
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.		

BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Crade 11 Adented 2016

Grade 11 - Adopted: 2016		
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade 12 - Adopted: 2023		
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.

Grade 12 English Language Arts Standards

STRAND / TOPIC

CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.	
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:	
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.	
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.	
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.	
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.	
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.	

PROPICIENCY P. Willing to include grade-appropriate conventions for publishing.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.	
STRAND / Grade 12 English Language Arts Standards TOPIC		
CONTENT Vocabulary - Vocabulary includes understanding and using words to communicate effectively.		
PERFORMANC 12.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabul knowledge when encountering unfamiliar words or phrases. EXPECTATION	ary	
STRAND / Grade 12 English Language Arts Standards TOPIC		
CONTENT Vocabulary - Vocabulary includes understanding and using words to communicate effectively.		
PERFORMANCE 12.V.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrase choosing from a range of effective techniques:	es,	
BENCHMARK / Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.	′	
STRAND / Grade 12 English Language Arts Standards TOPIC		
CONTENT Collaborative Communication ST AND ARD		
PERFORMANCE EXPECTATION Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.		
BENCHMARK / 12.CC.1. Initiate and express ideas in a collaborative setting, using and adapting effective discussion PROFICIENCY SLC. strategies appropriately.		
BENCHMARK / 12.CC.2. Come to discussions prepared to participate and/or facilitate, citing researched evidence on the properties of the pr	е	
BENCHMARK / 12.CC.3. Set and follow rules for collegial discussions and decision-making, tracking progress towards PROFICIENCY SLC. Specific goals and deadlines, and defining individual roles as needed.		
BENCHMARK / 12.CC.4. Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving PROFICIENCY SLC. Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.	d.	
STRAND / Grade 12 English Language Arts Standards TOPIC		
CONTENT Language STANDARD		
PERFORMANCE EXPECTATION Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		

BENCHMARK /	12.L.2.S.	Use verbs effectively.
DDOEICIENCY		

DESCRIPTOR

STRAND /

CONTENT

STANDARD

PERFORMANCE

EXPECTATION
BENCHMARK /

PROFICIENCY

DESCRIPTOR

DESCRIPTOR

DESCRIPTOR

DESCRIPTOR

TOPIC

PROFICIENCY		
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Lesson 11: Unit 5 Writing from Pictures, p. 91-98
		Arkansas Standards
		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:

manner that anticipates the audience's knowledge and concerns.

Grade 9 English Language Arts Standards

Write to inform about a complex topic:

connections and distinctions when appropriate.

Develop a topic with a clear preview of what is to follow.

Organize ideas, concepts, and information, using major sections

Writing

and information.

9.W.2.S.

Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a

Style - Writing style includes different types of writing for different purposes.

Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making

Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts,

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

PROFICIENCY

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK /	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.

BENCHMARK/ PROFICIENCY Grade 9 English Language Arts Standards CONTENT STAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY CONTENT STANDARD DESCRIPTOR Adjectival CONTENT STANDARD DESCRIPTOR Adjectival Conventions - Conventions involve the correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences in speaking and writing. Including how the arrangement of words within sentences in speaking and writing. BENCHMARK / PROFICIENCY DESCRIPTOR Adjectival Conventions - Conventions involve the correct use of mechanics in writing. CONTENT STANDARD BENCHMARK / PROFICIENCY DESCRIPTOR CONVENT STANDARD BENCHMARK / PROFICIENCY Standard - Conventions - Conventions involve the correct use of mechanics in writing. CONTENT STANDARD BENCHMARK / PROFICIENCY Standard - Conventions - Conventions involve the correct use of mechanics in writing. CONTENT STANDARD BENCHMARK / PROFICIENCY Standard - Adopted: 2016 STRAND / TOPIC CONTENT STANDARD Writing BENCHMARK / PROFICIENCY Arkansas Standards Language Arts Crade 10 - Adopted: 2023 STRAND / TOPIC CONTENT STANDARD Writing STRAND / Conventions - Conventions places of journalistically sound writing. Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) by content, grammar, spelling, and sylve drough guided practice Arkansas Standards Language Arts Crade 10 - Adopted: 2023 STRAND / TOPIC CONTENT STANDARD BENCHMARK / PROFICIENCY Grade 10 English Language Arts Standards CONTENT STANDARD Style - Writing style includes different types of writing for different purposes. EXPECTATION BENCHMARK / Style - Writing style includes different types of writing for different purposes.				
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PERFORMANCE EXPECTATION Style - Writing style includes different types of writing for different purposes. EXPECTATION 10.W.1.S. Compose an argument about a complex topic:			Grade 10 English Language Arts Standards	
BENCHMARK / 10.W.1.S. Compose an argument about a complex topic:				
			Writing	
	STANDARD PERFORMANCE			

DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND	
TOPIC	

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:

DESCRIPTOR

Shifts in mood and voice

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

Grade 10 - Adopted: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade 11 - Adopted: 2023

STRAND	I
TOPIC	

Grade 11 English Language Arts Standards

TOPIC		
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 11 English Language Arts Standards

PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary
E EXPECTATION		knowledge when encountering unfamiliar words or phrases.
		knowledge when encountering unfamiliar words or phrases. Grade 11 English Language Arts Standards
EXPECTATION STRAND /		
STRAND / TOPIC CONTENT	11.V.4.	Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
STRAND / TOPIC CONTENT STANDARD PERFORMANCE	11.V.4.	Grade 11 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.V.4.	Ocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use word relationships such as cause and effect, part to whole, and item into category to clarify
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /	11.V.4.	Ocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	11.V.4.	Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. Grade 11 English Language Arts Standards

BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.

PROFICIENCY

	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK /	12.L.2.S.	Use verbs effectively.	
PROFICIENCY			

Grade 12 - Adopted: 2016			
STRAND / TOPIC		Journalism I	
CONTENT ST ANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Arkansas Standards

Language Arts

Grade 9 - Adopted: 2023			
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.	
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.	
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.	
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.	
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	

BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
		Grade 9 English Language Arts Standards Writing
TOPIC		
TOPIC CONTENT STANDARD PERFORMANCE	9.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events:
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and point of view and/or perspective. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and point of view and/or perspective. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	9.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and point of view and/or perspective. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 9 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.W.3.S. 9.W.4.P.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and point of view and/or perspective. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 9 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
DESCRIPTOR		Simb in mode and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
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STRAND / TOPIC		Grade 9 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.L.6.S.	Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	9.L.6.S.	Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions,
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /	9.L.6.S.	Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.L.6.S.	Crade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. Grade 9 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.L.6.S.	Crade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Crade 9 English Language Arts Standards Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.

Grade 9 - Adopted: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade 10 - Adopted. 2023

STRAND / TOPIC	Grade 10 English Language Arts Standards
CONTENT STANDARD	Reading Comprehension

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / Grade 10 English Language Arts Standards TOPIC

CONTENT		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

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TOPIC	

Grade 10 English Language Arts Standards

CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC		Use general academic and content-specific words and phrases accurately, gathering vocabulary
E EXPECTATION	10.V.1.	knowledge when encountering unfamiliar words or phrases.
	10.V.1.	

PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
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		Language Arts
		Grade 11 - Adopted: 2023
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		Grade 11 - Adopted: 2023
TOPIC		Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards
CONTENT STANDARD PERFORMANCE	11.RC.2. RF.	Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/		Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	11.RC.4.	Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	11.RC.4.	Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	11.RC.4.	Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 11 English Language Arts Standards

BENCHMARK / PROFICIENCY	11.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	11.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards

PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

		Language Arts		
Grade 12 - Adopted: 2023				
STRAND / TOPIC		Grade 12 English Language Arts Standards		
CONTENT STANDARD		Reading Comprehension		
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.		
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.		
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
STRAND / TOPIC		Grade 12 English Language Arts Standards		
CONTENT STANDARD		Reading Comprehension		
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.		
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.		
BENCHMARK / PROFICIENCY	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.		
STRAND / TOPIC		Grade 12 English Language Arts Standards		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.		
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:		
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.		
STRAND / TOPIC		Grade 12 English Language Arts Standards		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.		
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:		

DESCRIPTOR

Develop a topic addressing the most significant and relevant evidence.

DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
	Lesso	on 13: Unit 6 Summarizing Multiple References, p. 109-118
		Arkansas Standards
		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension

PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
STRAND /		Grade 9 English Language Arts Standards

STRAND / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND	
TOPIC	

Grade 9 English Language Arts Standards

CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate
STANDARD	9.V.3.	effectively.
PERFORMANCE EXPECT ATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
	W.5.JI.9.	
	W.5.JI.9.	coverage) for content, grammar, spelling, and style through guided practice
	W.5.JI.9.	coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards
	W.5.JI.9.	coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts
PROFICIENCY STRAND /	W.5.Jl.9.	coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 10 - Adopted: 2023
STRAND / TOPIC CONTENT	W.5.JI.9.	Arkansas Standards Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
		Speaking and Listening Comprehension - Speaking and listening comprehension
PERFORMANCE EXPECTATION		includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
	10.CC.1. SLC.	includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK /		further understanding.
BENCHMARK / PROFICIENCY BENCHMARK /	SLC. 10.CC.2.	further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	SLC. 10.CC.2. SLC. 10.CC.3.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	10.CC.2. SLC. 10.CC.3. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, making new
BENCHMARK / PROFICIENCY	10.CC.2. SLC. 10.CC.3. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	10.CC.2. SLC. 10.CC.3. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented. Grade 10 English Language Arts Standards
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.CC.2. SLC. 10.CC.3. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented. Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within

DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Grade 10 - Adopted: 2016 Journalism I
TOPIC	W.5.JI.	Journalism I
CONTENT STANDARD PERFORMANCE	W.5.JI. W.5.JI.3.	Journalism I Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Journalism I Writing Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	W.5.Jl.3.	Journalism I Writing Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	W.5.Jl.3.	Writing Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	W.5.Jl.3.	Writing Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards
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CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	W.5.Jl.3.	Writing Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 11 - Adopted: 2023

BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. Rl.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
BENCHMARK / PROFICIENCY	11.RC.15 .Rl.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

BENCHMARK / PROFICIENCY	11.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE		Structure - Language structure involves correct use of parts of speech and creating
EXPECTATION		sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK /	11.L.2.S.	Use verbs effectively.
PROFICIENCY		

		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
BENCHMARK / PROFICIENCY	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
		Grade 12 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	12.W.3.S.	Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 12 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	12.W.3.S.	Writing Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 12 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

BENCHMARK /

PROFICIENCY

W.5.Jl.9.

Grade 12 English Language Arts Standards

	Collaborative Communication
	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
	Grade 12 English Language Arts Standards
	Language
	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
12.L.2.S.	Use verbs effectively.
	Grade 12 - Adopted: 2016
	Journalism I
	Writing
W.5.JI.	Students will create various pieces of journalistically sound writing.
W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
	12.CC.2. SLC. 12.CC.3. SLC. 12.CC.4. SLC.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

coverage) for content, grammar, spelling, and style through guided practice

Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

STRAND	I
TOPIC	

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		
		Develop claims supported by credible sources.
DESCRIPTOR		Develop claims supported by credible sources. Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR STRAND / TOPIC		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a
STRAND /		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 9 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.W.2.S.	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 9 English Language Arts Standards Writing
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	9.W.2.S.	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. Grade 9 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.

DESCRIPTOR Select well-chosen lacks, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate. DESCRIPTOR Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information. STRAND / Orade 9 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. EXPECTATION BENCHMARK / PROFICIENCY Write to express real or imagined experiences and/or events: DESCRIPTOR Develop the tupic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive defails, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. STRAND / Orade 9 English Language Arts Standards CONTENT STANDARD Writing TOPIC CONTENT STANDARD PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the sask, purpose, and audience. BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK / PROFICIENCY 9.W.8.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK / PROFICIENCY			
STRAND / TOPIC CONTENT STANDARD PERFORMANCE Style - Writing style includes different types of writing for different purposes. EMPECTATION Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict setting, and/or characters. STRAND / Grade 9 English Language Arts Standards Writing PROPER STANDARD Writing Production - Writing production includes volume and clarity of writing and the writing process. BENCHMARK/ PROPECIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. BENCHMARK/ PROPECIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK/ PROPECIENCY 9.W.6.P. Use a variety of sentence types effectively. PROPECIENCY BENCHMARK/ PROPECIENCY Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK/ PROPECIENCY Write with stamina during single sessions and over extended periods of time. PROPECIENCY BENCHMARK/ 9.W.9.P. Write with stamina during single sessions and over extended periods of time. PROPECIENCY BENCHMARK/ 9.W.9.P. Conform writing to syle manual guidelines appropriate for the discipline and writing type, editing	DESCRIPTOR		
CONTENT STRANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY PROFICIENCY POWS.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence. BENCHMARK / 9.W.5.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. PENCHMARK / 9.W.7.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses in claims, reasons, and/or evidence. BENCHMARK / 9.W.9.P. Write with stamina during single sessions and over extended periods of time. PROFICIENCY BENCHMARK / 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing	DESCRIPTOR		
PERFORMANCE PERFORMANCE PROFICIENCY Style - Writing style includes different types of writing for different purposes. PERFORMANCE PROFICIENCY Descriptor Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. STRAND / TOPIC CONTENT STANDARD PERFORMANCE Production - Writing production includes volume and clarity of writing and the writing process. PROFICIENCY PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. BENCHMARK / 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK / 9.W.5.P. Describency BENCHMARK / 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. PROFICIENCY BENCHMARK / 9.W.8.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / 9.W.9.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / 9.W.9.P. Depage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing			Grade 9 English Language Arts Standards
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIEN			Writing
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STRAND / TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
	9.L.10.C.	Conventions - Conventions involve the correct use of mechanics in writing. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
BENCHMARK /	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and
BENCHMARK /	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
BENCHMARK / PROFICIENCY STRAND /	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes. Grade 9 - Adopted: 2016
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.L.10.C. W.5.JI.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes. Grade 9 - Adopted: 2016 Journalism I

BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
		Writing Production - Writing production includes volume and clarity of writing and the writing process.
STANDARD PERFORMANCE	10.W.4.P.	Production - Writing production includes volume and clarity of writing and the writing
PERFORMANCE EXPECTATION BENCHMARK /	10.W.4.P. 10.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful
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PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	10.W.5.P. 10.W.6.P. 10.W.7.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK /	10.CC.2.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and
PROFICIENCY	SLC.	responding appropriately.

BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
BENCHMARK / PROFICIENCY	11.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develon a tonic addressing the most significant and relevant evidence

DESCRIPTOR

Develop a topic addressing the most significant and relevant evidence.

DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	11.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	12.RC.12. Rl.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
BENCHMARK / PROFICIENCY	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

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EXPECTATION

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC F	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary

knowledge when encountering unfamiliar words or phrases.

PERFORMANCE EXPECTATION

W.5.JI.

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
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Students will create various pieces of journalistically sound writing.

BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Arkansas Standards

		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.

Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a

manner that anticipates the audience's knowledge and concerns.

DESCRIPTOR

STRAND	I
TOPIC	

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
STANDARD		
	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
STANDARD PERFORMANCE	10.V.3.	

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR

Adjectival

DESCRIPTOR	Adverbial

PERFORMANCE EXPECTATION

Grade 10 - Adopted: 2016		
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
BENCHMARK / PROFICIENCY	11.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing

Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
		Writing Style - Writing style includes different types of writing for different purposes.
STANDARD PERFORMANCE	11.W.3.S.	
PERFORMANCE EXPECTATION BENCHMARK /	11.W.3.S.	Style - Writing style includes different types of writing for different purposes.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	11.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	11.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT	11.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 11 English Language Arts Standards
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	11.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 11 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	11.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

STRAND	
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.

Grade 11 - Adopted: 2016

	STRAND / TOPIC		Journalism I
	CONTENT STANDARD		Writing
	PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
	BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
	BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **12** - Adopted: **2023**

STRAND / TOPIC	Grade 12 English Language Arts Standards

CONTENT	Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
BENCHMARK / PROFICIENCY	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.

Grade 12 - Adopted: 2016			
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)	
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	

Arkansas Standards

Lesson 16: Unit 7 Inventive Writing, p. 147-152

Language Arts

Grade 9 - Adopted: 2023 STRAND / **Grade 9 English Language Arts Standards** TOPIC CONTENT Writing STANDARD PERFORMANCE Style - Writing style includes different types of writing for different purposes. **EXPECTATION** BENCHMARK / 9.W.1.S. Compose an argument about a complex topic: **PROFICIENCY DESCRIPTOR** Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. STRAND / **Grade 9 English Language Arts Standards TOPIC** CONTENT Writing STANDARD PERFORMANCE Style - Writing style includes different types of writing for different purposes. **EXPECTATION**

Write to inform about a complex topic:

Develop a topic with a clear preview of what is to follow.

Organize ideas, concepts, and information, using major sections

BENCHMARK /

PROFICIENCY

DESCRIPTOR

DESCRIPTOR

9.W.2.S.

DESCRIPTOR Select well-chosen lacks, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate. DESCRIPTOR Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information. STRAND / Orade 9 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. EXPECTATION BENCHMARK / PROFICIENCY Write to express real or imagined experiences and/or events: DESCRIPTOR Develop the tupic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive defails, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. STRAND / Orade 9 English Language Arts Standards CONTENT STANDARD Writing TOPIC CONTENT STANDARD PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the sask, purpose, and audience. BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK / PROFICIENCY 9.W.8.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK / PROFICIENCY			
STRAND / TOPIC CONTENT STANDARD PERFORMANCE Style - Writing style includes different types of writing for different purposes. EMPECTATION Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict setting, and/or characters. STRAND / Grade 9 English Language Arts Standards Writing PROPER STANDARD Writing Production - Writing production includes volume and clarity of writing and the writing process. BENCHMARK/ PROPECIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. BENCHMARK/ PROPECIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK/ PROPECIENCY 9.W.6.P. Use a variety of sentence types effectively. PROPECIENCY BENCHMARK/ PROPECIENCY Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK/ PROPECIENCY Write with stamina during single sessions and over extended periods of time. PROPECIENCY BENCHMARK/ 9.W.9.P. Write with stamina during single sessions and over extended periods of time. PROPECIENCY BENCHMARK/ 9.W.9.P. Conform writing to syle manual guidelines appropriate for the discipline and writing type, editing	DESCRIPTOR		
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BENCHMARK / PROFICIENCY BENCHMARK / PROFICIEN			Writing
DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective. DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. STRAND / Grade 9 English Language Arts Standards Writing PERFORMANCE Production - Writing production includes volume and clarity of writing and the writing process. BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK / PROFICIENCY BENCHMARK / 9.W.6.P. Use a variety of sentence types effectively. BENCHMARK / 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK / 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / 9.W.8.P. Write with stamina during single sessions and over extended periods of time. PROFICIENCY BENCHMARK / 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing			Style - Writing style includes different types of writing for different purposes.
DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. STRAND / TOPIC CONTENT STANDARD Writing Preparation - Writing production includes volume and clarity of writing and the writing process. BENCHMARK / PROFICIENCY PROFICIENCY BENCHMARK / PROFICIENCY PROFICIENCY BENCHMARK / PROFICIENCY PROFICIENCY BENCHMARK / PROFICIENCY PROF		9.W.3.S.	Write to express real or imagined experiences and/or events:
STRAND / TOPIC Grade 9 English Language Arts Standards Writing PERFORMANCE Production - Writing production includes volume and clarity of writing and the writing process. BENCHMARK/ PROFICIENCY BENCHMARK/ PROFICIENCY BENCHMARK/ 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. BENCHMARK/ 9.W.6.P. Use a variety of sentence types effectively. PROFICIENCY BENCHMARK/ 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK/ 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK/ 9.W.9.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK/ 9.W.9.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK/ 9.W.1.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing	DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
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BENCHMARK / PROFICIENCY BENCHMARK / PROFICIEN			Writing
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PROFICIENCY BENCHMARK / PROFICIENCY Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.4.P.	
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. BENCHMARK / PROFICIENCY 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.5.P.	
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY 9.W.8.P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / 9.W.9.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.7.P.	
BENCHMARK / 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
PROFICIENCY specific purpose and audience. BENCHMARK / 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing		9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
		9.W.10.P.	

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
		Writing Style - Writing style includes different types of writing for different purposes.
STANDARD PERFORMANCE	10.W.3.S.	
PERFORMANCE EXPECTATION BENCHMARK /	10.W.3.S.	Style - Writing style includes different types of writing for different purposes.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND /	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 10 English Language Arts Standards
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 10 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Grade 11 - Adopted: 202 :	Grad	le 11	- Add	onted	: 2023
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STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		Style - Writing style includes different types of writing for different purposes.

DESCRIPTOR Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.

Compose an argument about a complex topic:

EXPECTATION

BENCHMARK /

PROFICIENCY

12.W.1.S.

