

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

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

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.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE
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
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Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.

BENCHMARK /
PROFICIENCY

9.CC.10.
P.

Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.

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.
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BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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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.

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 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		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 STANDARD			Vocabulary - Vocabulary includes understanding and using words to communicate effectively.		
PERFORMANCE 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		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

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.
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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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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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.
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STRAND / TOPIC		Grade 12 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	12.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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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 STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / 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.
BENCHMARK / PROFICIENCY	12.CC.10 .P.	Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing.

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.4.S.	Vary syntax for effect, consulting references for guidance as needed.

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

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.
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BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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.
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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.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 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.
PERFORMANCE 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 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 / 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.
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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.
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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.2.S.	Write to inform about a complex topic:

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

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.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.
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.
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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.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.
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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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STRAND / TOPIC	Grade 12 English Language Arts Standards
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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.
PERFORMANCE 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.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 03: Unit 3 Retelling Narrative Stories, p. 29-36

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.
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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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DESCRIPTOR	Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
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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.
PERFORMANCE 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.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
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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.
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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.
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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.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
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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.
PERFORMANCE 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.
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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
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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.
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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.
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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.
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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.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.
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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.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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Grade 11 - Adopted: 2016

STRAND / TOPIC

Journalism I

CONTENT STANDARD		Writing
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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 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.
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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.
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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.
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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.
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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.
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**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.
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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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DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
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**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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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**STRAND /
TOPIC**

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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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.
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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.
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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.
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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.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
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

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.

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.
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DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
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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.
PERFORMANCE 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 /
PROFICIENCY9.CC.1.S
LC.

Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK /
PROFICIENCY9.CC.2.S
LC.

Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK /
PROFICIENCY9.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 /
PROFICIENCY9.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.

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

PERFORMANCE 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.
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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.
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BENCHMARK / PROFICIENCY	10.CC.2.SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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
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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.
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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.
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.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.
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PERFORMANCE EXPECTATION	11.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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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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.
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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.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

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.
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**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.
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**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.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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**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.
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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.
PERFORMANCE 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.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 05: Unit 3 Retelling Narrative Stories, p. 45-50**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.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 a central theme and/or idea.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
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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.
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BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

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

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
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BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
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DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
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BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
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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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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.
PERFORMANCE 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.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 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
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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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.
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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.
PERFORMANCE 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 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
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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.
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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.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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DESCRIPTOR	Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
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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.
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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.
PERFORMANCE 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.
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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.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 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.
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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.
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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.
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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.
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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.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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Grade 12 - Adopted: 2016

STRAND / TOPIC

Journalism I

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

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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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 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 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.
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PERFORMANCE 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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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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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 / 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.
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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**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.
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**PERFORMANCE
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.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****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.
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BENCHMARK / PROFICIENCY	12.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
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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.
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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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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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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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.
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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.
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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.
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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.
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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.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
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Arkansas Standards
Language Arts

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.
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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.
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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	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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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.

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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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:
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DESCRIPTOR		Adjectival
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DESCRIPTOR		Adverbial
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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.
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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
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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.
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BENCHMARK / PROFICIENCY	10.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.
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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.
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BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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.
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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.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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**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.
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BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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**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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**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.
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**STRAND /
TOPIC**

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
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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
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DESCRIPTOR		Adverbial
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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
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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.
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BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Writing
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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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.
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BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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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.
PERFORMANCE 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.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

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 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.
PERFORMANCE 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.
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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.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
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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.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 a central theme and/or idea.
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BENCHMARK / PROFICIENCY	9.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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**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.
PERFORMANCE 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.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.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 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
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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.
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PERFORMANCE 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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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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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BENCHMARK / PROFICIENCY	10.CC.2.SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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.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.
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BENCHMARK / PROFICIENCY	11.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections and subtopics.
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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.

PERFORMANCE 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.
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STRAND / TOPIC	Grade 11 English Language Arts Standards
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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.
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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.
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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.
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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.
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STRAND / TOPIC	Grade 11 English Language Arts Standards
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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.
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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.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.
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BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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PERFORMANCE
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.

**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 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 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
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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.
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DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
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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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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.
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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.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.
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.

PERFORMANCE 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.
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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.
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BENCHMARK /	10.CC.2.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and
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PROS/CONS: _____ responding appropriately.

PROFICIENCY	2019-2021 SLC:	Set and follow pace for collegial decisions and decision making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
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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.
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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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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.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		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.
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PERFORMANCE
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.
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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
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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

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
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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.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 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.
PERFORMANCE 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.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 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
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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.
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PERFORMANCE 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.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.