Grade 12 English Language Arts Standards

CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
	12.W.4.P. 12.W.5.P.	
PROFICIENCY BENCHMARK /		appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection

BENCHMARK / PROFICENCY 12.W.9.P. Write with stamina over extended periods of time. BENCHMARK / 12.W.9.P. Write with stamina over extended periods of time. BENCHMARK / P. Brigage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / P. Brigage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / P. Conform writing to spic manual guidelines appropriate for the discipline and writing bype, editing writing to include grade-appropriate conventions for publishing. BENCHMARK / P. Conform writing to spic manual guidelines appropriate to the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. BENCHMARK / P. Conform writing to spic manual guidelines appropriate to the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. BENCHMARK / PERFORMANC 12.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary includes understanding and using words to communicate expections. BENCHMARK / PROFICENCY Vocabulary includes understanding and using words to communicate effectively. BENCHMARK / PROFICENCY Vocabulary includes understanding and using words to communicate effectively. BENCHMARK / PROFICENCY Use word reliationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. BENCHMARK / PROFICENCY Use word reliationships such as cause and effective techniques: BENCHMARK / PROFICENCY Speaking and Listening Comprehension - Speaking and listening comprehension includes and academic and contents and participate and and participate and academic proportions and participate and and participate and academic proportions and participate and academic proportion and participate and academic proportions and decision-making, tracking progress towards specific participate and			
BENCHMARK 12.W10. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK 12.W12. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. STRAND Grade 12 English Language Arts Standards CONTENT STANDARD Use general academic and content-specific words and phrases accurately, gathering vocabulary includes understanding and using words to communicate effectively. PERFORMANC 12.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. STRAND Grade 12 English Language Arts Standards CONTENT STANDARD Vocabulary - Vocabulary includes understanding and using words to communicate effectively. PERFORMANCE 12.V.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: BENCHMARK Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: BENCHMARK Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. STRAND Grade 12 English Language Arts Standards CONTENT STANDARD Collaborative Communication STRAND Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarify, acknowledging what is said, and asking questions to riviter understanding. BENCHMARK 12.CC.1. Instate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately. BENCHMARK 12.CC.2. Come to discussions prepared to participate and/or facilities, cling researched evidence on the topic, text, or issue, and responding appropriately. BENCHMARK 12.CC.3. Set and follow rules for collegial discussions and decision-making, tacking pro		12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK P. Specific purpose and audience.		12.W.9.P.	Write with stamina over extended periods of time.
STRAND / TOPIC CONTENT STANDARD 12.V.1. EXPECTATION COADULARY - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. STRAND / TOPIC CONTENT STRANDARD CONT			
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PERFORMANCE EXPECTATION 12.V.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: BENCHMARK / PROFICIENCY			Grade 12 English Language Arts Standards
BENCHMARK / PROFICIENCY Content Standards Collaborative Communication Served Action of Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. BENCHMARK / PROFICIENCY BENCHMARK / SLC. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. STRAND / Grade 12 English Language Arts Standards Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. Strand deadlines in the meaning of each word. Strand of language Arts Standards Collaborative to whole, and item into category to clarify the meaning of each word. Strand of language Arts Standards			
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PROFICIENCY SLC. contradictions when possible and determining what additional information or research is needed. STRAND / Grade 12 English Language Arts Standards			
			Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **12** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 17: Unit 7 Inventive Writing, p. 153-158

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.

DESCRIPTOR Organize ideas, concepts, and information, using major sections

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND
TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:		
DESCRIPTOR		Shifts in mood and voice		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Language		
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Language		
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:		
DESCRIPTOR		Adjectival		
DESCRIPTOR		Adverbial		
STRAND / TOPIC		Grade 9 English Language Arts Standards		
CONTENT STANDARD		Language		
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.		
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.		
	Grade 9 - Adopted: 2016			
		1		
STRAND / TOPIC		Journalism I		
		Writing Writing		
TOPIC	W.5.Jl.			

BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND /

TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND /		Crade 10 Fuelish Language Arte Standards
TOPIC		Grade 10 English Language Arts Standards
		Language Language
TOPIC		
CONTENT STANDARD PERFORMANCE	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively:
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	10.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION		Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions,
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 10 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:		
DESCRIPTOR		Adjectival		
DESCRIPTOR		Adverbial		
		Grade 10 - Adopted: 2016		
STRAND / TOPIC		Journalism I		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.		
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)		
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice		
		Arkansas Standards		
Language Arts				
Grade 11 - Adopted: 2023				
		Grade 11 - Adopted: 2023		
STRAND / TOPIC		Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards		
TOPIC		Grade 11 English Language Arts Standards		
CONTENT STANDARD PERFORMANCE	11.W.1.S.	Grade 11 English Language Arts Standards Writing		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.W.1.S.	Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	11.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	11.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. Grade 11 English Language Arts Standards		
CONTENT STANDARD PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	11.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. Grade 11 English Language Arts Standards Writing		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.		

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
	11.W.4.P.	
BENCHMARK /	11.W.4.P. 11.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	11.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary,
BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P. 11.W.7.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P. 11.W.7.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

STRAND	
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.		
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.		
		Grade 11 - Adopted: 2016		
STRAND / TOPIC		Journalism I		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.		
BENCHMARK / PROFICIENCY	W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)		
BENCHMARK / PROFICIENCY	W.5.JI.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice		
		Arkansas Standards		
Language Arts				
Grade 12 - Adopted: 2023				
		Grade 12 - Adopted: 2023		
STRAND / TOPIC		Grade 12 - Adopted: 2023 Grade 12 English Language Arts Standards		
TOPIC		Grade 12 English Language Arts Standards		
TOPIC CONTENT STANDARD PERFORMANCE	12.W.1.S.	Grade 12 English Language Arts Standards Writing		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	12.W.1.S.	Grade 12 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.		
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	12.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a		
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	12.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.		
TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	12.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias. Grade 12 English Language Arts Standards		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	12.W.1.S.	Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias. Grade 12 English Language Arts Standards Writing		
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /		Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias. Grade 12 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.		

DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK /	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

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TOPIC	

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade 12 - Adopted: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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Language Arts

Grade **9** - Adopted: **202**3

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / Grade 9 English Language Arts Standards TOPIC

CONTENT		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Develop a topic with a clear preview of what is to follow.

DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK /	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims,
PROFICIENCY		counterclaims, reasons, and/or evidence.
PROFICIENCY BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK /	9.W.8.P. 9.W.9.P.	
BENCHMARK / PROFICIENCY BENCHMARK /		Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

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Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / Grade 10 English Language Arts Standards TOPIC

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK /	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions,

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Grade 10 English Language Arts Standards

conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Arkansas Standards Language Arts
STRAND / TOPIC		Language Arts
		Language Arts Grade 11 - Adopted: 2023
TOPIC		Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards
CONTENT STANDARD PERFORMANCE	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. Grade 11 English Language Arts Standards

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
		Writing Production - Writing production includes volume and clarity of writing and the writing process.
STANDARD PERFORMANCE	11.W.4.P.	Production - Writing production includes volume and clarity of writing and the writing
PERFORMANCE EXPECTATION BENCHMARK	11.W.4.P. 11.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK /		Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary,
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P. 11.W.7.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **11** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **12** - Adopted: **2023**

STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.

STRAND / Grade 12 English Language Arts Standards TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Develop a topic addressing the most significant and relevant evidence.

DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

		: 2016

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / Grade 10 English Language Arts Standards TOPIC

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND	
TOPIC	

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Arkansas Standards Language Arts
STRAND / TOPIC		Language Arts
		Language Arts Grade 11 - Adopted: 2023
CONTENT		Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards
TOPIC CONTENT STANDARD PERFORMANCE	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	11.W.1.S.	Language Arts Grade 11 - Adopted: 2023 Grade 11 English Language Arts Standards Writing Style - Writing style includes different types of writing for different purposes. Compose an argument about a complex topic: Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. Grade 11 English Language Arts Standards

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE		Production - Writing production includes volume and clarity of writing and the writing
EXPECTATION		process.
	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK /	11.W.4.P. 11.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary,
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P. 11.W.6.P. 11.W.7.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		$\label{lem:condition} \mbox{Vocabulary includes understanding and using words to communicate effectively.}$
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **11** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **12** - Adopted: **2023**

STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a

STRAND / Grade 12 English Language Arts Standards

TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Develop a topic addressing the most significant and relevant evidence.

DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **12** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Arkansas Standards

Language Arts

		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT		Reading Comprehension

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.
BENCHMARK / PROFICIENCY	D.4.Jl.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
W.5.Jl.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
W.5.Jl.11.	Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)
	W.5.Jl.8. W.5.Jl.9.

Arkansas Standards

Language Arts

		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT		Reading Comprehension

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

STRAND / Grade 10 English Language Arts Standards TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR

Develop claims supported by credible sources.

DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are
PROFICIENCY	10.W.4.P.	appropriate to the task, purpose, and audience.
PROFICIENCY BENCHMARK / PROFICIENCY	10.W.5.P.	

BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK /		Use context,

PROFICIENCY

BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.
BENCHMARK / PROFICIENCY	D.4.Jl.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
BENCHMARK / PROFICIENCY	W.5.Jl.11.	Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK /	11.RC.2.	Determine how one or more complex central ideas and/or themes are developed over the course

PROFICIENCY RF. of a text, including how the supporting details interact and build upon one another.

BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
BENCHMARK / PROFICIENCY	11.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT		Writing
· · · · · · · · · · · · · · · · ·		Writing Style - Writing style includes different types of writing for different purposes.
STANDARD PERFORMANCE	11.W.2.S.	
STANDARD PERFORMANCE EXPECTATION BENCHMARK /	11.W.2.S.	Style - Writing style includes different types of writing for different purposes.
STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	11.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic:
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	11.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic: Develop a topic addressing the most significant and relevant evidence.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR	11.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic: Develop a topic addressing the most significant and relevant evidence. Organize ideas, concepts, and information, using major sections and subtopics. Select well-chosen facts, extended definitions, quotations, commentary, and examples, making
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR DESCRIPTOR	11.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic: Develop a topic addressing the most significant and relevant evidence. Organize ideas, concepts, and information, using major sections and subtopics. Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate. Maintain a cohesive informational structure and objective tone, clarifying the relationships among
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY DESCRIPTOR DESCRIPTOR DESCRIPTOR DESCRIPTOR STRAND /	11.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic: Develop a topic addressing the most significant and relevant evidence. Organize ideas, concepts, and information, using major sections and subtopics. Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate. Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK /	11.W.14.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.
BENCHMARK / PROFICIENCY	D.4.Jl.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
BENCHMARK / PROFICIENCY	W.5.Jl.11.	Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC	12.RC.2. RF. 12.RC.4. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 12 English Language Arts Standards Reading Comprehension Reading Information - Reading Information includes skills that are specific to non-	
STRAND / TOPIC CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	RF.	Grade 12 English Language Arts Standards Reading Comprehension Reading Information - Reading Information includes skills that are specific to non-	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	40.00.15	Reading Comprehension Reading Information - Reading Information includes skills that are specific to non-	
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	40.00.15	Reading Information - Reading Information includes skills that are specific to non-	
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	40.00.15		
PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	10 00 15	fiction texts.	
PROFICIENCY STRAND /	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.	
	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.	
		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:	
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT ST ANDARD		Writing	
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.	
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.	
STRAND / TOPIC			

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

		: 2016

Journalism I

TOPIC		Journalish i
CONTENT STANDARD		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.
BENCHMARK / PROFICIENCY	D.4.Jl.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
BENCHMARK /	W.5.Jl.11.	Select the most appropriate media format to present content (e.g., feature story, news story,

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Arkansas Standards

Language Arts

Grade **9** - Adopted: **2023**

PROFICIENCY

STRAND /

secondary coverage, blog, social media)

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.	
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.	
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.	
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.	
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.	
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT		Writing	
STANDARD			
		Research - Research includes identifying a topic, gathering information, and assessing sources.	
STANDARD PERFORMANCE	9.W.14.R.	Research - Research includes identifying a topic, gathering information, and assessing	
PERFORMANCE EXPECTATION BENCHMARK /	9.W.14.R. 9.W.15.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when	
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK /		Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or	
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.W.15.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.	
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	9.W.15.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography.	
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.W.15.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate	
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E	9.W.15.R. 9.W.16.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary	
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /	9.W.15.R. 9.W.16.R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.	

PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR

Develop claims supported by credible sources.

DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK /	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
PROFICIENCY		appropriate to the task, purpose, and addictive.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND /		Grade 10 English Language Arts Standards

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:

DESCRIPTOR

Shifts in mood and voice

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR

Adjectival

DESCRIPTOR	Adverbial

PERFORMANCE EXPECTATION

DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.15 .Rl.	Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing

Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.

PROFICIENCY

BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.13. R.	Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	11.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND /		
TOPIC		Grade 11 English Language Arts Standards
TOPIC CONTENT STANDARD		Grade 11 English Language Arts Standards Collaborative Communication
CONTENT		

BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
	W.5.JI.	Writing Students will create various pieces of journalistically sound writing.
STANDARD PERFORMANCE	W.5.Jl. W.5.Jl.3.	
PERFORMANCE EXPECTATION BENCHMARK /		Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	W.5.Jl.3.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g.,
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	W.5.JI.3. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	W.5.JI.3. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	W.5.JI.3. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	W.5.JI.3. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	W.5.JI.3. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media) Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 12 - Adopted: 2023

BENCHMARK / PROFICIENCY	12.RC.15 .RI.	Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.13. R.	Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate
STANDARD		effectively.

PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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Arkansas Standards

		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND	
TOPIC	

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

STRAND	
TOPIC	

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND /		Grade 10 English Language Arts Standards
TOPIC		
CONTENT STANDARD		Writing
CONTENT		Writing Research - Research includes identifying a topic, gathering information, and assessing sources.
CONTENT STANDARD PERFORMANCE	10.W.15. R.	Research - Research includes identifying a topic, gathering information, and assessing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/		Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /		Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E	R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /	R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT	R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards

TOPIC

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR

Adjectival

DESCRIPTOR	Adverbial
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		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

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STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.

BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.

Select well-chosen facts, extended definitions, quotations, commentary, and examples, making

Maintain a cohesive informational structure and objective tone, clarifying the relationships among

connections and distinctions when appropriate.

ideas, concepts, and information.

DESCRIPTOR

DESCRIPTOR

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.

BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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Grade 12 - Adopted: 2016				
STRAND / TOPIC		Journalism I		
CONTENT STANDARD		Writing		
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.		
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)		
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice		

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Grade 9 - Adopted: 2023					
STRAND / TOPIC		Grade 9 English Language Arts Standards			
CONTENT STANDARD		Writing			
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.			
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:			
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.			
STRAND / TOPIC		Grade 9 English Language Arts Standards			
CONTENT STANDARD		Writing			
		witting			
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.			
	9.W.2.S.				
EXPECTATION BENCHMARK /	9.W.2.S.	Style - Writing style includes different types of writing for different purposes.			
EXPECTATION BENCHMARK / PROFICIENCY	9.W.2.S.	Style - Writing style includes different types of writing for different purposes. Write to inform about a complex topic:			

connections and distinctions when appropriate.

Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making

DESCRIPTOR

DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
		Collaborative Communication Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
STANDARD PERFORMANCE	9.CC.1.S LC.	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK /	9.CC.2.S	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.CC.2.S LC. 9.CC.3.S LC.	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, justifying one's
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY	9.CC.2.S LC. 9.CC.3.S LC.	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.CC.2.S LC. 9.CC.3.S LC.	Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. Initiate and express ideas in a collaborative setting, using effective discussion strategies. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed. Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented. Grade 9 English Language Arts Standards

DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grad	le 10	- Ado	nted:	2023

Grade 10 - Adopted: 2023			
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:	
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.	
DESCRIPTOR		Organize ideas, concepts, and information, using major sections	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:	
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.	
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.

DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT		Writing

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
PROFICIENCY STRAND /		contradictions when possible and determining what additional information or research is needed.
PROFICIENCY STRAND / TOPIC CONTENT		contradictions when possible and determining what additional information or research is needed. Grade 11 English Language Arts Standards

BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.

 $Select well-chosen \ facts, extended \ definitions, quotations, commentary, and \ examples, making$

Maintain a cohesive informational structure and objective tone, clarifying the relationships among

connections and distinctions when appropriate.

ideas, concepts, and information.

DESCRIPTOR

DESCRIPTOR

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.

BENCHMARK /	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.	
PROFICIENCY			

Grade 12 - Adopted: 2016			
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)	
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	

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Arkansas Standards

Language Arts

		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
BENCHMARK / PROFICIENCY	9.RC.10. RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

Grade 9 English Language Arts Standards

STRAND /

TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND /		Grade 9 English Language Arts Standards
TOPIC		
CONTENT STANDARD		Writing
CONTENT		Writing Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE	9.W.3.S.	
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK /	9.W.3.S.	Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	9.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR	9.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	9.W.3.S.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 9 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.W.3.S. 9.W.4.P.	Style - Writing style includes different types of writing for different purposes. Write to express real or imagined experiences and/or events: Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. Grade 9 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing

BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival

DESCRIPTOR Adjectival

DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
STRAND / TOPIC		Language Arts
		Language Arts Grade 10 - Adopted: 2023
TOPIC		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE	10.RC.2. RF.	Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Grade 10 English Language Arts Standards Reading Comprehension

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:	
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.	
DESCRIPTOR		Organize ideas, concepts, and information, using major sections	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:	
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
		Grade 10 English Language Arts Standards Writing	
TOPIC			

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR	Adverbial

Grade 10 - Adopted: 2016			
STRAND / TOPIC		Journalism I	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.	
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)	
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice	
		Arkansas Standards	
		Language Arts	
		Grade 11 - Adopted: 2023	
STRAND / TOPIC		Grade 11 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.	
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.	
STRAND / TOPIC		Grade 11 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECT ATION		Reading Literature - Reading Literary includes skills that are specific to literature.	
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.	
STRAND / TOPIC		Grade 11 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:	

DESCRIPTOR

Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.

PROFICIENCY

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK /	11.W.9.P.	Write with stamina over extended periods of time.

BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.

BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension

PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing

Production - Writing production includes volume and clarity of writing and the writing
process.
Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
P. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
P. Use a variety of sentence types effectively.
P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
P. Write with stamina over extended periods of time.
. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing
writing to include grade-appropriate conventions for publishing.
writing to include grade-appropriate conventions for publishing. Grade 12 English Language Arts Standards
Grade 12 English Language Arts Standards
Grade 12 English Language Arts Standards Writing Research - Research includes identifying a topic, gathering information, and assessing
Grade 12 English Language Arts Standards Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting
Grade 12 English Language Arts Standards Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works
Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
Grade 12 English Language Arts Standards Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
Grade 12 English Language Arts Standards Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary
Writing Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
1.6

BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK /	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary

Arkansas Standards

Language Arts

Grade 9 - Adopted: 2023			
		Grade 3 - Adopted. 2023	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.	
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.	
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.	
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.	
BENCHMARK / PROFICIENCY	9.RC.10. RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:	
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
STRAND / TOPIC		Grade 9 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:	

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	
T NOTICILIVE I	J.VV.J.I .	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	
BENCHMARK /		reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	reflection when appropriate. Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	9.W.6.P. 9.W.8.P.	Use a variety of sentence types effectively. Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK /	10.W.2.S.	Write to inform about a complex topic:

PROFICIENCY

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK /	10.W.12.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing

PROFICIENCY P.

writing to include grade-appropriate conventions for publishing.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

Grade 10 English Language Arts Standards

CONTENT		Language
STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

STRAND	I
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 11 English Language Arts Standards

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CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.

Grade 11 English Language Arts Standards

CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

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Journalism I

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts			
		Grade 12 - Adopted: 2023	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.	
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Reading Comprehension	
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.	
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE		Style - Writing style includes different types of writing for different purposes.	

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:

manner that anticipates the audience's knowledge, values, and bias.

DESCRIPTOR Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a

STRAND / Grade 12 English Language Arts Standards TOPIC

CONTENT Writing
STANDARD

EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
STRAND / TOPIC		Grade 12 English Language Arts Standards
		Writing
CONTENT		3
		Production - Writing production includes volume and clarity of writing and the writing process.
STANDARD PERFORMANCE	12.W.4.P.	Production - Writing production includes volume and clarity of writing and the writing
PERFORMANCE EXPECTATION	12.W.4.P. 12.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively.

BENCHMARK /		
PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
		Speaking and Listening Comprehension - Speaking and listening comprehension
PERFORMANCE EXPECTATION		includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
	12.CC.1. SLC.	
BENCHMARK /		further understanding. Initiate and express ideas in a collaborative setting, using and adapting effective discussion

BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
	Lesson 26:	Unit 9 Formal Critique and Response to Literature, p. 225-232
		Arkansas Standards
		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension

PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
BENCHMARK / PROFICIENCY	9.RC.10. RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND	
TOPIC	

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

STRAND /

BENCHMARK /

PROFICIENCY

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival

DESCRIPTOR Adverbial

W.5.JI.7.

Grade **10** - Adopted: **2016**

TOPIC		
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

Journalism I

BENCHMARK / W.5.Jl.9. Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

punctuation, identification, verb choice)

Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g.,

Arkansas Standards

Language Arts

Grade **11** - Adopted: **202**3

STRAND	I
TOPIC	

TOPIC		
CONTENT ST ANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

BENCHMARK/ PROFICIENCY 11.W.9.P. Write with stamina over extended periods of time. BENCHMARK/ PROFICIENCY P. Engage in the witing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK/ P. P. Combrow writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. STRAND / TOPIC CONTENT STANDARD BENCHMARK/ PROFICIENCY R. Research - Research includes identifying a topic, gathering information, and assessing sources. BENCHMARK/ PROFICIENCY R. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagarism. BENCHMARK/ PROFICIENCY R. Follow a standard cladion format, including in-ext clasions and a literature review, works cladinsferences, or behilding profit. STRAND / TOPIC CONTENT STANDARD FERFORMANCE Vocabulary - Vocabulary includes understanding and using words to communicate effectively. PERFORMANCE 1.V.1. Lite general academic and content-specific words and phrases accurately, gathering vocabulary includes understanding and using words to communicate effectively. STRAND / TOPIC CONTENT STANDARD STRAND / Grade 11 English Language Arts Standards CONTENT STANDARD STRAND / Vocabulary - Vocabulary includes understanding and using words to communicate effectively. PERFORMANCE Vocabulary - Vocabulary includes understanding and using words to communicate effectively. STRAND / TOPIC CONTENT STANDARD Vocabulary includes understanding and using words and phrases, choosing from a range of effective techniques: BENCHMARK/ PROFICIENCY STRAND / Grade 11 English Language Arts Standards Collaborative Communication STRAND / Grade 11 English Language Arts Standards Collaborative Communication STRAND / Grade 11 English Language Arts Standards Collaborative Communication STRAND / Grade 11 English Language Arts Standards Collaborative Communication STRAND / Gr			
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P. writing to include grade-appropriate conventions for publishing.			
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CONTENT STANDARD PERFORMANCE Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. BENCHMARK / 11.CC.1. Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately. BENCHMARK / 11.CC.2. Come to discussions prepared to participate and/or facilitate, citing researched evidence on the			Use context,
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PROFICIENCY SLC. strategies appropriately. BENCHMARK / 11.CC.2. Come to discussions prepared to participate and/or facilitate, citing researched evidence on the			includes speaking with clarity, acknowledging what is said, and asking questions to
			Initiate and express ideas in a collaborative setting, using and adapting effective discussion

BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension

PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
		Grade 12 English Language Arts Standards Writing
TOPIC		
CONTENT STANDARD PERFORMANCE	12.W.4.P.	Writing Production - Writing production includes volume and clarity of writing and the writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK	12.W.4.P. 12.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY		Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	12.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. Use a variety of sentence types effectively.

BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		$\label{lem:Research} \textbf{Research includes identifying a topic, gathering information, and assessing sources.}$	
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.	
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:	
BENCHMARK / PROFICIENCY		Use context,	
STRAND / TOPIC		Grade 12 English Language Arts Standards	
CONTENT STANDARD		Collaborative Communication	
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.	
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.	
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.	
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.	
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.	

STRAND	I
TOPIC	

EXPECTATION

Grade 12 English Language Arts Standards

CONTENT STANDARD		Language	
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.	
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.	
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.	

Grade **12** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Arkansas Standards

Language Arts

Grade 9 - Adopted: 2023		
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
BENCHMARK / PROFICIENCY	9.RC.10. RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECT ATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
Grade 9 - Adopted: 2016		
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 10 - Adopted: 2023
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.	
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:	
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.	
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.	
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.	
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.	
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.	
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.	
STRAND / TOPIC		Grade 10 English Language Arts Standards	
CONTENT STANDARD		Writing	
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.	
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.	

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

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Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

DESCRIPTOR

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival

Grade 10 - Adopted: 2016

Adverbial

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **11** - Adopted: **202**3

STRAND	I
TOPIC	

10110		
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.

PROFICIENCY

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	11.RC.5. RL.	Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
BENCHMARK / PROFICIENCY	11.RC.6. RL.	Explain how syntax contributes to the overall meaning and/or style of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK /	11.W.6.P.	Use a variety of sentence types effectively.

BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
	11.V.4.	
STANDARD PERFORMANCE	11.V.4.	effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases,
PERFORMANCE EXPECTATION BENCHMARK/	11.V.4.	effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND /	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use context,
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: Use context, Grade 11 English Language Arts Standards

BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 12 - Adopted: 2023
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.

STRAND / Grade 12 English Language Arts Standards TOPIC

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	12.RC.5. RL.	Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK /	12.CC.3.	Set and follow rules for collegial discussions and decision-making, tracking progress towards

BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
	Lesson 28	: Classical Arrangement for Argumentative Essays, p. 245-257
		Arkansas Standards
		Language Arts
		Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND /		Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		

DESCRIPTOR Adjectival

DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Arkansas Standards
		Language Arts
STRAND / TOPIC		Language Arts
		Language Arts Grade 10 - Adopted: 2023
TOPIC		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards
CONTENT STANDARD PERFORMANCE	10.RC.2. RF.	Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/		Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	RF. 10.RC.4.	Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	RF. 10.RC.4.	Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	RF. 10.RC.4.	Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Reading Comprehension Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. Grade 10 English Language Arts Standards

STRAND	
TOPIC	

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making
		connections and distinctions when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
TOPIC		Grade 10 English Language Arts Standards
TOPIC CONTENT STANDARD PERFORMANCE	10.W.4.P.	Grade 10 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK	10.W.4.P. 10.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY		Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	10.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
		latitate and evances ideas in a collaborative cotting using offsetive discussion attrategies
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
		Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.

Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g.,

punctuation, identification, verb choice)

BENCHMARK/

PROFICIENCY

W.5.JI.7.

BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.

STRAND / Grade 11 English Language Arts Standards TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

BENCHMARK / 11.W.16. Follow a standard citation format, including in-text citations and a literature review, works PROFICIENCY R. cited/references, or bibliography.

STRAND	
TOPIC	

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

STRAND	I
TOPIC	

Grade 12 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR

Develop defensible and significant claims.

DESCRIPTOR	Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
DESCRIPTOR	Maintain a cohesive argumentative structure throughout.
DESCRIPTOR	Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC	Grade 12 English Language Arts Standards
CONTENT STANDARD	Writing

CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **12** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.Jl.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

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Arkansas Standards

Language Arts

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STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT		Writing
STANDARD		
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
PERFORMANCE	W.5.JI. W.5.JI.7.	Students will create various pieces of journalistically sound writing. Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
PERFORMANCE EXPECT ATION		Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g.,
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 10 - Adopted: 2023
PERFORMANCE EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice) Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice Arkansas Standards Language Arts Grade 10 - Adopted: 2023 Grade 10 English Language Arts Standards Writing

Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a

manner that anticipates the audience's knowledge and concerns.

DESCRIPTOR

DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST ANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.

DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adonted: 2016

Grade 11 - Adopted: 2016

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Language Arts		
Grade 12 - Adopted: 2023		
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
		Writing Research - Research includes identifying a topic, gathering information, and assessing sources.
STANDARD PERFORMANCE	12.W.15. R.	Research - Research includes identifying a topic, gathering information, and assessing
PERFORMANCE EXPECTATION BENCHMARK		Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	R. 12.W.16.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	R. 12.W.16.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	R. 12.W.16.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E	12.W.16. R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /	12.W.16. R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT	12.W.16. R.	Research - Research includes identifying a topic, gathering information, and assessing sources. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. Grade 12 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 12 English Language Arts Standards

BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Language
STANDARD		
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
PERFORMANCE	12.L.2.S.	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
PERFORMANCE EXPECT ATION	12.L.2.S. 12.L.4.S.	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
PERFORMANCE EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK /		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively. Vary syntax for effect, consulting references for guidance as needed.