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.
PERFORMANCE 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.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
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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 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.
PERFORMANCE 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.
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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.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 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.
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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.
PERFORMANCE 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.
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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.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
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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 /
PROFICIENCY9.CC.1.S
LC.

Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK /
PROFICIENCY9.CC.2.S
LC.

Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK /
PROFICIENCY9.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 /
PROFICIENCY9.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.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.
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.
PERFORMANCE 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.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		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
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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		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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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.
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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.
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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.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 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.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.

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.
PERFORMANCE 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.
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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.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
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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.
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BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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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.
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PERFORMANCE 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.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.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.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 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
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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.
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PERFORMANCE 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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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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.
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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
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DESCRIPTOR	Adverbial
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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.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.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 / 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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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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.
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PERFORMANCE EXPECTATION	11.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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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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.
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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.
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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.
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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.
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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.
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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.
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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)
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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
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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.
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BENCHMARK / PROFICIENCY	12.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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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.
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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.
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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.
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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.
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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.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.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 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 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.
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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.
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DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.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
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DESCRIPTOR		Adverbial
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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.
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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.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
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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
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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.
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BENCHMARK / PROFICIENCY	10.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.
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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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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.
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BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	10.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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.
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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.
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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.
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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.
PERFORMANCE 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.
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.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.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.
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BENCHMARK / PROFICIENCY	11.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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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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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.
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BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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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.
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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.
PERFORMANCE 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.
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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)
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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
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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.
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BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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STRAND / TOPIC Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
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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.

STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.

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.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.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 14: Unit 6 Summarizing Multiple References, p. 119-134**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	
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.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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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.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.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
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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.
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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.
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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.

Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

Grade 10 English Language Arts Standards

Research - Research includes identifying a topic, gathering information, and assessing sources.

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.

Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

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

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 10 English Language Arts Standards

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.

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:

Shifts in mood and voice

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.

Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

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:

Adjectival

Adverbial

Grade 10 - Adopted: 2016

Journalism I

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION	W.5.JI.	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

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.
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BENCHMARK / PROFICIENCY	11.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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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.
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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.
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BENCHMARK / PROFICIENCY	11.W.14.R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
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STRAND /
TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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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.
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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.
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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.
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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.
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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.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

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.
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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.
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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.

**STRAND /
TOPIC****Grade 12 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.

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.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.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 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.
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 / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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.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.
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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.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
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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
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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.
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BENCHMARK / PROFICIENCY	10.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
PERFORMANCE 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.

**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.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.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 / 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:
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DESCRIPTOR	Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
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STRAND / TOPIC	Grade 11 English Language Arts Standards
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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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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC	Grade 11 English Language Arts Standards
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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.
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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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STRAND / TOPIC	Grade 11 English Language Arts Standards
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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.
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BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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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.
PERFORMANCE 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.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.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****STRAND /
TOPIC****Grade 12 English Language Arts Standards**

CONTENT STANDARD		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.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.14.R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
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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.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.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 16: Unit 7 Inventive Writing, p. 147-152

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		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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
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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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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
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DESCRIPTOR	Adverbial
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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.
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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
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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:
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DESCRIPTOR	Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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STRAND / TOPIC	Grade 10 English Language Arts Standards
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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.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC	Grade 10 English Language Arts Standards
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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.
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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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STRAND / TOPIC	Grade 10 English Language Arts Standards
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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.
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BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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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.
PERFORMANCE 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
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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
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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

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
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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.
PERFORMANCE 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.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 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		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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.
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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.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
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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 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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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**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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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.
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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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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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.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
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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 /
TOPIC****Grade 10 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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
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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.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 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.
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.
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**STRAND /
TOPIC****Grade 11 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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.
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**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.
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**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.
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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.
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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.
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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.
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**STRAND /
TOPIC****Grade 11 English Language Arts Standards**

CONTENT STANDARD		Language
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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

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.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
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STRAND / TOPIC **Grade 12 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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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.
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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.
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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.
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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.
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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.
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STRAND / TOPIC **Grade 12 English Language Arts Standards**

CONTENT STANDARD		Language
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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.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 18: Unit 7 Inventive Writing, p. 159-166

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.
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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.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.
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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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**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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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.
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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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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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 / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.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 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.

**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.
PERFORMANCE 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.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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)
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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
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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.
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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.
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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.
PERFORMANCE 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.
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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.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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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.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.
PERFORMANCE 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 / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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:
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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.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 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.

**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		
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		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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		
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		
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.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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)
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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
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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.
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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.
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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.
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**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.
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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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**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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
PERFORMANCE 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.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

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

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 STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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
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DESCRIPTOR	Adverbial
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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.
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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.JI.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
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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.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.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.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
BENCHMARK / PROFICIENCY	W.5.JI.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 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.
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.
PERFORMANCE 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.
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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.
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BENCHMARK / PROFICIENCY	10.CC.2.SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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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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.
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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
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DESCRIPTOR	Adverbial
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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.JI.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
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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)
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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)
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BENCHMARK / PROFICIENCY	W.5.JI.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
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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
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BENCHMARK / PROFICIENCY	W.5.JI.11.	Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	11.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	11.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	11.W.14.R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
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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.
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BENCHMARK / PROFICIENCY	11.W.16. R.	Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.
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**STRAND /
TOPIC**

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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**STRAND /
TOPIC**

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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**STRAND /
TOPIC**

Grade 11 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	11.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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**STRAND /
TOPIC**

Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
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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		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.

BENCHMARK / PROFICIENCY	D.4.JI.1.	Use principles of design, applying available technologies through guided practice (e.g., desktop publishing, photo editing, Web-based media, word processing)
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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)
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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)
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BENCHMARK / PROFICIENCY	W.5.JI.8.	Write different journalistically sound pieces through guided practice (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)
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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
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BENCHMARK / PROFICIENCY	W.5.JI.11.	Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)
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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.
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BENCHMARK / PROFICIENCY	12.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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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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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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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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.
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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.
PERFORMANCE 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.

Grade 12 - Adopted: 2016

STRAND / TOPIC Journalism I

CONTENT STANDARD		Design
PERFORMANCE EXPECTATION	D.4.JI.	Students will create designs for media.

BENCHMARK / PROFICIENCY D.4.JI.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.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.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.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.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

BENCHMARK / PROFICIENCY W.5.JI.11. Select the most appropriate media format to present content (e.g., feature story, news story, secondary coverage, blog, social media)

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

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		Develop claims supported by credible sources.
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DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR		Organize ideas, concepts, and information, using major sections
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DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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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.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.
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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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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.
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.
PERFORMANCE 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.
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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:
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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
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DESCRIPTOR		Adverbial
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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.
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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.3.	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports, social media)
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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)
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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
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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.
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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.
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.
PERFORMANCE 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.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.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 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 .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 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.
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.
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PERFORMANCE EXPECTATION	11.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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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.
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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.
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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.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.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

**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.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.
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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.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among
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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.
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DESCRIPTOR	Select well-chosen, descriptive details, sensory language, and precise language, conveying a
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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 STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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.
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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.
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BENCHMARK /	12.CC.2.	Come to discussions prepared to participate and/or facilitate, citing researched evidence on the
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PROFICIENT	SEE:	topic, text, or issue, and responding appropriately.

PROFICIENCY	SLC.	Set and follow pace for collegial decisions and decision making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
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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.
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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.
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BENCHMARK /	13.1.4.5	Very 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.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.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

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

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.
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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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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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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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.
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BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR		Shifts in mood and voice
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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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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
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DESCRIPTOR		Adverbial
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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.
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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.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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.
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**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.
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BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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**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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**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.
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**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
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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.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 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.

**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.

Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

Grade 11 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 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:

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.

Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.

Come to discussions prepared to participate and/or facilitate, 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.

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 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.

Use verbs effectively.

BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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

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.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Language
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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.
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BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
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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.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

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

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.
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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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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.
PERFORMANCE 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.
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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
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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.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 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.
PERFORMANCE 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:

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
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DESCRIPTOR	Adverbial
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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.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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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.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic addressing the most significant and relevant evidence.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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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.
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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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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.
PERFORMANCE 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.
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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

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.15.R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Language
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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.
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BENCHMARK / PROFICIENCY	12.L.2.S.	Use verbs effectively.
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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.JI.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

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.
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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.
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BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
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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.
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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

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.

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.
PERFORMANCE 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.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 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**

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**

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.
PERFORMANCE 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.

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

Grade 11 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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STRAND /
TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY	Use context,
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BENCHMARK / PROFICIENCY	Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND /
TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD	Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	11.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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

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
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PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
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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.
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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.
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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.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections and subtopics.
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
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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.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
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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.
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.
PERFORMANCE EXPECTATION	12.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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.