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Arkansas Standards

Language Arts

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STRAND / TOPIC	Grade 9 English Language Arts Standards
CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECT ATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECT ATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
		Grade 9 English Language Arts Standards Language
TOPIC		
CONTENT STANDARD PERFORMANCE	9.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK I	9.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY	9.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively:
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND /	9.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT	9.L.2.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 9 English Language Arts Standards
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY DESCRIPTOR STRAND / TOPIC CONTENT STANDARD PERFORMANCE	9.L.2.S. 9.L.3.S.	Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively: Shifts in mood and voice Grade 9 English Language Arts Standards Language Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within

STRAND	I
TOPIC	

Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.

Grade 9 - Adopted: 201

STRAND	Ī	
TOPIC		

CONTENT

Journalism I

Writing

STANDARD		
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **10** - Adopted: **2023**

STRAND / TOPIC

Grade 10 English Language Arts Standards

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CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11 .RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT ST AND ARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
	10.W.15. R.	
BENCHMARK /		Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting
BENCHMARK / PROFICIENCY BENCHMARK /	R. 10.W.16.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	R. 10.W.16.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	R. 10.W.16.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E	10.W.16. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION	10.W.16. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT	10.W.16. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. Follow a standard citation format, including both in-text citations and a works cited or bibliography. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 10 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:

DESCRIPTOR

Shifts in mood and voice

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:

DESCRIPTOR

Adjectival

DESCRIPTOR	Adverbial

		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice
		Arkansas Standards
		Language Arts
		Grade 11 - Adopted: 2023
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECT ATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	11.RC.2. RF.	Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	11.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

11.W.1.S. Compose an argument about a complex topic:

BENCHMARK / PROFICIENCY

DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	11.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
PROFICIENCY		
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	11.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

STRAND / TOPIC

Grade 11 English Language Arts Standards

BENCHMARK / PROFICIENCY	11.L.2.S.	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively.
	11.L.2.S.	Use verhs effectively
	111212101	
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.

Grade **11** - Adopted: **2016**

STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade **12** - Adopted: **2023**

STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	12.RC.2. RF.	Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
BENCHMARK /	12.RC.4.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / Grade 12 English Language Arts Standards TOPIC

PROFICIENCY RF.

CONTENT ST ANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	12.RC.12. RI.	Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making
		connections and distinctions when appropriate.
STRAND / TOPIC		
		connections and distinctions when appropriate.
TOPIC		connections and distinctions when appropriate. Grade 12 English Language Arts Standards
TOPIC CONTENT STANDARD PERFORMANCE	12.W.4.P.	Connections and distinctions when appropriate. Grade 12 English Language Arts Standards Writing Production - Writing production includes volume and clarity of writing and the writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK	12.W.4.P. 12.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	12.W.5.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.

BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	12.V.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.

BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT ST ANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	12.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 12 - Adopted: 2016
STRAND / TOPIC		Journalism I

CONTENT Writing STANDARD PERFORMANCE W.5.JI. Students will create various pieces of journalistically sound writing. **EXPECTATION** BENCHMARK / W.5.Jl.7. Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., PROFICIENCY punctuation, identification, verb choice) BENCHMARK / W.5.Jl.9. Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary **PROFICIENCY** coverage) for content, grammar, spelling, and style through guided practice

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Arkansas Standards

Language Arts

Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR Develop claims supported by credible sources.

STRAND / TOPIC

DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

DESCRIPTOR

Shifts in mood and voice

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.10.C.	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.
		Grade 9 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT ST ANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND /		
TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
CONTENT		
CONTENT STANDARD PERFORMANCE	10.W.4.P.	Writing Production - Writing production includes volume and clarity of writing and the writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK	10.W.4.P. 10.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
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CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	10.W.5.P.	Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY 10.W3.P. Write with stamina during single sessions and over extended periods of time. BENCHMARK / PROFICENCY P. P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. BENCHMARK / P. Conform writing to syle manual guidelines appropriate for the discipline and writing type, editing writing to include good-appropriate conventions for publishing. STRAND / P. Grade 10 English Language Arts Standards CONTENT STANDARD BENCHMARK / 10.W15. Paraphrase, integrate, antifor embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiasten. BENCHMARK / 10.W15. Follow a standard citation format, including both in-text citations and a words cited or bibliography. PROFICIENCY R. Follow a standard citation format, including both in-text citations and a words cited or bibliography. PROFICIENCY Grade 10 English Language Arts Standards CONTENT STANDARD DERFORMANC ENGAGE OF CONTENT CONT			
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PERFORMANCE EXPECTATION Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding. BENCHMARK / PROFICIENCY SLC. Initiate and express ideas in a collaborative setting, using effective discussion strategies. SLC. BENCHMARK / PROFICIENCY SLC. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. BENCHMARK / PROFICIENCY SLC. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. BENCHMARK / PROFICIENCY SLC. Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented. STRAND / Grade 10 English Language Arts Standards			Grade 10 English Language Arts Standards
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			Grade 10 English Language Arts Standards

CONTENT		Language
STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECT ATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial
		Grade 10 - Adopted: 2016
STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	11.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 11 English Language Arts Standards
		Grade 11 English Language Arts Standards Writing
TOPIC		
TOPIC CONTENT STANDARD PERFORMANCE	11.W.4.P.	Writing Production - Writing production includes volume and clarity of writing and the writing
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK/	11.W.4.P. 11.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY		Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection
CONTENT STANDARD PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	11.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.

BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	11.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	11.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	11.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	11.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 11 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	11.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	11.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	11.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
		Grade 11 - Adopted: 2016
STRAND / TOPIC		Journalism I

STRAND / TOPIC		Journalism I
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	Students will create various pieces of journalistically sound writing.
BENCHMARK / PROFICIENCY	W.5.Jl.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
BENCHMARK / PROFICIENCY	W.5.Jl.9.	Edit assigned pieces (e.g., basic features, basic news, captions, headlines, poetry, secondary coverage) for content, grammar, spelling, and style through guided practice

Arkansas Standards

Language Arts Grade 12 - Adopted: 2023

STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	12.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop defensible and significant claims.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Writing

STANDARD

PERFORMANCE		Style - Writing style includes different types of writing for different purposes.
BENCHMARK /	12.W.2.S.	Write to inform about a complex topic:
PROFICIENCY	12.00.2.0.	White to morni about a complex topic.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECT ATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	12.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
BENCHMARK / PROFICIENCY	12.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	12.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	12.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.

STRAND / TOPIC Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
BENCHMARK / PROFICIENCY	12.CC.2. SLC.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	12.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	12.CC.4. SLC.	Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT		Language
OTANDAND		
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
PERFORMANCE	12.L.2.S.	sentences in speaking and writing, including how the arrangement of words within
PERFORMANCE EXPECTATION BENCHMARK /	12.L.2.S. 12.L.4.S.	sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively. Vary syntax for effect, consulting references for guidance as needed.
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /		sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively. Vary syntax for effect, consulting references for guidance as needed. Grade 12 - Adopted: 2016
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively. Vary syntax for effect, consulting references for guidance as needed. Grade 12 - Adopted: 2016 Journalism I
PERFORMANCE EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANCE	12.L.4.S.	sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use verbs effectively. Vary syntax for effect, consulting references for guidance as needed. Grade 12 - Adopted: 2016 Journalism I Writing