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.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 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.
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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.
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BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
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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.
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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		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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.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. 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.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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.
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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.
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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.
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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.
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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

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.
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BENCHMARK / PROFICIENCY	10.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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BENCHMARK / PROFICIENCY	10.CC.2.SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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.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 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.
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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.
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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.
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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.2.S.	Write to inform about a complex topic:

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

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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,
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BENCHMARK / PROFICIENCY		Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
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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.
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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.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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**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****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.
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**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.
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**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.
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**STRAND /
TOPIC****Grade 12 English Language Arts Standards**

CONTENT STANDARD		Writing
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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		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
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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.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.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.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 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.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 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.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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,
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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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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.
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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.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 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 / TOPICGrade 10 English Language Arts Standards		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPICGrade 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 / TOPICGrade 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 / TOPICGrade 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.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 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.
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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.
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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.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.
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**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.
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BENCHMARK / PROFICIENCY	11.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	11.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	11.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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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.
PERFORMANCE 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.

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

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
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PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
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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.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
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Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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 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,

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.
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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.
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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.
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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.
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**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.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 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 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.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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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,
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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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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.
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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.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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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.
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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.
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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 / TOPICGrade 10 English Language Arts Standards		
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPICGrade 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 / TOPICGrade 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 / TOPICGrade 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.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 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.
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 / 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.

STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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.

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

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.
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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.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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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.
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BENCHMARK / PROFICIENCY	12.W.16.R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY	Use context,
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STRAND /
TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.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 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.

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.
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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.
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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.
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DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
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DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
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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.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.
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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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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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.
PERFORMANCE 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.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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
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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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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
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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.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 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.
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.
PERFORMANCE 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.
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.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
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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.
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BENCHMARK / PROFICIENCY	11.RC.4.RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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:
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DESCRIPTOR		Develop defensible and significant claims.
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DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
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DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
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DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
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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.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.
PERFORMANCE 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.

**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****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		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.
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**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.
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**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.
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BENCHMARK / PROFICIENCY	12.W.5.P.	Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
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BENCHMARK / PROFICIENCY	12.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	12.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	12.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	12.W.9.P.	Write with stamina over extended periods of time.
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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.
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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.
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**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.
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BENCHMARK / PROFICIENCY	12.W.16. R.	Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	12.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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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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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:
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BENCHMARK / PROFICIENCY		Use context,
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	12.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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STRAND / TOPIC

Grade 12 English Language Arts Standards

CONTENT STANDARD		Language
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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.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 29: Classical Arrangement for Argumentative Essays, p. 257-260

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		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
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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.
PERFORMANCE 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
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DESCRIPTOR		Adverbial
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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.
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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.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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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
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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.
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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE 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		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.
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BENCHMARK / PROFICIENCY	10.CC.2.SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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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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STRAND / TOPIC

Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
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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.
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BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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.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 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
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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.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	11.CC.1.SLC.	Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
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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.
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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.
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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.
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STRAND / TOPIC

Grade 11 English Language Arts Standards

CONTENT STANDARD		Language
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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.
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BENCHMARK / PROFICIENCY	11.L.2.S.	Use verbs effectively.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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)
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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
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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.
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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.
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DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
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DESCRIPTOR		Provide relevant commentary to connect claims to the reasons and evidence.
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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.
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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.
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.
PERFORMANCE 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 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.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 30: Classical Arrangement for Argumentative Essays, p. 261-27

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.
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BENCHMARK / PROFICIENCY	9.RC.4.R F.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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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.
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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.
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DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
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DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.
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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.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.
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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.
PERFORMANCE 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		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.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 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.
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.
PERFORMANCE 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.
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.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 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 /
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.
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**STRAND /
TOPIC****Grade 11 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	11.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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**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,
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**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.
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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.
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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.
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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.
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**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.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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)
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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
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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.
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BENCHMARK / PROFICIENCY	12.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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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.
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**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
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
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.
PERFORMANCE 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 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.
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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)
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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
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Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

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	Develop claims supported by credible sources.
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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.
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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.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.
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**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.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.6.P.	Use a variety of sentence types effectively.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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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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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.
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**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.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE 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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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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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.
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BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
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BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
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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.
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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.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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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.
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BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR		Shifts in mood and voice
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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.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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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
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DESCRIPTOR		Adverbial
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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.
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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.7.	Apply direct and indirect quotes in copy through guided practice with appropriate attribution (e.g., punctuation, identification, verb choice)
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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
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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.
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.
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PERFORMANCE 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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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.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 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.
PERFORMANCE 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.
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BENCHMARK / PROFICIENCY	11.L.4.S.	Vary syntax for effect, consulting references for guidance as needed.
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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)
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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
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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.
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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.
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DESCRIPTOR	Maintain a cohesive argumentative structure throughout.
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DESCRIPTOR	Provide relevant commentary to connect claims to the reasons and evidence.
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STRAND / TOPIC Grade 12 English Language Arts Standards

CONTENT STANDARD		Writing
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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
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.
PERFORMANCE 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 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.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